



# DETERMINANTS OF SOCIAL WELL-BEING OF ADOLESCENTS WITH DELINQUENT BEHAVIOURS IN SECONDARY SCHOOLS IN THE IBADAN METROPOLIS

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## AUTHOR'S CONTRIBUTION

The sole author designed, analysed, interpreted and prepared the manuscript.

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## ABSTRACT

The anti-social behaviour of juvenile delinquents has been a major issue in Nigeria for decades. Many people perceive delinquent adolescents as a social problem since they tend to influence their peers. While some scholars have documented the impact of juvenile delinquency on Nigerian society, this study examines the determinants of social-well-being of adolescents with delinquent behaviours. A purposive sampling technique was used to select 270 secondary school students in the Ibadan metropolis to participate in the study, which employed a descriptive survey research design. It adopted a standardised questionnaire titled School Type, Location, Juvenile delinquent behaviour and Social Wellbeing Questionnaire (EFJDBASWQ). The reliability coefficients of the scales are school type 0.72, school location 0.84 and social well-being 0.77. The three (3) null hypotheses formulated were tested using the Pearson Product Moment Correlation Analysis. Multiple regression analysis was used to test the magnitude of the impact of environmental factors on the well-being of delinquents in the study area. Findings show a significant relationship between school type and the social well-being of delinquent adolescents ( $r = .144, n=270, p(.018)<.05$ ). Also, there was a significant relationship between school location and the well-being of delinquent adolescents ( $r = -.268, n=270, p(.000)<.05$ ). Lastly, there was a common and relative effect of environmental factors (school type and school location) on the social well-being of delinquent adolescents: school type ( $\beta = .143, p<.05$ ) and school location ( $\beta = -.239, p<.05$ ). The study recommends that schools should provide adequate youth-friendly services to enhance juveniles' coping capacity. Parents whose youths are delinquent should engage them in activities that address their behaviour.

**Keywords:** Behaviour; delinquent; juvenile; Nigeria; school location and school type.

## 1. INTRODUCTION

In recent times, criminal behaviour or tendency to commit a crime appears rampant among adults and adolescents in Nigeria. While some sociologists attribute it to defective family structure, others blame it on poverty [1,2]. Despite the growing social problems in the country, children tend to cultivate specific relationships with their microenvironments at

each development stage, such as their family. At times, the connection is with their meso-environments, which includes their schools or community. At other times, they forge a link with their macro-environment, including the state and the society at large. However, studies exploring the influence of school systems, peer pressures, school type, and location of adolescent homes on the increasing cases of juvenile delinquency in Nigeria

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are few. Yet, recent studies have shown that family members involved in some forms of criminal acts tend to play a role in shaping the behaviour of juvenile delinquents [3]. Also, in families where parents exhibit deviance, children in such (As a social institution are likely to experience inadequate home training and self-control).

In the context of their conduct, we could categorise juvenile delinquents as exceptional children who exhibit considerable deviation from acceptable social behaviours and are consequently labelled social deviant or social handicap. They display social vices which not only contravene the law but are punishable under the law. Violation of social norms and values threaten the peace of the society and are therefore considered illegal. Peer influence operates through social learning processes, specifically through differential association, the acquisition of definitions and attitudes, imitation and modelling of behaviour, and reinforcement. The influence of delinquent peers operates fairly straightforwardly when adolescents engage in delinquency because their friends do. Adolescents observe and mimic the behaviour to align their behaviour with that of the peer group. In this context, the effect of delinquent peers operates through peer pressure, and adolescents with delinquent peers become delinquent because they share social experiences involving pressure overtly or covertly to behave in a particular manner [4].

Some scholars have also argued that delinquency does not simply occur due to association with delinquent peers but because certain situations generate pressures to conform to delinquent peers, which serves as a mode of reinforcement [5]. For instance, schools located in communities with a high crime rate expose adolescent students to criminal activities since there is an increased tendency to imitate criminals in such communities. Anecdotal evidence suggests that such imitation sometimes starts with minor overt acts such as property damage, little aggression followed by fighting and violence. Other signs of overt delinquency in juveniles include authority conflict, which often manifests as stubbornness before age twelve. Covert delinquent behaviours include minor acts such as lying, leading slowly to more serious crimes. Lastly is the exhibition of overt behaviours, which include aggression followed by fighting and violence. Some scholars have argued that individual families that make up the society and their popular culture play a crucial role in children's development into adolescence [6,5]. During this period, many juveniles imbibe delinquent behaviours.

