



Juvenile Infraction in Selected Secondary Schools in Asaba, Delta State, Nigeria

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Abstract

This research work was designed to examine juvenile infraction in selected Secondary Schools in Asaba, Delta State of Nigeria. The objective is to identify the various forms causes of juvenile infraction in Secondary Schools. Data was collected through Primary and Secondary sources. A sample size of 200 students was selected through simple random sampling and data collected were analyzed with the aid of statistical package for social sciences version 22. Findings indicate that truancy, unwanted pregnancy, stealing, disobedience are common forms of juvenile infractions in secondary schools with peer group and poor parental-child relationship as dominant causes of juvenile infractions. It is therefore recommended that parent and guardians should give adequate care to transmit positive value on society to their wards.

Keywords: Juvenile Infraction, Secondary Schools, Asaba, Delta State, Nigeria.

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INTRODUCTION

The world has a youthful population. The population of youths across the globe constitute a formidable demographic force particularly in developing countries where they make up a large proportion of the population. Forty two percent (42%) of population in South East Asia and Sub-Saharan Africa are under the ages of twenty five years (Atlas of Sustainable Development Goals 2017). This youth bulge can be a potent source of sustainable development if provided with requisite knowledge and opportunities through investment in human capital.

Sustainable development can be attained through the active involvement of youths who are the future of any nation or society. This unfortunately is not the situation in Nigeria. It is against this background that the increasing and alarming rate of juvenile infraction is of concern to society. A juvenile is a prepubescent child that is not legally of age while a delinquent is an individual who fails to obey the law of society (George & Ukpong, 2013). Brown (1998) explained that juvenile are presumed to lack the criminal intent to commit wilful crimes and as such their activities are overlooked or ignored by parents, government and law enforcement agencies as minor offences. The laws of most jurisdictions however have special consideration for juvenile as they are given care proceeding rather than punishment.

Urbanization and modernization has brought about drastic changes in social control and cohesion in emerging cities in virtually most developing countries across the globe. In addition to urbanization, the application of new technology and the media have created consumption pattern which is beyond the capacity of most families with resultant negative influence on youths. In Nigeria, 67.1 percent of the population are living below poverty line (National Bureau of Statistics, 2017). Poverty couple with the involvement of youths in economic pursuit creates a fertile ground for juvenile infraction in our society. Mulrey (1977) therefore submit that delinquency is an extreme consequences of juvenile unsuccessful interaction with elements in his environment such as family poverty, inadequate educational opportunities, family conflict, peer pressure and communal disorganization that either individually or collectively impact negatively on the development of the child.

Brown (1998) argues that juvenile delinquency is a contemporary social problem that parents and law enforcement agencies contend with that impact physically and psychologically on victims with cost implication for society. Juvenile infractions exact a substantial and continuing toll in our society. Wachukwu and Ibegunam (2012) identified lying, deceit, stealing, callousness, fighting, bullying, unwanted pregnancy, examination malpractices, lack of respect to elders, alcoholism and running away from homes as common juvenile infractions in Nigeria.

The scope of this study is restricted to the ten public schools in Asaba in Delta state of Nigeria. They are:

- Asaga Mixed Secondary School.
- Basic Secondary School.
- Isioma Onyebi College.
- Niger Mixed secondary School.
- Oko Mixed secondary School.
- Okwe Secondary School.
- Osadenis Mixed Secondary School.
- West-End Mixed Secondary School.
- Zappa basic Secondary School.
- Zappa Mixed secondary School.

Statement of the Problem

Crimes either by juvenile or adults constitute threat to the collective wellbeing of society. Juvenile infraction is a contemporary social problem in Nigeria society that adversely affects the norms and ethical value of our society with potential of making life uncomfortable for all and

sundry. Juvenile delinquency places enormous burden in society in terms of lost in productivity in man hours trying to enforce discipline and the attendant increases that goes with social services and law enforcement. To Dambazua (2007), juvenile delinquency will not augur well for Childs growth and development in Nigeria.

