

Peer Influence and Parenting Style as Correlates of Adolescents' Delinquent Behaviour among Secondary School Students: Need for School-Based Delinquency Prevention

Chinenyenwa F. IFEDIGBO¹, Godson ANYAORAH²,
P.C. OKAFOR³ and Chinelo UZOMA⁴.

^{1, 2&4} Department of Psychology, Nnamdi Azikiwe University, Awka NIGERIA.

³ Department of Education Management and Policy,

Chukwuemeka Odumegwu Ojukwu University, Igbariam, NIGERIA

Abstract

Juvenile delinquency has been on the increase since World War II in industrialized and developed countries as well as developing countries. It has been reported to include a high rate of early school dropouts in both girls and boys, an increase in street children and a high rate of crime, in both towns and rural settings. A study on what precipitates involvement in delinquent behaviour among the juvenile in secondary schools and what prevention strategies could be factored-in to ameliorate/manage this menace warranted a study on Peer influence, parenting style and adolescents' delinquent behaviour among secondary school students: need for school-based delinquency prevention. Participants included 290 SS II and SS III students, randomly selected from four public Secondary Schools in Awka. They comprised 163 males and 127 females, with ages ranging from 15 to 17 years, with a mean age of 16.22 and a standard deviation of .71. Three standardized instruments were used for data collection, while correlational design and Pearson product-moment correlation analysis were used as the design and statistics for the study, respectively. Result showed that peer influence correlated positively and significantly with adolescents' delinquent behaviour $r(290) = .15, p = .01$, whereas parenting styles (Demandingness, Responsiveness and Autonomy granting) correlated positively and significantly with adolescents' delinquent behaviour $r(290) = .25, p = .01$, $r(290) = .29, p = .01$ and $r(290) = .46, p = .01$ respectively. The study recommended the need to develop a curriculum that would be focused on the sensitization of the key players in a child's life on the effects of poor socialization, violence, drug abuse and substance usage on adolescent behaviour

Keywords: Adolescents Delinquent Behaviours, Parenting Style, Peer Influence

Introduction

Today, juvenile delinquent behaviour is one of the important issues faced by most nations of the world. It is a widely discussed occurrence often linked to deviance from societal norms and criminal behaviour (Antwi, 2016). In most countries worldwide, juvenile delinquency appears to be on the rise despite the social awareness of the ills of crime. As

portrayed, the ills of the knife-carrying culture of teenage offenders in the United Kingdom lead to more accidents and deaths than shooting (Morgan, Smith & Utting, 2011), and the incidence of cigarette smoking, substance misuse, harassment and cyber-crime in South Korea is apparently rising among the adolescence, and thus raising a serious question for the deep-conservative government (Kim, Kim & Samuels-Dennis, 2012). Besides the foreign records, there are also records of an increase in the involvement of adolescents in delinquent activities in Nigeria (Yusuf, Daud, Arshat & Sakiru, 2021).

Generally, it can be observed through records that the last two decades witnessed crimes ranging from minor stealing to major robbery and killing perpetrated by teens (Famuyiwa, 2017). There has also been increasing concern among the Police and the general public on the seriousness of the adolescent crime and conduct problems (Wu, Chia, Lee & Lee, 1998). According to the police report, the juvenile delinquency rate rose from 367 to 538 per 100,000 between 1986 and 1996. They claimed that most of the juveniles arrested in 1996 were arrested for petty crimes, such as theft, with about 38 percent arrested for shoplifting and 18 percent for simple theft. The outcome of their research also showed that most serious crimes, such as rioting, robbery and extortion accounted for 15 percent. In line with the above, reports over the years have also shown an increase in juveniles joining dangerous and disastrous gangs (Furdella & Puzzanhera, 2015).

These delinquent behaviours perpetrated by adolescents have attracted the attention of many people, especially those who are working closely with adolescents. It has also constantly raised a question on what contributes to adolescents' involvement in delinquent behaviour. Therefore, a search for possible answers to this question, as well as practical policy (that is, school-based delinquency prevention strategies) that can help manage/ameliorate this deteriorating menace among adolescents, prompted a study on the relationship between peer influence, parenting style and adolescents' delinquent behaviour among secondary school students.