Deviant peer influence in the context of gang involvement may differ in many ways from the

influence of deviant peers in more informal peer structure. In 2017, findings from the Rochester Youth Centre suggested that peer influence, such as gang membership, provides a unique form of deviant peer influence. Comparing the criminal activity of gang members and non-gang members involved with delinquent peers, Battin [7] found that gang involvement made a unique contribution to criminal behaviour. Another study reports a significant impact of peer group influence on the social well-being of adolescents [4]. Understanding the differences between factors that influence delinquency within gangs and those that operate in more informal peer networks is necessary to comprehend the mechanisms of peer group influence. Some researchers have argued that the behaviour of individuals largely depends on their peers, and some individuals (mostly in teenage age) form gangs with several groups, which often transform into criminal tendencies [8,9]. We now know that peer group activities like ganging often contribute to juvenile delinquency since teenagers mostly learn criminal techniques and other social vices among themselves [10,11]. Furthermore, illegal activities originating from peer group influence frequently serve as a strategy employed by gangs to convey delinquency techniques, train in delinquency, safeguard its members engaged in delinquency and maintain continuity in delinquency.

Scholars have also linked the areas where delinquent adolescents live with their behavioural problems [12]. They argue that poor children with a history of urban home location are more likely to demonstrate internalising and externalising behaviours than non-poor mobile children (Ziol-Guest & McKenna, 2017). However, scholars have paid little attention to the impact of school types and school location on the well-being of delinquent adolescents and the prevalence of delinquent behaviours in school children. This study fills that gap by focusing on the impact of school types and school location on the well-being of adolescents with juvenile delinquent behaviours in the Ibadan metropolis.

### 1.1 Purpose of the Study

1. This study examines the relationship between school type and social well-being of adolescents with juvenile delinquent behaviour;
2. It explores the relationship between school location and social well-being of adolescents with juvenile delinquent behaviour; and
3. It identifies the combined and relative effect of environmental factors on the social well-being of adolescents with juvenile delinquent behaviour in schools within Ibadan.

## 1.2 Research Hypotheses

1. There is no significant relationship between school type and social well-being of adolescents with juvenile delinquent behaviour
2. There is no significant relationship between school location and social well-being of adolescents with juvenile delinquent behaviour; and
3. There is no significant relationship between the joint and relative effect of environmental factors on the social well-being of adolescents with juvenile delinquent behaviour.

## 2. MATERIALS AND METHODS

### 2.1 Research Design

This study uses a descriptive research design. This research design method is suitable for this study because it provides crucial information on the relationship between determinants and social well-being of adolescents with juvenile delinquent behaviour in secondary schools in the Ibadan metropolis. The purpose of adopting the research design was because the research respondents can be easily accessible and enhance the researcher's ease in administering research instruments.

### 2.2 Population for the Study

The targeted population for the study were 27 students each, selected from 10 different public junior and senior secondary schools in the Ibadan Metropolis.

### 2.3 Sample and Sampling Technique

The purposive sampling technique was employed to select 270 secondary school students. These participants were drawn from Junior Secondary Schools (J.S.S) and Senior Secondary Schools (S.S.S) representing 10 public schools using a simple random technique. The simple random technique was used in selecting 27 students, each from J.S.S 1 - S.S.S 3 in each school to give a total of 270. The rationale for choosing respondents from both junior and senior schools was to get different responses for the study.

### 2.4 Research Instrument

The main research instrument employed was a questionnaire entitled "school location, type, juvenile delinquent behaviour and social well-being questionnaire (SLTSWQ) with four sub-sections, namely: School Type Scale (STS), School Location Scale (SLS) and Social Wellbeing Scale (SWS).

**School Type Scale (STS):** The instrument consists of six items measuring the type of schools. The scale was adapted from the questionnaire designed by Fredricks et al. (2005) to measure positive development indicators in adolescents. In this study, the questionnaire measures how school types affect the social well-being of adolescents with juvenile delinquent behaviours. The participants were asked to respond to a 4-point rating scale ranging from Strongly Agree (S.A) to Strongly Disagree (S.D). The scale has a reliability coefficient of 0.72.

**School Location Scale (SLS):** The instrument consists of seven items measuring the school location. It was adapted from Smith's (2015) questionnaire to measure how school location affects the social well-being of adolescents with juvenile delinquent behaviour. The participants were asked to respond to a 4-point rating scale ranging from Strongly Agree (S.A) to Strongly Disagree (S.D). The scale has a reliability coefficient of 0.84.

**Social Well-being Scale (SWS):** The instrument consists of nine items measuring the Social well-being of students in the Ibadan Metropolis. The items were drawn from the study on Berlin Social Well-being developed by Schwarzer & Schulz (2000). The scale was adapted here to measure the Social Well-being of secondary school students in the Ibadan metropolis. The participants were asked to respond to a 4-point rating scale ranging from Strongly Agree (S.A) to Strongly Disagree (S.D). The scale has a reliability coefficient of 0.77.