Juvenile infraction if left unchecked will undermine the realization of the objectives of national policy of education in Nigeria that target accomplishing the following objectives:

- United, strong and self-reliant nation;
- Great and dynamic economy;
- Just and egalitarian society;
- A land that is bright and full of opportunities for all citizens; and
- A free and democratic society (Federal Republic of Nigeria, 2014)

Objectives of the Study

The objective of the study is to investigate juvenile infraction in selected secondary schools in Asaba, in Delta state, Nigeria. Specifically the study:

- Identify the common juvenile infractions (behaviour);
- Determine the causes of juvenile infraction in secondary schools;
- Proffer solutions on how to solve identified causes of juvenile infractions.

Research Questions

- What are the common juvenile infractions (behaviour)?
- What are the causes of juvenile infractions in secondary schools in Asaba?

LITERATURE REVIEW

Definition of juvenile Delinquency: There is no universal definition of juvenile delinquency as difference nations and jurisdiction stipulate different age bracket for juvenile. Juvenile Delinquency is considered as juvenile offending (Siegel & Brandon, 2011). Shoemaker (2010) defined juvenile delinquency as illegal acts whether crime or status offences that are committed by youths under the ages of eighteen. Adegoke (2015) identified juvenile delinquency as the violation of the criminal codes regulating the behaviour of young persons in the society. The United Nations guidelines for the prevention of juvenile delinquency (1990) assert that juvenile delinquency as youthful behaviour or conduct that does not conform to overall social norms and values of society. Juvenile delinquency is associated with maturation and growth process and will disappear spontaneously in most individual with transition to adulthood. The circumstances of many delinquencies therefore suggest experimentation (Clinnard & Meir, 2008). Juvenile offenders are therefore considered to be normative adolescent behaviour as most teens offend once or a few times during their adolescent age.

According to Agbowuru et al. (2016) delinquent acts fall under two categories. The first category of delinquent acts is considered a crime if committed by adults. In some jurisdiction offenders are tried as adults for crime like murder and armed robbery. The second category is

acts that would normally not be classified as a crime. They are referred to as status offences such as runaway, truancy and keeping late hours. Juvenile infraction cut across all social-economic spectrum of society but differs in terms of rate. Some parents however are better in dealing with juvenile infraction than others.

Causes of Juvenile Infraction

There is multitude of risk factors that exposes youths into juvenile infraction in the society. Delinquency is seen as extreme consequences of a child unsuccessful interaction with elements in his or her environment.

According to the American Psychological Association (1993) juvenile delinquency is driven by negative consequences of social and economic development particularly economic crisis, political instability and the weakening of major institutions of society. Moreover the transition for many children between family, school and work is increasing challenged. The traditional pattern guiding the relationship and transition that will allow for smooth process of socialisation is presently collapsing with advent of modernisation and technological changes. Family disintegration and associated lack of cohesion is clear manifestation of these changes.

United Nations (2003) explore how ongoing processes of urbanisation in developing countries contribute to juvenile involvement in criminal acts. Urbanization provides an environment that is feasible for the commission of offences. By geographical analysis countries with higher urban population tend to have higher crime rates than those with stronger rural life styles and community. The disparity is the result of difference in social cohesion and control. In rural setting the emphasis is on family and community control as basis of dealing with juvenile infraction unlike in urban setting where there is heavy reliance on formal legal and impersonal approach to crime and juvenile infraction.

Urbanization in developing countries has even worsened poverty. Sanidad-Leones(2006) posited that the urban poor are overwhelmed by high cost of living, financial problems, unstable jobs, lack of education opportunities , inadequate health and sanitation and inadequate housing. This circumstance pushes youths into juvenile infraction to alleviate their suffering. In fact Smith (2004) noted that young children growing up in poor neighbourhood with parents that don't supervise their activities are at risk of developing juvenile behaviour at adolescent.

Family life influences delinquency. Family is one of the strongest socializing forces in society that teaches children on acceptable behaviour. Family wellbeing is important in determining the wherewithal of parental support and care for the growing child.

