

**RELATIONSHIP BETWEEN FAMILY EDUCATIONAL
BACKGROUND AND JUVENILE DELINQUENCY AMONG
STUDENTS OF SENIOR SECONDARY SCHOOLS IN NASARAWA
STATE, NIGERIA**

¹SAIDU YUNUSA

08065274645

²MOHAMMED AHMAD JIBRIN

08032874758

³ABDULRAZAQ NUHU

07033647766

1&2 Psychology Unit
Department of Educational Foundation
Faculty of Education
Nasarawa State University Keffi

3 Department of Geography and Environmental Management
Faculty of Physical Sciences
Ahmadu Bello University Zaria

ABSTRACT

Juvenile delinquency has become such a complex problem that parents not only deplore and criticize it, but they want to do everything possible to eradicate it to the barest minimum. These include truancy, destruction of school property, injuries to teachers and students, cultism, smoking, alcoholism, aggression, theft, harassment, disrespect to parents and teachers assault among others. This research was carried out to investigate the family educational background and juvenile delinquency of senior secondary school students in Nasarawa State. The study was guided by one objective, one research question, and a null hypothesis. The objective of the study was to investigate if there is any relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State. The study adopted a correlational research design and the population of the study was 21875 with a sample size of 378 (266 males and 112 females). Multi-stage stratified random sampling technique was used to compose the sample. A questionnaire tagged "Family Educational Background and Juvenile Delinquency (FEB&JDQ) was used as an instrument for data collection. Mean and standard deviations were used to answer the research questions while Pearson Product Moment Correlation Coefficient (PPMC) was used to test the null hypothesis at a 0.05 level of significance. Findings from the study revealed that there is no significant relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State. The study recommends that parents should be made to realize the importance of acquiring their own education, which will in turn influence their children's academic performance and reduce the level of delinquent behavior.

Keywords: Family educational background, Juvenile delinquency, Secondary school, Nasarawa state

1.0 INTRODUCTION

The family is a small social unit that is responsible for teaching children how to acquire good behavior and abide by the traditions of the society in which they live. In every society, there are sets of norms, values, customs, rules, and regulations in which children are expected to abide by, for example, respect for parents and other members of the society, however, not all children in the society abide by those rules and regulations. Children who live contrary to these sets of rules and regulations are referred to as delinquent children.

Family background according to Wright and Cullen (2009) is the combination of any or all the educational and professional qualifications of parents, estimated wealth, marital eligibility, reputations, and medical history of the family (especially mental health and genetic diseases). He suggested that family crisis has left children and parents alike starving for intimacy and connection. For family disruption and delinquency, the composition of families is one aspect of family life that is consistently associated with delinquency.

Family educational background is the educational level one's parents attained in society. Level of education is a broad aspect of the education ladder; it refers to progression from very elementary to a more complicated learning experience, embracing all fields, programmes, and groups that may occur at that particular stage of progression (UNESCO, 2012). According to UNESCO (2012), parents with pre-primary, primary, lower secondary, and upper secondary school learning are classified as having low education attainment while parents with post-secondary up to doctorate or equivalent level are classified as having high education attainment. Family level of education is an indicator of parents' level of involvement in their children's academic pursuits. Knowing the importance of education, parents will support and encourage their children morally and materially. And such could influence their attitudes, behavior and thoughts towards committing juvenile delinquency in the community

Juvenile delinquency according to Mangal (2010), is the product of social and economic conditions and is essentially a co-efficient of the friction between the individual involved and the society. Juvenile delinquency is the act of violating the law, minor offenses against the legal code, especially by a minor (Ramalingam, 2006). It is also defined psychologically as involvement in extreme anti-social behavior by a child Bartol and Bartol (2011). Examples of juvenile delinquency behaviors include stealing, gambling, pick packing, cheating, smoking, alcoholism, drug addiction, prostitution, truancy, examination malpractice, destruction of properties, kidnapping, rape, assaults, cultism, vandalization, and murder.