The term juvenile delinquency has a broad definition; while some emphasize the legal aspect such as the violation of the law, others emphasize the characteristic problems of delinquency. During the 18th Century, the definition of juvenile delinquency shifted from—a form of misbehaviour common to all children to a euphemism for the conditions and behaviours of poor children (Roberts, 2004). However, juvenile delinquency, which is used interchangeably as juvenile delinquent behaviour is defined as any illegal actions committed by a juvenile in which there is apprehension and court proceeding. According to Adegoke (2015), juvenile delinquency refers to delinquent and criminal behaviour among young people as they negotiate the transition from childhood to adulthood in an increasingly complex and confusing world.

By extrapolation, defining who is a delinquent and who is not is determined by the norms and culture of the society in which the juvenile lives. Thus, what may be deemed delinquent behaviour in Nigeria may be acceptable behaviour in another part of the world. However, when a juvenile commits an offence, contrary to the laws or norms of the society, such as acts of rape, vandalism, theft, drug-related activity, arson or other anti-social behaviour, he/she is then considered a juvenile delinquent. A delinquent is therefore a legal term that describes a juvenile or an adolescent who has broken a criminal law, and/or

is being officially processed by the juvenile court and is judged by the court to be a delinquent. Juveniles are subject to juvenile court jurisdiction once they break the laws applied to the status of their offences.

In all, since the dawn of history, the issue of juvenile delinquency has been an age-long problem, but evidently, it seems that the juvenile delinquency of the earlier time cannot be compared with that of the contemporary age. Often, the antisocial behaviours linked with juvenile delinquents' in recent times, include vandalism, drug abuse, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, bullying, cultism, truancy, school drop-outs, to mention but a few. As opined by Famuyiwa (2017), unless something is done to roll back the wave of juvenile delinquency (especially within the school community where the juveniles spend much of their time), the prospect of a better, safer and more prosperous society emerging in Nigeria will remain elusive.

To get something done within this perspective, there is a perfect need for school-based delinquency prevention, which has been defined as strategies that take place in a school building, or under the authority of school personnel, designed to reduce or prevent the occurrence of problem behaviour (Welsh & Harding, 2015). Previous studies highlighting the effectiveness of this delinquency prevention strategy revealed that school-based prevention strategies were generally effective for reducing alcohol and drug use, dropout and non-attendance, and other conduct problems among the adolescents (Franjić, 2020). It is not out of place, however, to opine that school-based delinquency prevention strategy might not work effectively without the evaluation of factors that contribute to problem behaviours among the juveniles. In the light of this, there is therefore need to look at factors that contribute to the problem of delinquency among the juveniles in secondary schools.

One factor that may correlate with juvenile delinquency is peer influence. This refers to the behavioural influence of individuals at the same level or hierarchy who have no formal authority over one another (Riordan & Griffeth, 1995). According to Robert (1995), peers are a group of people who share similarities such as age, background and social status. It can be further defined as a small group of similarly aged; fairly close friends, sharing the same activities (Castrogiovanni, 2002). Thus, peers are individuals who are about the same age or maturity level, containing hierarchies and distinct patterns of behaviour (Santrock, 2010).

The members of this group provide a sense of security, help adolescents to build a sense of identity, and provide a source of information about the world outside the family. From the peer group, however, adolescents receive feedback about their abilities, learn whether what they do is better than, as good as, or worse than what other adolescents do. Learning this at the home might be difficult because siblings are usually older or younger, and sibling rivalry can cloud the accuracy of comparison (Rubin, 2009).

From the foregoing, peers have significant influence on adolescent day-to-day school behaviours and feelings; including how much they value school, their beliefs and the behaviours they indulge in across situations. Research regarding the preceding assertion has consistently found that there is a strong social component to antisocial behaviour in adolescence (Erickson & Jensen, 1977). Compared with antisocial acts committed by adults, for example, antisocial acts committed by teenagers are more likely to occur in groups

(Warr, 2002) and peer pressure has been hypothesized to be an important contributor to all sorts of deviant and risky behaviour in adolescence, including minor delinquency, serious offending, reckless driving, and drug and alcohol use (Simons-Morton, Lerner & Singer, 2005). According to one highly influential theory of adolescent antisocial behaviour, teenagers' desire to impress peers is at the heart of most of the delinquency that occurs during this developmental period (Moffitt, 1993).