Coughin and Vachimah (1996)observed that relationship exist between family social economic status and juvenile delinquency within the society. Poverty is a complex problem with far reaching consequences for parents and children. Nation bureau of statistics (2017) states that112million Nigerians representing 67.1 percent of total population are living below poverty level. Poverty results in underfeeding and inadequate care ,lack of provision of basic necessities, lack of proper guidance and counselling services which if provided will enable children overcome obstacle in their environment that will make prone to delinquent infraction.

Parental poverty just like affluence can predispose a child to delinquent acts. Affluence can lead to giving the child too much of what is required or deserved. Over affection coupled with inability of parents to supervise and show interest will expose juvenile to delinquent acts particularly when couple are working (Dabazua, 2007). Sinclair (1999) therefore opined that juvenile delinquency is present among children of the rich and poor. Children from rich homes

are mostly involved in white-collar crime like bribery and corruption while the lower class children are mostly engaged in offences like theft rape, prostitution, vandalism and violent crimes.

Family instability is associated with juvenile delinquency(Alfrey2010).Children from broken homes are more likely to run away from their family than intact homes (Uwaose & Udeagha, 2007).Children from broken homes are more vulnerable to neglect and peer pressure.

Thornberry et al. (1999) contend that family composition is one aspect of life that is consistently associated with delinquency. Sole parenthood which is a recognized problem across the globe can expose children to juvenile infraction. Two major factors contribute to the risk associated with sole parenthood. The first factor is risk associated with sole parenthood and poverty. The second factor is that sole parenthood is associated with lack of family and community based support network for the child (UNGPJD, 1990). Single parent by implication means an individual is doing the job meant for two persons. Klein(1997) noted that two parent household provide increased supervision and surveillance while single parenthood increases likelihood of delinquency and victimisation simply by the fact that here is one less person to supervise the adolescent behaviour. The attachment of children to extended family and community is a very vital bond that helps ensure children conformity to societal expectation.

Children that experience neglect from their parents are least likely to conform to expected standards of behaviour and more likely to participate in illegal and anti-social behaviour. Neglect according to Dambazua (2007) can be physical, emotion and educational. Physical neglect includes abandonments, expulsion from homes, delay to or failure to seek medical health care, inadequate supervision and disregard for hazard in the home and inadequate food, clothing and shelter. Emotional neglect includes inadequate nurturance or affection which leads to maladaptive behaviour. Educational neglect includes allowing he child to be chronically truant and inattentive to educational needs. Parental neglect mostly affects children from broken homes, single- parent and born- out- of wedlock (Klien, 1997).

Parental supervision and control plays key role in the adoption of delinquent behaviour. Ajake et al. (2008) noted that significant differences exist between children raised in autocratic style and democratic style. Autocratic reared children are more vulnerable to delinquency than democratic reared children. Children are at risk when reared by parents that are erratic and harsh.

Parental criminality is a powerful risk factor for delinquency. Pittsburgh and Cambridge longitudinal studies clearly showed that criminality of father, mother, brothers and sisters are good predictor of delinquency. The most important is criminality of the father (Farrington et al., 2006).

Child abuse is linked to later delinquency in Youths (Smith & Thonberry, 1995).Child abuse as a phenomenon has occurred throughout recorded history of man. World Health Organisation as cited by Krus et al. (2002) defined child abuse or maltreatment as all forms of physical, emotional ill-treatment, sexual abuse, neglect or negligent treatment or exploitation resulting in actual or potential harm to the child's health, survival and development. Wilson (1992) noted that there is connection between child abuse and neglect with violent delinquent behaviour in later years. Victims of abuse were extremely likely to be reported for escapist crimes such as runaway, truancy and keeping late hours (Thio, 2006).

Ford (2005) postulated that there is positive relationship between alcohol abuse and juvenile delinquencies as alcohol tend to hamper psychological functioning. McBride and McCoy (1993) in their study pointed the relationship between drug use and delinquency. Many offenders were under the influence of drug when they committed the crime. Drug induced aggression result

due to loss of ego control, feeling of omnipotence, deterioration of judgement, induction of irritability, impulsiveness and the production of paranoid thoughts.

