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School Climate and Juvenile Delinquency: A Comparative Study of Two Secondary Schools in Bayelsa State

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Abstract:

The study examines the influence of school climate on juveniles' delinquent in secondary schools in Bayelsa state. Six research questions and two hypotheses were put forward to guide the research. The sample size of seventy-two (72) was selected for the study from two secondary schools (public and private) along Mbiama/Yenegoa road, within Yenegoa metropolis, Bayelsa State. A Self Report School Climate and Juvenile Delinquency Questionnaire (SCJDQ) was the instrument used for data collection. The seventy-two questionnaires (100%) retrieved from the subjects were analyzed (interpreted) using frequencies and simple percentages to answer the research questions; while the research hypotheses were tested statistically, using chi-square statistic test. The result divulged that environmental and peer group influences are significantly related to juvenile delinquencies among secondary school students in Bayelsa State. Hence, appropriate strategies of curbing the situations were proffered.

Keywords: *School Climate, Juvenile, Delinquency Secondary Schools. Bayelsa State*

1. Background of the Study

Juvenile delinquency is an important phenomenon that should be delved into, and carefully dealt with if a better society is to ensue. It is no more news that the rate of juvenile delinquent activities is ubiquitous in all societies all over the world, Africa, Nigeria, and of course Bayelsa state is not an exception. The menace of the trend of juveniles' offending cannot be overlooked not being oblivious of the fact that the youth today are the mirror of tomorrow's future leaders. This simply implies that valid prediction about the quality of a society's future leadership can be made through the caliber of present youth adolescents in the society, and no gainsaying about the glaring fact that the future of any nation can be envisaged from the pinnacle of the quality of behavior of these adolescents.

By the reason of this appreciable fact, there is therefore need for studies of this sort; to divulge, apprehend, appraise and proffer necessary measures to take in order to get out of the likely threat that might sprout up as a result of adolescents' delinquent activities.

This is why governments, agencies, NGOS, religious, corporate and international bodies and well-meaning individuals had assumed the onus to make series of attempts to effect necessary contributions to the development of juveniles for the prospect of a peaceful, orderly, and conducive society.

Though a number of efforts have been made to efface the effects of juvenile delinquent activities, and or to curb it, there are still such act of juvenile offending behaviors and its consequences in the society.

Secondary School is a place where youth/adolescents are shaped and inculcated into with the norms, values and ethic and etiquette of the society, and where the population is taught several fields of study and behavioral patterns, it is therefore important that rapt attention be given to it. This is because, school, as an important agent of socialization, and secondary school as a process of transition from juveniles/adolescent to adulthood, an environment conducive for learning should be paramount, as this will enhance the norms, values to be inculcated on these young ones.

1.1. Problem Statement

Several questions come to mind when looking at students' anti-social behaviors in schools. Juvenile delinquency is a phenomenon that calls for serious attentions of both governments, agencies, NGOS, families, religious, corporate and international bodies and well-meaning individuals to aid, seeing that the betterment of any society lies on the quality of behavior (life) and morality of the young ones.

The fact that the phenomenon is rife in Nigeria and it is linked to several variables both within and outside the school climate (environment), several questions about the cause and effects and the way-out began to rise from various facets. The study therefore, will attempt to answer such questions that are related to the phenomenon under discussion (study). Hence, the following research questions are therefore put forward to be answered in the cause of this study:

- Do school environments determine the degree of youth crime in secondary schools in Bayelsa State?
- Is there relationship between peer group and students delinquent behaviors and activities in Nigerian schools?
- Are juvenile delinquent activities and behaviors more prevalent among public schools than private schools in Bayelsa State?
- Does less engagement in academic/school activities have any relationship with the rate of juveniles' offending in Nigerian schools?
- Does crime reduces as religiosity increases in secondary schools? Do crimes increase as students' class or level increases?

1.2. Objectives of the Study

This study is designed to examine and analyze, and reveal the potential effects of school climate on juvenile delinquency in secondary schools in Bayelsa State, thereby suggesting relevant ways to ameliorate the situation. Thus, the following objectives have been set to be pursued:

- To ascertain the level of juveniles' delinquent activities in schools and the society in general.
- To identify the causal variables of the trend.
- To reveal the most prevalent juveniles' delinquent activities/behaviors in secondary schools.
- To make some necessary comparative analysis between: Private and government schools, Junior and senior classes/levels.

And proffer necessary ways out of the menace of juveniles' offending activities in schools in Bayelsa State.

1.3. Hypothesis

Based on the problem at hand, the following research hypothesis are therefore put forward which will be subjected to empirical test and verifications.