1.1 Statement of the Problem

Every parent aimed at bringing up a child that will develop the right attitude of patriotism and good interpersonal relationship by educating the child to his full potential. Unfortunately, juvenile delinquency has constituted a complex problem that has impacted negatively on students' behavior and has gained such momentum that it has become a social problem facing Nigeria, in general, and Nasarawa State in particular. Juvenile delinquency has become such a complex problem that parents not only deplore and criticize it, but they want to do

everything possible to eradicate it to the barest minimum. Juvenile delinquency includes truancy, destruction of school properties, injuries to teachers and students, cultism, smoking, alcoholism, aggression, theft, harassment, disrespect to parents and teachers, assault, etc. these delinquent behavior are observed amongst male and female children of different ages below 18 years and also at different locations urban and rural areas. These delinquent behaviors are also observed among peers. Peers can have a negative influence on each other, they can encourage each other to skip classes, steal, cheat, use drugs, or alcohol, or become involved in other violent behavior.

The foregoing problems mentioned prompted the researcher to embark on this research with the hope that the findings would help to find out how family educational background correlates with juvenile delinquency of senior secondary school students in Nasarawa State.

1.2 The objective of the Study

The aim of this study is to investigate the relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State. Specifically, the study intends to:

1. Investigate if there is any relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State.

1.3 Research Question

The following research question will guide the study

1. Is there any relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State?

1.4 Statement of Hypothesis

The following null hypothesis was formulated and tested at 0.05 levels of significance.

Ho1: There is no significant relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State

2.0 LITERATURE REVIEW

2.1 Concept of Family Background

Family background according to Wright and Cullen (2009) can be understood to be the permutation and combination of any or all of the education and professional qualification of parents, estimated wealth, marital eligibility, reputation, and medical history of the family (especially mental health and genetic diseases). Family background plays a very big role in a child's life. Family background refers to all the objects, forces, and conditions in the family which influence the child physically, intellectually, and emotionally. Children coming from different family backgrounds are affected differently by such variations and that is why some children have good family backgrounds while the family backgrounds of others are poor. May (2015) note that in some families, the background may vary from time to time for the

same individual the author further stated that because it is parents who are primarily responsible for establishing the family and exercising control over it, they are responsible for the type of family background that exists. This means that parental attitudes are very important in promoting healthy family background, and healthy family background is possible when parents adapt to the culturally defined roles of parents to the needs of the changing young generation.

Omoregbe (2010) viewed family educational background as that which can affect children, especially with respect to their academic achievement. The primary function of parents is the rearing and protection of children and passing on to them the values and beliefs of society. They also teach children the rules, traditions, and ways of doing things. It is also the responsibility of the parents to provide their children with shelter, food, education, security, and personal development. Children who grow up in homes where the mind is stimulated developed mentally more than those from homes with no incentive for mental growth, or exercise. He added that all behavior is a response to some stimulus in the environment.

In the view of Sambo (2008), the state of the family's educational background affects the individual since the parents are the first socializing agents in an individual's life. This is because the family's educational background and the context of a child affect his reaction to life situations and his level of performance. Although, the school is responsible for the experiences that make up the individual's life during school periods, parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is. Researchers have shown that students and family characteristics affect levels of parental involvement. Different factors of the family background are capable of influencing the academic performance of the students. The factors are such as parental occupation status, parents' educational attainment, family structure, and home language.

May (2015) concluded in his report "schools don't matter", and stated that students' behavior and achievement is more strongly associated with their family educational background than a function of the schools they attend.

Different authors defined juvenile delinquency in various ways, and the idea of child offenders is carried by most of the definitions. Juvenile delinquency as a concept refers to prohibitive behavior among a particular age bracket - children and youths. Sambo (2008) sees juvenile delinquency as the problems caused by the youth in the community which is now universally accepted as a crime frequently committed by young people under the age of 18 years. In the same vein, Ogbemor (2012) opined that juvenile delinquency is that behavior on the part of the children which may under the law subject those children to the juvenile court as such it is a relatively new and legal term for a very old phenomenon. He also said that the earliest known code of laws "The code of Hammurabi" took specific note of the duties of children to parents and prescribed punishments for violation, later as legal system was elaborated offenders were dealt with according to age.