School according to Regali et al. (2006) build upon the foundation laid by parents. The school is a representation of the larger society where pupils from different socio- economic status and background interact and influence one another. Schools aid juvenile delinquency if they don't impact on building morals and educational qualities of a child. Elliot (1993) noted that underperforming and trouble makers in schools are most time grouped together in the same classroom as a result of school management policy of nurturing and clustering the brilliant students into the same educational track. The dysfunction of this arrangement is the development of gangs and peer group influences. The result is collective adaptation to school failure, alienation and mutual sharing of negative emotions, anger, frustration and violent group behaviour. Regoli et al. (2006) equally opined that the brilliant students are popular with peer and participate actively in extracurricular activities unlike students that don't fare well in academics. They are not popular and don't participate in school activities. To the underachievers the school offer little joy and for this reason they resist school rule which they regard as oppressive and intolerable. Their drifts into juvenile delinquency are signs of hostility to the school system. Herren-Kohl et al. (2001) identified the following under listed factors to be linked to anti-social behaviour of juvenile in school:

- Low level of teacher satisfaction;
- Little cooperation among teachers;
- Poor students-teacher relations;
- Poorly defined rules and expectation of conduct; and
- Inadequate rule enforcement.

The school tend to perpetuate inequality in society for the benefit of the economic elites of society. Most youths resent the school for helping to reproduce the social class structure of society and for that reason take to deviant acts such as stealing, law breaking, cocaine and heroin pushing (LWVEJJ, 3009; Regoli et al., 2008).

Pereire and Sudbrack (2008) identified the association between adolescent with peers as mean of pressure and risk. Peer influence play significant role in the construction of gender role and relation. Peer pressure is a strong determinant of juvenile delinquency.

Chaba (2002) posited that students often get involved in antisocial behaviour because they will be considered social misfit and old fashioned among their peers and friends, Teenagers feel ashamed to be called names when they don't comply to illegal activities of peers. Patterson et al. (1991) noted that peer rejection may influence child and adolescent into associating with a deviant gang. Dambazua (2007) however pointed out that children that succumb to peer pressure are those that spend their leisure time in unstructured and unsupervised activities in the street. Peer factors does not act alone as a factor to juvenile delinquency but in combination with other factors.

American Psychological Association (1993) has concluded that television violence account for about 10 percent of aggressive behaviour among children. Children become violent due to watching much violence on television shows and movies. The media by popularising and glorifying cult heroes help promote the fact that justice can be attained by physical elimination of enemies. Children are therefore exposed to the use of violence in addressing their needs in different situations and may end up considering violence as desirable and courageous approach

of re-establishing justice. Bandura (1986) social learning theorist posited that children learn ways of behaving vicariously through observation. If children identify with perpetrators of violence, they are likely to adapt to violent behaviour.

Consequences of Delinquency

The society at large suffers from juvenile delinquency. Juvenile infraction affect the delinquent, the victim, close associates of the delinquent and the society at large. Wickliffe (2012) noted that juvenile delinquency has the adverse impact of making offenders loss out from the much needed nurturing and support required from the family. The offender is therefore at risk of engaging in risky behaviour such as unprotected sex, teenage pregnancy, illegal abortion and sexually transmitted diseases.

Robert (2002) concluded that children riskbehavioural problems and family dysfunction. Behavioural manifestation and reactions such as defiance of adults, lack of school readiness and aggression towards peers. This leads to negative short term consequences such as truancy, peer and teacher's rejection, early involvement in drug and alcohol.

Anon (2008) postulates that the family of offenders may experience psychological trauma that may persist through out their lifetimes. The psychological scar may force most parents to relocate from their neighbourhood out of shame of the deviant acts of their ward. This feeling of guilt and shame can even hamper the treatment and rehabilitation programme aimed at addressing the identified problem of their kid.