The importance of peer groups in adolescent antisocial behaviour is likely the product of multiple processes, including increases in the number of time adolescents spend with peers, the stated importance of peer relationships, and especially, in adolescents' susceptibility to peer influence (Brown, 2004). An experimental study explaining this found that the mere presence of peers doubled the amount of risk-taking in which adolescents engaged; exposure to peers had no such impact on adults, however (Gardner & Steinberg, 2005). With this establishment, studying the connectedness between peer influence and delinquent behaviour in juveniles in the contemporary time and within our local setting is very apt.

Another factor that may correlate with juvenile delinquency is parenting style, described as the pattern in which parents guide their children and regulate their behaviours. It is a general pattern of child-rearing that parents use to give guidance, set limits and interact with their children. Baumrind (1991) posited that parenting style refers to the ways or techniques parents employ in the upbringing of their children. Darling and Steinberg (1993) explained parenting style to mean a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviours are expressed.

However, parenting style captures three important elements of parenting: parental responsiveness and parental demandingness (Maccoby & Martin, 1983), and psychological control (Barber, 1996). Parental responsiveness which is also referred to as parental warmth or supportiveness describes the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands (Baumrind, 1991). Parental demandingness, also referred to as behavioural control, refers to the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Baumrind, 1991). The third dimension, psychological control, according to Barber, refers to control attempts that intrude into the psychological and emotional development of the child through the use of parenting practices such as guilt induction, withdrawal of love or shaming.

Parenting styles differ in the extent to which they are characterized by responsiveness, demandingness, and psychological control. A typology of four parenting styles has been created by categorizing parents according to how they differ in parental demandingness, responsiveness and psychological control. They are authoritative, authoritarian, indulgent, and uninvolved parenting styles (Maccoby & Martin, 1983). *Authoritative parents* are both demanding and responsive. "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods

are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, self-regulated as well as cooperative (Baumrind, 1991). *Authoritarian parents* are highly demanding and directive, but not responsive. They are obedience- and status-oriented, and expect their orders to be obeyed without explanation (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types: non-authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive. *Indulgent parents* (also referred to as "permissive" or "nondirective") are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation (Baumrind, 1991). Indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged and committed to the child, and nondirective. *Uninvolved parents* are low in both responsiveness and demandingness. In extreme cases, this parenting style might encompass both rejecting–neglecting and neglectful parents, although most parents of this type fall within the normal range.

Each of these parenting styles reflects different naturally occurring patterns of parental values, practices and behaviours (Baumrind, 1991), and a distinct balance of responsiveness, demandingness and psychological control. According to Darling (1997), positive parenting is high in these three dimensions of parenting, while negative parenting stresses one dimension above the others. From studies, it could be concluded that authoritative parenting represents positive parenting because it kind of balances the three elements of parenting in creating the right emotional climate to influence a child's behavioural outcome.

Parenting plays a very important role in the transition of children from one stage of life to another: from childhood to adolescence; from adolescence to adulthood (Okorodudu, 2010). According to Utti (2006), parenting is an essential instrument in the socialization of children. Thus parenting style stands out as an important factor that can have a significant effect on a child's behaviour as opined by Baumrind (1991). Building on this, the present study sought to examine the relationship between parenting styles and adolescents' delinquent behaviour.

Theoretical Framework The framework of this study is guided majorly by the Social Cognitive Theory, and linked to differential association and control theory. The social cognitive theory by Bandura (1977) claims that most external influences affect behaviour through cognitive processes. It further explained that forces of memory and emotions work in conjunction with environmental influences in defining an individual's basic characteristics and behaviours formed and expressed across situations. Emphasizing that the simple S-R paradigm is inadequate to explain human behaviour since humans cogitate based on the already acquired information, this theory however assumes that cognitive factors partly determine which environmental events will be observed, what meaning will be conferred on them, whether they leave any lasting effects, what emotional impact and motivating power they will have, and how the information they convey will be organized for future use (Bandura 1986, 2002). Hence, people process and transform passing

experiences through verbal and other symbols into cognitive models of reality that serve as guides for judgment and action.

From this perspective, engaging in delinquent behaviours depends mainly on both the functionality of the brain (and other physiological systems), the perceptual system, and socialization. Thus, the social cognitive theory suitably explains possible reactions to environmental stimuli since the response to a stimulus is born out of cogitation, based on experiences modelled or gathered from significant others, such as peers and parents over time.