**Data Collection Procedure:** The researcher obtained formal consent from the principals of the selected secondary schools in the Ibadan metropolis to enable the researcher to administer the questionnaire. Furthermore, the researcher obtained informal consent from selected students before conducting the study with the help of three research assistants. The research assistants had earlier received training, first on the ethical considerations in research involving humans and secondly on questionnaire administration. The researchers assisted the respondents who had difficulty answering the questions in the instruments.

**Procedure for Data Analyses:** The data collected was coded and processed on the computer. The researcher used simple percentage distribution and frequency count to determine the demographic characteristics of the respondents. The research hypotheses were also analysed using Pearson Product Moment Correlational Analysis and Multiple regression analysis.

### 3. RESULTS

Table 1 above indicates that 128 (47.4%) respondents are male, and their female counterparts are 142 (52.6%). The table shows implies that the majority of the respondents are female. Exactly 171 (63.3%) respondents were between 10-15 years, 97 (35.9%) were between 16-20 years, and 2 (0.7%) respondents are 21 years of age and above. This indicates that more than 60% of the respondents are between the ages of 10 and 15 years; 20 (7.4%) respondents parents are single parents, 206 (76.3%) are married, 29 (10.7%) are divorced, and 15 (5.6%) are widowed. This implies that the majority of the parents of the students are married.

**Hypothesis One:** There is no significant relationship between school type and social well-being of adolescents with juvenile delinquent behaviour.

Table 2 shows that there is a significant relationship between school type and social well-being of adolescents with juvenile delinquent behaviour ( $r =$

.144,  $n=270$ ,  $p (.018) <.05$ ). Hence, it could be deduced that school type positively influenced the social well-being of adolescents with juvenile delinquent behaviour in the study. The hypothesis is rejected.

**Hypothesis Two:** There is no significant relationship between school location and social well-being of adolescents with juvenile delinquent behaviour.

Table 3 shows a significant relationship between adolescents' school location and the social well-being of adolescents with juvenile delinquent behaviour ( $r = -.268$ ,  $n=270$ ,  $p<.05$ ). Hence, it could be deduced that school location negatively influenced the social well-being of adolescents with juvenile delinquent behaviour in the study. The hypothesis is rejected.

**Hypothesis Three:** There is no joint and relative effect of School type and School location) on the social well-being of adolescents with juvenile delinquent behaviour.

**Table 1. Demographic characteristics N= 270**

Demographic Characteristics	Frequency	Percentage
<b>Gender</b>		
Male	128	47.4
Female	142	52.6
<b>Age</b>		
10-15years	171	63.3
16-20years	97	35.9
21 and above	2	0.7
<b>Parent's Marital Status</b>		
Single	20	7.4
Married	206	76.3
Divorced	29	10.7
Widowed	15	5.6

**Table 2. Pearson Product Moment Correlation (PPMC) showing the relationship between school type and social well-being of adolescents with juvenile delinquent behaviour**

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Social well-being	22.9926	4.8701	270	.144*	.018	Sig.
School type	17.6778	3.4625				

**Table 3. Pearson Product Moment Correlation (PPMC) showing the relationship between school location and social well-being of adolescents with juvenile delinquent behaviour**

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Social well-being	22.9926	4.8701	270	-.268*	.000	Sig.
School location	18.2926	3.4306				

**Table 4. Summary of regression analysis showing the joint contribution of school type and school location on the social well-being of adolescents with juvenile delinquent behaviour**

<b>R</b>	<b>R Square</b>	<b>Adjusted R square</b>	<b>Std. Error of the estimate</b>		
.362	.131	.122	4.56447		
<b>Model</b>	<b>Unstandardised coefficient</b>		<b>Standardised coefficient</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta Contribution</b>		
(Constant)	29.643	2.354		12.591	.000
School type	.201	.085	.143	2.360	.019
School location	-.339	.088	-.239	-3.862	.000

Table 4 shows the joint contribution of the three independent variables (school type and school location) to predicting the dependent variable, i.e. social well-being. The table also shows a coefficient of multiple correlations (R = .362 and a multiple R<sup>2</sup> of .131. In other words, 13.1% of the variance was accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at  $\alpha = 0.05$ . The relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: Peer pressure ( $\beta = -.170, p < .05$ ), School type ( $\beta = .143, p < .05$ ), and School location ( $\beta = -.239, p < .05$ ). Hence, it could be deduced that all the independent variables were significant, i.e. could independently and significantly predict the social well-being of adolescents with juvenile delinquent behaviour.