Juvenile delinquency in school setting manifest in poor performance at school. Failure in school includes poor academic performance, poor attendance, expulsion and possibility of dropping out of school of school entirely. Delinquent will lose the opportunity of pro social behaviour and social skill that are gained in school such as meeting deadlines, following instruction and interacting and dealing effectively with peer (Esterez & Nicholas, 2011).

Krohn et al. (2011) in their study found positive correlation between adolescent gang membership and engagement in street crime and arrest in adulthood. Membership to gang during adolescent will disrupt the transition from adolescent to adulthood which will adversely affect life chances. Levit and Vanlcatesh (2001) reported that youths in gang compared to their peer who are not in gangs are more likely to be arrested and incarcerated, more likely to rely on illegal income and obtain less formal education. Chronic offending may eventually lead to unemployment later in life and even when engaged may find it difficult to fit into work environment (Williams, 2012).

Prevention and Intervention Programmes against Juvenile Infraction

Delinquent prevention and intervention effort primarily focus on identifying the risk factors that contribute to delinquency and addressing these risk factors in order not only to build protective forces but offset these risks at the onset. The focus is to redirect youths that are at risk of delinquency or those that have committed delinquent offences from further involvement in delinquent acts. The risk factors include delinquent peer group, unstable and family involvement crime, family violence, peer and school experiences. Prevention and intervention programmes should therefore revolve mostly around the family and school.

Zagar et al. (2009) posited that getting involved in the early lives of youth can help effectively prevent latter crimes. The growth development of a child is highly dependent on early

child care and education which includes among others his or her physical wellbeing, structure early learning and educational opportunities, nutrition, health care, parental involvement and interaction.

The United Nations Guideline for the prevention of Juvenile Delinquency (1990) declared that the wellbeing of the child should be focus of any prevention and intervention programme that targets the rehabilitation and reformation of the child. Such programme should as much as possible avoid criminalizing and penalizing the child.

THEORETICAL FRAMEWORK

The Theory of Differential Association

Edwin Sutherland theory of differential association is adopted as theoretical framework for examining juvenile infraction in selected secondary schools in Asaba. Edwin Sutherland in explaining criminal behaviour was concerned with the etiology of deviance and distribution of deviant behaviour as reflected in various rates (Clinard & Meir, 2008). Sutherland argues that deviant behaviour resulted from normative conflict. Conflicting norms results to deviance through differential social organization as influenced by neighbourhood structure, peer group relationship and family organization.

A formal proposition however underpin Sutherland theory of differential association which are:

- Deviant acts are learned behaviour. Deviant act are not inherited or the Outcome of low intelligence or brain damage.
- Deviant behaviour is learned through interaction with significant others through communication.
- The learning takes place within intimate personal groups. The mass media where they are involved play only secondary roles.
- Deviant behaviour that is learnt includes techniques of deviance (simple to complicated techniques) and specific direction of motives (drives, rationalization and attitudes).
- Specific direction of motives and drives are derived from definition of norms as favourable or unfavourable standards.
- Individual becomes deviant because definition that favour violating norms exceed definition that favour conforming to norms.
- Differential association may vary in frequency, duration, priority and intensity.
- A person learns deviant behaviour by associating with deviant and non-deviant pattern. There is no unique learning process involved in the learning of deviant behaviour

There is overwhelming evidence that peer group is the breeding ground for juvenile infraction for vulnerable youths. Learning the techniques and motives takes places as they interact among themselves.

RESEARCH METHODS

Research Design

Most sociological research methods are descriptive and survey in nature. Survey design deals with systematic method of data collection. As a result, the researcher included specific research

design features from the broad empirical and theoretical perspectives to assess juvenile infraction among secondary school students in Delta State. This study is a quantitative design, aimed at emulating or improving best available practice, process and performance to aid our understanding of the theme of this study.

Population of the Study

The research population for this study is drawn from Delta State (accessible) of Nigeria (target). It is one of the States in the south-south geo-political zone of Nigeria. The population comprises of students from ten (10) public secondary schools in Asaba.