From this stance, it is logical to state that a juvenile involvement in delinquent behaviour can be directly linked to influences of external factors on the juvenile in juxtaposition with the cognitive appraisal and internalization of such influences by the juvenile. It is therefore persuasive that cognitive processes which help people to develop diverse cogitations about environmental stimuli enable them to form opinion or meaning of events, and the opinion formed or meaning so attached to the event help to form their behaviours across the situation, including problem behaviours such as delinquency.

Closely linked to the social cognitive theory, with regards to this study is differential association and social control theory, whose applications to adolescent deviance typically focus on adolescents' perception and bonds to the family, school, and community as the major sources of internal and external control on behaviour. Differential association theory indicates that deviancy is a product of learned behaviour acquired through interaction with other individuals, while social control theory indicates that strong social bonds indirectly lower deviance by decreasing the likelihood of adolescents affiliating with deviant peers. Theoretically, adolescents who identify with and invest in conventional institutions have less freedom to develop friendships with peers who approve of a law violation. Socially bonded adolescents will therefore have fewer opportunities to attach their self with deviance peer and be less likely to exhibit deviant behaviour.

Statement of the Problem World over, juvenile delinquency has become a major concern to psychologists, criminologists, educationalists, policy formulators/makers and society at large. It has been on the increase since World War II among the industrialized and developed countries as well as developing countries. It has also been reported to include a high rate of early school dropouts in both girls and boys, an increase in street children and a high rate of crime, in both towns and rural settings etc. As it were, the school has come to be seen as a prime actor in the development and prevention of delinquent/criminal behavior (Krohn& Lane, 2015). This ascendance to prominence is reflected in research focusing on the correlates and causes of behavior, government and private reports linking schools and education to delinquency, and the advent of prevention programs intimately tied to schools and education.

The prevalence of juvenile delinquency and the associating problems, however, have resulted to quest to explore the antecedents of delinquency. By this, majority of stakeholders, especially in the research world have tried to extend research tentacles to factors that cause juvenile delinquency in individuals. Despite research garnered in this area, not many current studies have tried to investigate this menace within our local

setting. Yet, the issue of juvenile delinquency seems to be expanding by the day with the presentation of problem behaviours in different shades among adolescents.

The present study therefore wishes to drive home the research on the factors that correlate with adolescents' delinquent behaviour among secondary school students, and also wishes to provide answers to the following questions: (a) Would peer influence positively and significantly correlated with adolescents' delinquent behaviours among secondary school students in Awka Urban? (b) Would parenting style (demandingness, responsiveness and autonomy granting) positively and significantly correlated with adolescents' delinquent behaviours among secondary school students in Awka Urban?

Purpose of the Study The purpose of this study is to examine the relationship between peer influence, parenting style and adolescents' delinquent behaviour among secondary school students in Awka Urban, as well as ascertain its implication for educational management and policy. Specifically, the objectives of the study are to find out: (a) Whether peer influence would positively and significantly correlate with adolescents' delinquent behaviour among secondary school students in Awka Urban. (b) Whether parenting style (demandingness, responsiveness and autonomy granting) would positively and significantly correlate with adolescents' delinquent behaviour among secondary school students in Awka Urban.

Hypothesis (a) Peer influence would positively and significantly correlate with adolescents' delinquent behaviours among secondary school students in Awka Urban. (b) Parenting style (demandingness, responsiveness and autonomy granting) would positively and significantly correlate with adolescents' delinquent behaviours among secondary school students in Awka Urban.

Method

The population of the Study Participants in the study were 290 SS II and SS III students, who were selected using simple random sampling techniques from four Government Secondary Schools in Awka, namely: Girls Secondary School Amenyi, Awka, St. John of God Secondary School, Awka, Igwebuike Grammar School Awka and Community Secondary School, Umuokpu, Awka. The participants comprised 163 males and females 127, ages ranging from 15 to 17 years, with a mean age of 16.22 and a standard deviation of .71

Instrument Three instruments were used for data collection. They included: a) Psychopathic Deviate Scale (PDS) by Hathaway and Mckinley (1967); b) Peer Influence Scale developed by Rigby and Slee (1993), and Parenting Style Inventory (PSI-I) by Steinberg, Elmen and Mounts (1987)