2.2 Family Educational Background and Juvenile Delinquency

Most researchers have confirmed the effect of illiteracy of families on their children's performance in schools. Children whose families are illiterate have been seen to lack home

encouragement. This implies that some illiterate families refuse to provide their children with needed textbooks; they are discouraging them from learning. Omoregbe (2010), in his write-up, stated that textbooks aid studies after normal classroom teaching. Also, many students lack parental assistance as a result of their illiteracy and ignorance. They fail to motivate, reinforce, give rewards and punish their children for their performance which might have forced them to be serious about learning. On the other hand, literate families have an interest in their children's performance. They struggle to provide them with needed materials and stand the chance of giving adequate encouragement through counseling. Family disagreement is most prevalent in illiterate families; disagreement scarcely exists in literate families as individuals mind their business and understand themselves.

Family educational background is one of the most potent socialization forces in life. They teach children to control unacceptable behavior delay gratification and respect the rights of others. Conversely, families can teach children aggressive, antisocial, and violent behavior (Wright 2009). This statement alone could easily explain how the juvenile may end up becoming a delinquent. Wright (2009) suggest positive parenting practice during the early years and later in adolescence appear to act as buffers preventing delinquent behavior and assisting children involved in such behavior to desist from delinquency.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This study was carried out using a descriptive survey (correlational research design). Correlational research design attempts to find out the mutual interaction between two or more variables from the same group of respondents looking for a relationship on which to base predictions. Correlational research design attempts to determine the extent and the direction of the relationship between two or more variables. (Anikweze 2013).

Correlational research design is considered suitable for this study because it will help to establish the relationship that exists between two or more variables, family educational background as correlates of juvenile delinquency.

3.2 The population of the Study

The target population for the study is 21875 which consists of all the public senior secondary school class two (SS II) students in Nasarawa State. There are 235 public senior secondary schools in Nasarawa State. These schools are distributed across the three Senatorial zones of the state. The population of the study is shown in Table 1.

Table 1: Population of the Study

S/N	Zone	No. of schools	No. of students
1	Nasarawa South	105	7813
2	Nasarawa North	60	4389
3	Nasarawa West	70	9673
	Total	235	21,875

Source: Nasarawa State Ministry of Education, 2020/2021

3.3 Sample and Sampling Technique

The sample size for the study comprises 378 SS II students from the public senior secondary schools in Nasarawa State. The sample size was adopted using a table for determining sample size for research activities by Paul C. Boyd, Educational and Psychological Measurement (2006). The study adopted multi-stage stratified random sampling. The schools for the study were clustered into three (3) Senatorial zones, Nasarawa South, Nasarawa North, and Nasarawa West. A non-proportionate stratified random sampling procedure was used to draw four (4) schools from each zone and a total number of twelve schools were drawn to represent the entire schools. A proportionate stratified random sampling procedure was used to select students from the sampled school in each senatorial zone. The schools were stratified into urban and rural schools and each school again will be further stratified into male and female respondents.

Table 2: Sample Size of the Study

S/No	Schools	Population	M	F	Sample
1.	GSS Lafia	256	39	13	52
2.	GSS Ombi I	75	11	4	15
3.	GSS Akurba	161	23	10	33
4.	GSS Shabu	145	22	7	29
5.	GSS Akwanga Central	120	16	8	24
6.	GSS N/Eggon	206	30	12	42
7.	GSS Andaha	63	9	4	13
8.	GSS Gudi	119	18	6	24
9.	GSS Karu	84	12	5	17
10.	G.C Nasarawa	358	47	25	72
11.	GSS Gadabuke	105	17	4	21
12.	GSS Laminga	180	22	14	36
	Total	1872	266	112	378

3.4 Method of Data Collection

The study used questionnaires as the primary method of data collection which are carefully structured to cover all the relevant areas of the study. The questionnaire was labeled "Family educational background and Juvenile delinquency Questionnaire (FEB & JDQ)".