Sample and Sampling Techniques

This study employed the simple random sampling procedure. The researcher's choice to put into use the simple random sampling is because it is by far the easiest and simplest probability sampling technique in terms of conceptualization and application. It does not necessarily require knowledge of the exact composition of the population, so long as one can reach all the members of the population. A sample of two hundred (200) students was used in this study.

Instrumentation (Questionnaire)

The question was simple to understand. The questionnaire comprised of two sections. Section "A" of the questionnaire focus on items such as gender, age, parenthood status, and academic qualifications. Section "B" focus on possible variables, which may or may not evaluate what students perceive as being capable of influencing juvenile infraction in secondary school

Validity of the Study

The instrument that was used in this research was valid because the researcher took time to comply with the formalities and procedures adopted in framing a research questionnaire. To validate the instrument the questionnaire was given to the two experts who read through and made necessary corrections.

Reliability of the Study

The instrument was subjected to statistical tests that can be used to assess reliability such as Cronbach Alpha test using the Statistical Package for the Social Sciences (SPSS) version 22 of a computer software to statistically test the reliability of the research instrument because in research statistics when a research instrument's reliability has been assured it gives the bases for continuity. A Cronbach Alpha coefficient of .882 was obtained, which makes the instrument very reliable.

Method of Data Collection

The researcher with a research assistant administered the copies of the questionnaire to students.

Method of Data Analysis

The analyses for this study was mean score and a standard deviation (SD). The standard scores were calculated using descriptive statistics. Statistical Package for Social Sciences version 22 (SPSS) was used to determine whether significant relationship exists between common forms and causes of juvenile infraction among secondary school students in Asaba.

RESULTS

Demographic Variables of Respondents

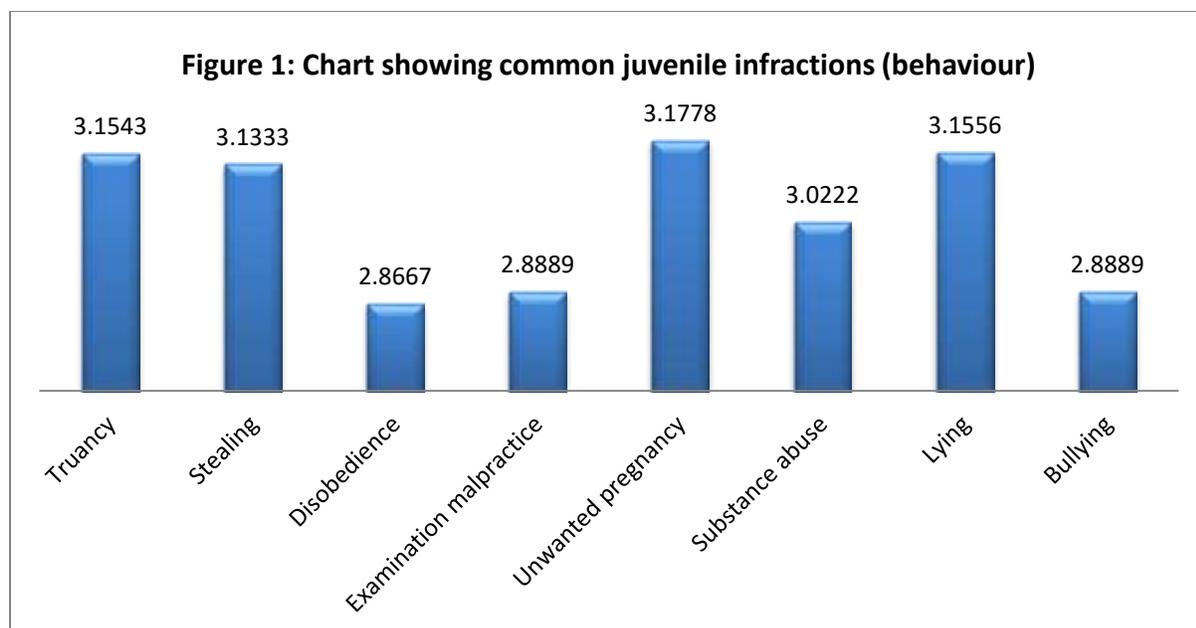
	Demographic Variables	Frequency	Percent
Gender	Male	153	76.5
	Female	47	23.5
Age	13-14 years	84	42.0
	15-17 years	116	58.0
Qualification	NCE/Bachelor's	131	65.5
	Masters	62	31.0
	PhD.	7	3.5
Religion	Christianity	177	88.5
	Islam	7	3.5
	African Traditional Religion	16	8.0