Psychopathic Deviate Scale (PDS) Psychopathic Deviate Scale is a 72 item scale developed by Hathaway and Mckinley (1967) to measure psychopathic deviate behaviour. The 72-item inventory is the Scale 4 of the Minnesota Multiphasic Personality Inventory (MMPI). It is administered as an independent test because of its multiple values in assessing different populations. The original psychometric properties were provided by Hathaway and Mckinley (1967) for American samples, while Ivor (1984) and Kukoyi (1997) provided the properties for Nigerian Samples. One week interval test-retest coefficient of

.80 for the Pd scale and .76 for the K Scale were obtained by Hathaway and Mckinley (1967). Validity: Ivor (1984) correlated Pd Scale with the Arrow Dot Test which is the subtest of the IES Test that measures ego strength and obtained a concurrent validity of .57.

Peer Influence Scale The Peer Influence scale developed by Rigby and Slee (1993) is a 10-item statement that measures the extent to which one is influenced by his/her peers. These statements are measured on a 5-point Likert-type response format ranging from 1= SD (Strongly Disagree) and 5 = SA (Strongly Agree). Rigby et al. (1993), reported internal consistency of the scale after moderation of items ranged between 0.38 to 0.76 with an overall coefficient of 0.88. The authors also reported the Guttman Split half coefficient of 0.78, equal length Spearman-Brown was 0.73 and unequal length was 0.71.

Parenting Style Inventory (PSI-I) Parenting Style Inventory (PSI-I) is a 15-item questionnaire developed by Steinberg, Elmen and Mounts (1987) to measure the construct of parenting style independently of parenting practice. It comprised of three subscales of five items each, which includes: demandingness, emotional responsiveness and psychological autonomy granting. Steinberg, Elmen and Mounts (1987) obtained initial reliability tests in a sample of high school seniors and college students yielded acceptable levels of reliability (demandingness = .69, responsiveness = .87, autonomy-granting = .82).

Procedure The researchers obtained permission from the principals of each of the secondary schools selected for the study. Based on this permission, the students in SS II and SS III were assessed with the help of the Guidance Counsellors of each of the schools. These students were sampled using simple random sampling techniques. A platform or sampling technique that gave the population an equal chance of participating in the study. These students were made to pick folded papers, put in a bowl, on which were written either "YES" or "NO". The students that picked YES were the actual participants that participated in the study. Out of 300 copies of the questionnaire administered, 290 copies were found valid and used as the actual data in the study for data analysis and testing of the hypotheses.

Design and Statistics

This is a correlational study. It adopted the correlational design and Pearson product-moment correlation analysis as the design and statistics of the study respectively.

Result

Table 1: DESCRIPTIVE STATISTICS AND CORRELATION COEFFICIENTS FOR STUDY VARIABLES

	M	SD	1	2	3	4	5
Adolescents Delinquent Behaviour	29.66	6.76	1				
Peer Influence	1.61	0.49	.149*	1			
Demandingness Parenting Style	29.04	6.76	.252**	.142*	1		
Responsiveness Parenting Style	25.15	5.95	.290**	.132*	.573**	1	
Autonomy-Granting PS	39.38	16.44	.455**	.152**	.510**	.521**	1

Table 1 showed a positive and significant correlation between peer influence and juvenile delinquent behaviours, $r(290) = .15, p = .01$. Secondly, the table showed a positive and

significant correlation between demandingness parenting style and delinquent behaviour $r(290) = .25, p = .01$. Thirdly, it showed a positive and significant correlation between responsiveness parenting style and delinquent behaviour $r(290) = .29, p = .01$.

Finally, it showed a positive and significant correlation between demandingness parenting style and delinquent behaviour $r(290) = .46, p = .01$.

Discussion

The outcome of the study revealed that hypothesis one was accepted because peer influence correlated positively and significantly with adolescents' delinquent behaviours. This strongly suggests that a rise in the influence of peers on an adolescent simply accounts for the likelihood of engaging in delinquent behaviours by the adolescents. This finding is in line with the report by Hammed, Odedare and Okoiye (2013) who adopted a descriptive survey research design of ex-post factor type to study bullying as an anti-social behaviour among in-school adolescents and found a significant relationship between peer influence, and perceived bullying behaviour among in-school adolescents.