The study apart from comparing the responses of male and female students, also compared the responses of urban and rural schools, so as to show the extent of the relationship between the variables. Students from local government headquarters are categorized as urban students, while students from schools outside the local government headquarters are regarded as rural students. This research instrument (questionnaire) is administered to SS II students in the sampled schools.

3.5 Instrumentation

The research instruments were administered by the researcher directly to the respondents and were collected back by the researcher immediately after completion. The questionnaires were administered to public senior secondary students when the school is in session and during school hours. This is important because the schools will provide the most suitable pool of children within the target population. The researcher was assisted by two research assistants that were recruited among the secondary school teachers in the sampled schools.

4.0 RESULTS AND DISCUSSIONS

Data collected were analyzed using Mean, Standard Deviations, and Pearson's product-moment correlation coefficient. Mean and Standard Deviation was used to answer the research questions while Pearson's product-moment correlation coefficient was used to test the null hypothesis at a 0.05 level of significance.

Research Question: Is there any relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State?

Table 3: Mean and Standard Deviation on Family Educational Background and Juvenile Delinquencies

	N	SA	A	U	D	SD	\bar{X}	SD	Remark
My parents are not interested in my education so this encourages me to engage in antisocial behavior	378	15	2	21	126	214	1.62	.926	Reject
My parents do not send me to school on time hence this encourages me to indulge in truancy	378	30	58	15	115	160	2.16	1.33	Reject
My parents provide necessary textbooks for me, this encourages me to work hard in school and avoid antisocial behavior	378	116	193	6	45	18	3.91	1.11	Accept
My parents rebuke teachers when I am punished as such it encourages me to be arrogant and disrespectful	378	34	8	11	121	204	1.80	1.20	Reject
My parents have contact (phone number) to my principal and class teacher. This prevents me from indulging in truancy and other antisocial behavior	378	204	70	7	24	73	3.81	1.59	Accept
My parents visit me during visiting days, this prevents me from indulging in truancy	378	154	87	3	43	91	3.45	1.66	Accept
My parents assists me in doing my home work and other learning difficulties hence this encourages me to do better in school	378	129	76	23	45	105	3.21	1.66	Accept
My parents always demand for my	378	130	129	13	42	64	3.5	1.48	Accept

progress report and at the end of each term, this encourages me to always remain in school and work hard.								8		
My parents advice me to respect my teachers, this encourages me to be respectful and humble.	378	201	82	22	38	35	3.9	1.35	Accept	9
My parents are too busy and have no time to check my books this encourages me to engage in examination malpractice.	378	71	66	19	98	124	2.6	1.54	Reject	3
My parents want me to take to their profession, this makes me feel frustrated and becoming disrespectful.	378	58	49	18	55	198	2.2	1.56	Reject	4

Table 2 shows that a mean value below the 3.00 cut-off point on the family educational background items 1, 2, 4, 10, and 11 of the respondents disagree with the items. The findings from the study also show that a mean value above 3.00 cut-off points of the respondents accepts items 3, 5, 6, 7, 8, and 9 on family educational background.

4.1 Hypothesis Testing

H01: There is no significant correlation between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State.

Table 4: Correlation Between Family Educational Background and Juvenile Delinquency

Variables	N	\bar{X}	Std.Dev.	df	R	r ²	Sig.(2-tailed)	Decision
Family	378	32.42	5.53	377	.648	.419	.096	Accept H0 ₁
EduBackground*	378	31.71	3.92					
Juvenile Delinquency								

Level of significance Alpha (α) > 0.05 shows no significant relationship

Table 3 reveals that there is no significant relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State. The result shows a negative relationship with $n = 378$, $r = .648$, $p > .05$ (p -value = .096), while the correlation coefficient (r^2)= .419; This implies that only 41.9% of the variation is accounted for in the relationship that exists between family educational background and juvenile delinquency, while 58.1% of the variation is unaccounted for in the study.