Data analysis shows that 153(76.5%) respondents are male while 47 (23.5%) are female. 84 respondents constituting 42% of sample size are within the age range of 13-14 and 116 respondents constituting 58% are within the 15-17 age range. 131(65.5%) respondents indicated their parents are NCE/Bachelor degree holders, 62(31%) are master degree holders while 7(3.5%) are Ph.D. holders. Table analysis also shows that 177 (88.5%) are Christians, 7(3.5%) are Muslims and 16(8%) are strong believers of African traditional religion. The respondents are all within the juvenile age bracket of 13-17 with a socio-economic background that makes them knowledgeable and exposed to the issue of investigation.

Research Question 1: Common Juvenile Infractions

Table 2: Descriptive statistics of respondents answer to common juvenile infractions (behaviour)

s/n	Variables (Items)	N	Mean	Std. Dev.	Remark
1.	Truancy	200	3.1543	.67512	Agree
2.	Stealing	200	3.1333	.65502	Agree
3.	Disobedience	200	2.8667	.65502	Agree
4.	Examinationmalpractice	200	2.8889	.82482	Agree
5.	Unwantedpregnancy	200	3.1778	.64432	Agree
6.	Substance abuse	200	3.0222	.53852	Agree
7.	Lying	200	3.1556	.36344	Agree
8.	Bullying	200	2.8889	.82482	Agree
Cumulative			3.0333	.64512	Agree

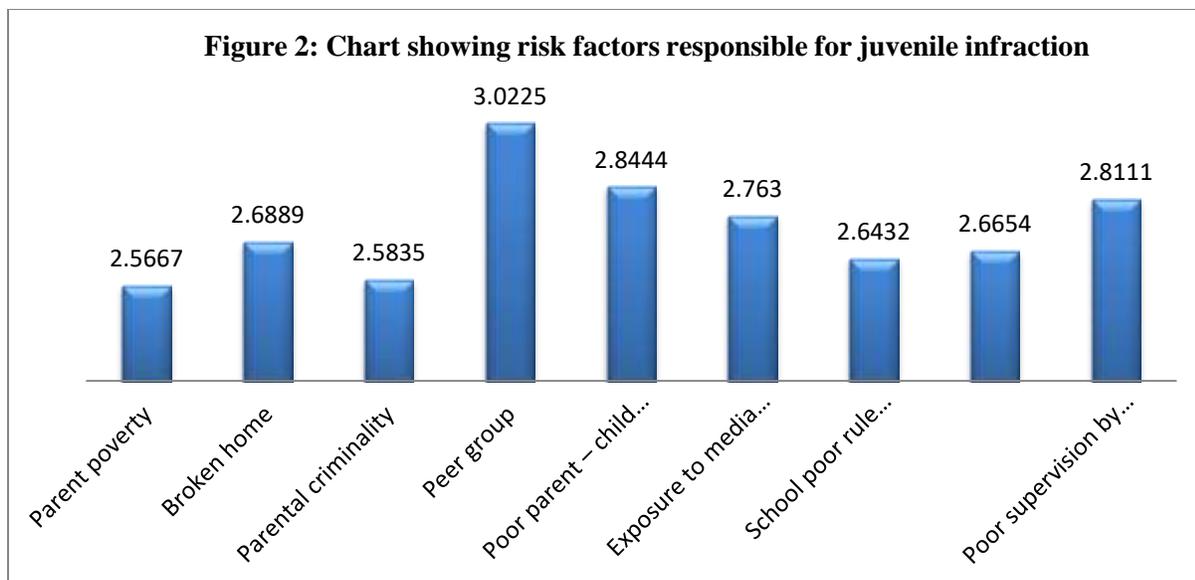


Information in table 2 and figure 1 showed that truancy, stealing, disobedience, examination malpractice, unwanted pregnancy, substance abuse, lying and bullying are all common juvenile infractions (behaviour) in schools. This is reflected in the cumulative mean rating of 3.0333 and a standard deviation of .64512.