Also, hypothesis two was accepted because parenting styles (demandingness, responsiveness and autonomy granting) correlated positively and significantly with adolescents' delinquent behaviour. This implies that as the style of parenting adopted by a parent increases, the likelihood of engagement in delinquent behaviours by the juvenile also increases. This is in line with the study by Malayi, Mauyo, Nassiuma, Oduma, Majanga and Mandillah (2013) who attempted to find out if parenting styles influence the acquisition of deviant behaviour in children aged between 8 and 18 years, and found that parenting style significantly influences deviant behaviours. Also, it agrees with the findings by Okorodudu (2010) who investigated the influence of parenting styles on adolescents' delinquency and found that parenting styles influence adolescents' delinquency with laissez-faire parenting styles effectively predicting adolescents' delinquency, while authoritarian and authoritative did not. Parents who are positively oriented in their styles (demandingness and responsiveness) make their adolescents socially competent and goal-directed. Parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour. Uninvolving parents and also non-responsive to adolescents' needs had negative impacts on their behaviour.

Implication of the Study:

The findings of the study can be associated with a number of implications that are relevant for the school, communities, parents, educational managers / policy developers / implementers, researchers and the stakeholders at large. Firstly, the present study has helped to widen the knowledge of school administrator, guidance counselors, parents, communities, educational managers/policy developers/implementers and the general public on the likely factors that engender adolescents' delinquent behaviours. This will enable them to help curb this behaviour by putting check on these factors.

Again, this study has added to the on-going or extant literature in this area, thereby providing intending researchers in this area with literature to reference on while carrying out their research.

Recommendations and Conclusion

The following recommendations are the highlights of the researchers: (a) There is need for the development of school-based delinquency prevention strategies that could help to curb delinquency among secondary school students. For these strategies to be effective, the school officials must make daily decisions about discipline and crime prevention. (b) Secondly, numerous studies have shown that so much of an adolescent's time is spent in school, logically suggesting that some relationship exists between delinquent behavior and what is happening—or not happening—in classrooms (Franjić, 2020), therefore, the prevention strategies should include programs that strengthen the teacher-students relationship, which would enable the teachers to have closer watch on the students and their behaviours. (c) Experts have concluded that many of the underlying problems of delinquency, as well as their prevention and control are intimately connected with the nature and quality of the school experience (Siegel& Welsh, 2011; Franjić, 2020), therefore, these school-based delinquency prevention strategies should include programs that focus on adequate enhancement of the nature and quality of school experience. (d) There is also need for the inclusion of clear rules and consistent enforcement of same. (e) Of outmost important also is the inclusion of reinforcement of positive behaviours. (f) There is also need for the strategies to include the teaching of stress management, problem-solving and self-control. (g) There is need for the strategy to include programs such as school based probation programs, which have the capacity to influence the kinds of programs delivered by educators and provide more contact and better monitoring of juveniles on probation. (h) The school-based delinquency prevention strategies should also include the organization of public forums where parents are taught good parenting styles, sensitize on the constitutional rights of children and the consequences of child neglect and abuse. (i) There is need to empower parents and guardians by the government and non-governmental organizations to do small-scale businesses, which would go a long in improving the standard of living of families and the assessment of more comfortable lives by the children, which would, in turn, keep them from engaging in deviant behaviour with their peers. (j) Finally, there is need to include in the prevention strategy, a program that would be focused on the sensitization of the key players in a child's life on the effects of poor socialization, violence, drug abuse and substance usage on adolescent behaviour.

Based on the findings, the researchers conclude that: (a) Peer influence is a strong determinant of adolescents' delinquent behaviour among secondary school students. (b) Also, parenting style plays a big role in the determination of adolescents' delinquent behaviour among secondary school students.

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Biographical Note

Chinenyenwa F. IFEDIGBO, is a Lecturer in the Department of Psychology, Faculty of Social Science, Nnamdi Azikiwe University, Awka NIGERIA

Godson ANYAORAH is a Lecturer in the Department of Psychology, Faculty of Social Science, Nnamdi Azikiwe University, Awka NIGERIA

P.C. OKAFOR³, is a Lecturer in the Department of Education Management and Policy, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State, NIGERIA.

Chinelo UZOMA is a Lecturer in the Department of Psychology, Faculty of Social Science, Nnamdi Azikiwe University, Awka NIGERIA