**4. DISCUSSION OF FINDINGS**

The result corroborates the findings of Cohen (2015), which demonstrates that students’ school type and life have a significant impact on the exhibition of delinquent behaviour in adolescents in schools. This is because the delinquency rate tends to be lower in schools where teachers have a positive attitude towards students and show concern for their well-being. A similar study reported that student-teacher relationships are associated with positive outcomes, whereas conflicted relationships are linked to unfavourable school attitudes, classroom disengagement and poor academic performance [13].

Agnew [13] also reported that school types, such as schools with unclear or ambiguous rules, mostly have higher delinquency rates. For Smith [10], schools with the lowest delinquency rates are firm on the one hand; they have clear rules that are uniformly enforced and are academically demanding. Delinquency is lower in schools where administrators keep teachers informed of disciplinary efforts. Schools from impoverished backgrounds often have fewer resources than schools in richer neighbourhoods. Thus, such schools are more likely to have students with lower academic test scores, lower graduation rates and fewer students

going to college [14]. Santrock [15] discovered that far too many schools in poor neighbourhoods provide students with environments unfavourable to effective learning. For instance, schools’ buildings and classrooms are often old, crumbling, and poorly maintained. Moreover, besides the lower levels of reported violence and delinquency occurring in private schools, research has found other differences between private and public schools. Alt & Peter [16] submit that public schools have, on average, larger student enrolments, larger class sizes, and larger student-teacher ratios.

In addition, the result is consistent with that of Chaisatien [17], which claims that the main contributing factor to adolescent deviant behaviour is school location. A similar study was conducted by Ybarra [18] to examine the association between school locations and the expression of seriously violent behaviour among older children and teenagers. Furthermore, Baglivio [19] identified deviant behaviour as majorly resulting from emotional neglect, household substance abuse, and school location. Household member with a history of jail or imprisonment has also been key risk factors for offending and victimisation. These risk factors are highly associated with urban areas. Hanpanyapichit and Somsin [20] further reported that in the big cities, children are involved in crimes, i.e. offences against property and bodily injury, drug addiction and homicide; from robbery, pick-pocketing and bag-snatching to extortion. Most juveniles committed these offences because of peer group influence. Economic pressures create problematic situations in the family, and these situations impact family relations, resulting in weakening juveniles facing peer groups.

Trillo & Redondo [21] found a positive correlation between school location and juvenile delinquent activity. The result corroborates the findings of Hoeve [22], which shows that all environmental factors, one way or another, influence the social well-being of juveniles in developing countries. Additionally, Khurshid & Urooj [23] explored various causes of juvenile delinquency in Pakistani society regarding

school location and family neglect. Their study concluded that delinquents are frequently increasing due to the rapid population growth, urbanisation and poverty. They summarise the factors responsible for juvenile delinquency as delinquent community environment, deviant company/peers, the harmful impact of media, broken family and poverty.

Finally, Joshua and Modupe [24] investigate the impact of the learning environment and infrastructure on teaching and learning activities. Their study concluded that the school should have a learning infrastructure and environment created collaboratively by the school and other stakeholders. Such an atmosphere would be a more conducive learning environment, which will likely sustain high-quality education assurance practices in secondary schools. Interestingly, Axtel and Bowers [25] found that students from rural areas perform significantly better than their urban counterparts in verbal aptitude, English Language and total score using the National Common Entrance as a base. In another development, a research team at the University of Aston reported that pupils from small rural secondary schools are well prepared academically as pupils from other schools. Moreover, they generally have a better attitude to work.

## 5. CONCLUSION AND RECOMMENDATION

Juvenile delinquency is an intractable social problem globally, and it continues to increase remarkably in the 21st century. Anti-social behaviours of young people have been posing many issues to the stability and development of Nigerian society. Juvenile crimes in Nigeria include drug abuse, cultism, bullying, truancy, examination malpractices, prostitution and theft, and this study has linked some of them to school types. It also shows that a significant relationship exists between school location and the social well-being of adolescents with juvenile delinquent behaviour. Furthermore, there is a joint and relative effect of school type and school location on the social well-being of adolescents with juvenile delinquent behaviour in Nigeria.

The study recommends that schools provide youth-friendly services in all communities to enhance the coping capacity of adolescents. Parents whose youth display emotional disturbance should engage such adolescents in social activities to address their depression. This will promote the parent-child relationship. Counselling psychologists and social workers should also be deployed to schools and communities to identify risk factors and students at risk of imbibing delinquent behaviours. Importantly,

these experts should pay attention to adolescents experiencing stress from home and poor interpersonal relationships. Finally, the Federal and State Ministries of Education in Nigeria should encourage community aid learning in schools to bolster the positive academic performance of youths with poor interpersonal relationships.

## CONSENT

All participants consented to participate in the study.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

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