Research Question 2: Causes of Juvenile Infraction

Table 3: Descriptive statistics of respondents answer to the risk factors responsible for juvenile infraction

s/n	Variables (Items)	N	Mean	Std. Dev.	Remark
1.	Parent poverty	200	2.5667	.72002	Agree
2.	Broken home	200	2.6889	.68901	Agree
3.	Parental criminality	200	2.5835	.45451	Agree
4.	Peer group	200	3.0225	.71657	Agree
5.	Poor parent – childrelationship	200	2.8444	.63265	Agree
6.	Exposure to media violence	200	2.7630	.71864	Agree
7.	Schoolpoorruleenforcement	200	2.6432	.72861	Agree
8.	Lack of guidance and counseling	200	2.6654	.69547	Agree
9.	Poor supervision by parents	200	2.8111	.86708	Agree
	Cumulative		2.7320	.69028	Agree



Data in table 3 and figure 2 revealed that respondents agree that parent poverty rate ($M = 2.5667$; $SD = .72002$) is responsible for juvenile infraction. Same is for broken homes being responsible for ($M = 2.6889$; $SD = .68901$). Respondents also hold that parental criminality ($M = 2.5835$; $SD = .45451$) is a risk factor responsible for juvenile infraction. The respondents did not leave out the role of peer group ($M = 3.0225$; $SD = .71657$) in juvenile infraction. Respondents also agreed that poor parent–child relationship ($M = 2.8444$; $SD = .63265$) is responsible for juvenile infraction in schools. In the same vein, respondents agree that exposure to media violence ($M = 2.7630$; $SD = .71864$) is a factor to reckon with on issues of juvenile infraction. School poor rule enforcement ($M = 2.6432$; $SD = .72861$) was also agreed to be a risk factor in juvenile infraction. This is as much as respondents view lack of guidance and counseling ($M = 2.6654$; $SD = .69547$) to be responsible for juvenile infraction in schools. Respondents agree that poor supervision by parents ($M = 2.8111$; $SD = .86708$) is responsible for juvenile infraction in schools. On the whole, respondents agree that all the factors mention in table 2 are responsible for juvenile infraction. This is shown in the obtained mean of 2.7320 and a standard deviation of .69028.

CONCLUSION

Juvenile infraction is a common occurrence among secondary school students Asaba in South-South Geopolitical zone of Nigeria. Common forms of infractions identified include truancy, unwanted pregnancy, bullying, lying, disobedience, examination malpractices, substance abuse and stealing. Research finding indicates that peer pressure account most for juvenile infraction among students. Other factors are parental factors, broken homes, poor parental supervision and exposure to media violence.

Recommendations

- To effectively tackle the issue of juvenile delinquency; parent and guardian should give adequate care and correction on time.
- Family should transmit positive values of society to the children so that they learn to accept rules they are likely to perceive as arbitrary.

- Children should be exposed to enrich extracurricular activities and should be rewarded for their positive contribution to society.
- The community, church and non-governmental organization should all participate in the monitoring and correcting of children. It should be a collective responsibility.
- Labelling should as much as possible be avoided as labels once identified with endures and impact negatively on the child.
- Deviant youths should be punished to act as deterrent on others who are contemplating deviant acts. As such parents should not spare the rod and spoil the child.
- Parents should pay attention to what their kids are watching on television.
- Children should not be exposed to media violence.
- Government should address the needs of marginalised and vulnerable youths within the society.

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