4.2 Summary of Findings

Findings from the study revealed that there is no significant relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State (p value= 0.096).

5.0 DISCUSSION OF FINDINGS

Findings from the null hypothesis revealed no significant relationship between family educational background and juvenile delinquency of senior secondary school students in Nasarawa State. The result of the study corroborates with İçli and Çoban (2012) findings which showed that the family has an indirect and partial effect on juveniles' tendency to commit crimes because they cannot provide organized social networks, role models, and social controls for their children. The findings of Parks (2013) citing Petts (2009) also agree with the findings of this study, which used a life-course approach to examine whether family influences individual-level delinquency trajectories from early adolescence through young adulthood. Based on data from the NLSY79, results suggested that residing with two parents deters youths from becoming delinquent and that supportive parenting practices reduce their likelihood of becoming involved in delinquent behavior early in adolescence.

6.0 CONCLUSIONS

Based on the findings of the study, it was concluded that the occurrence of juvenile delinquencies in senior secondary schools in Nasarawa State is not influenced by family educational background. Therefore, it is pertinent for the family to rise up to the performance of its primary roles of positive child rearing and socialization and to create a healthy social environment in order to insulate the children from delinquency. The study, therefore, recommended that the secondary school authorities in Nasarawa State Should devise various means of minimizing the occurrence of different forms of delinquent behavior among secondary school students in the State.

REFERENCES

- Anikweze, C. M. (2013).Simplified Approach to Education Research, Cofats Ventures Ltd. Kaduna Nig.
- Bartol C.R &Bartol A.M (2011).Criminal Behaviour.A Psychological Approach.Upper Saddle River.New Jersey: Pearson.
- İçli, T.G &Çoban, S. (2012) A Study on the Effects of Family and Delinquent Peers on Juvenile Delinquency in Turkey. Advances in Applied Sociology 2012.Vol.2, No.1, 66-72 Published Online March 2012 in SciRes (<http://www.SciRP.org/journal/aasoci>) <http://dx.doi.org/10.4236/aasoci.2012.21009> Copyright © 2012 SciRes. 66
- Mangal, S.K. (2010).Essentials of Educational Psychology, New Delhi PIV Learning Private Limited.
- May O. E. (2015) The Influence of Peer Pressure on Criminal Behaviour. Delta State University, Abraka, Delta State, Nigeria. IOSR Journal of Humanities And Social Science (IOSR-JHSS). 2(1), 8-14.
- Ogbebor, G. G. (2012). 'Youth Violence in Contemporary Nigerian Society: A Psychological Approach' In Journal of the Nigerian Sociological Society, 2(1), 53-66.

- Omoreghe, N. (2010). The effect of parental education attainment on school outcome Ife Psychologies.Uniquesleeps.
- Parks, A. B., (2013). “The Effects of Family Structure on Juvenile Delinquency”.Electronic Theses and Dissertations.Paper 2279.<https://dc.etsu.edu/etd/2279>
- Paul, C. B. (2006). Determining sample size for research activities; Educational and Psychological Measurement; 30, pp. 607-610). Copyright, 2006, The Research Advisors (<http://research-advisors.com>), All rights reserved.
- Ramalingan, D. C. (2006) Dictionary of Psychology, New DelhiAcademic (India) Publishers
- Sambo, S. (2008).Understanding Guidance and Counseling in Nigeria. ABU Zaria Press, Kaduna State
- United Nations Education Scientific and Cultural Organisation. (UNESCO), (2012).International Standard Classification of Education (ISCED). Published by UNESCO Institute for Statistics.
- Wright, J. P., & Cullen, F. T. (2009). Parental efficacy and delinquent behavior: Do control and support matters. Criminology, 39(3), 677–705