"There is significant relationship between socio-environmental influences and juveniles' offending behaviors in schools"

"Juveniles' antisocial activities (especially the major/serious ones) are likely to be more prevalent in public schools than private schools"

2. Literature Review

2.1. School Climate/Environment

Children's experiences in school are fundamental to their useful transition into adult-hood. As such, school must provide a safe environment for children to develop academically, rationally, emotionally and behaviorally, (Dorian Wilson, 2004)...Various exposures to violence within...environment and outside...contribute important sources of anti-social behaviors and activities in secondary schools. This means, if violence encompasses all emotional environmental aspects of the juvenile's life he is more likely to engage in delinquent activities (Hagan and Foster, 2001).

Various studies have examined how the educational and social climate of a school can enhance or impair students' development and achievements. Research has also discovered common characteristics in schools where students report a positive school climate. School characteristics include an emphasis on academic achievement, positive relationship among students and teachers, respect for all members of the school community, fair and consistent discipline policies, attentions to safety issues, and family and community involvement (Dorian Wilson, op. cit) ...The research revealed consistent developmental patterns among student with high degree of school connectedness, including improved academic achievement, reduced delinquency rates, and decreased rates of health - compromising behavior, ...school connectedness generally includes the sense of attachment and commitment a student feels as a result of received caring from teachers and peers.

School attachment is often one of several indices included when measuring school climate. Furthermore, comparisons of research on climate and connectedness reveal coinciding external associations and dimensions of school climate highly correlated with connectedness (Dorian Wilson op. cit). According to Hirschi, 2002, attachment, commitment, involvement, and belief are the four conventional bond elements to a society ...commitment refers to how much time and energy a person invests in a certain activity. When ever he considers participating in a deviant behavior, he must consider the risk he has of losing the investment he has made in conventional behavior. Involvement represents how busy a persons schedule is. An involved person is tied to appointment in conventional activities, so the opportunity to commit a deviant act rarely arises ... (Hirschi, 2002.).

In the works of Eric A. Stewart, 2003, it was revealed that higher levels of school attachment, school commitment, and belief in school rules are associated with lower levels of misbehavior in school, net of family and peer influences. The environmental interventions apparently decreased delinquency and misconduct by promoting a sense of belonging in, and attachment to the school and by improving the general climate and disciplinary practices in the schools (D. Gottfredson, 1986).

With regard to school climate, larger schools in urban areas explain variations in school misbehavior, (Eric A. Stewart 2003). Because a positive school climate leads to improved academics and students' self -concept and many state education agencies recognize this link (Cohen, 2006). It is therefore essential for schools...to create and maintain excellent learning climates. Especially those in the early stage of delinquency need a learning climate that promotes pro-social engagement and positive youth development; those with serious problems need additional resources and therapeutic interventions (Butts, 2008).

Identifying strength and working to improve weaknesses in learning climates... educational facilities can create a more positive environment for all who live and work at the facility (Cox, Visker & Hartman, 2011).

Positive school learning is associated with prevention of negative behaviors and improved academic success.

At-risk students in detention need supportive learning climates for school success, (Justin McDermott, et al, 2012). The personality of a school may be thought of as the schools' learning climate. School learning climate -the feel, atmosphere, tone, ideology or environment of school include; the value, attitude and feelings of both students and staff (Hoy, 2002).

A constructive learning climate is one that ensures physical and psychological safety; recognize the need and success of the individual, and supportive learning and positive interpersonal relationships. A school learning climate should exhibit inclusiveness; nurturance, and a community feeling that make students feel appreciated and recognized by one, if not more adults in the school. Schools should ideally be free from stress and fear that inhibit problem-solving and students development. Improved school connectedness, school satisfaction and student conducts are linked to higher quality school climate (Loukas, Suzuki & Horton, 2006). Schools with low rate bullying are also linked to positive school climate, as are high level of parental involvement and satisfaction with the school's discipline program (Ma, 2002).

Positive climates and learning environment seems to contribute higher academic achievement, higher standard test scores (MacNeil, Pratter & Busch, 2009; Hoy, 2002), high level students self esteem (Ma, 2002).

School learning climate relate to students' drug abuse behavior. As teachers' interest in a positive school climate increases, the percentage of students who abuse drug decreases (LaRusso, Romer & Selman, 2008).

Within the group of school variables, the strongest predictors of delinquent behaviors were how often classes were skipped and the number of times students were suspended from school...strongly positive correlation with delinquency also were found for students reporting high levels of involvements in sports, and high levels of involvement in commercial entertainment activities (Paetsch J.J. et al, 1997).

Arguing from the base of social learning theory, individuals are less likely to commit a delinquent act when they are exposed to pro-social models, and when they are reinforced for positive, pro-social behavior (Cox & Matthew, 2007).

Therefore, once researchers analyze the assessment data, administrators should use the results to improve students' feelings of social emotional safety within the school environment. Interventions should focus on improving the social and emotional factors that strongly influence students' learning, since a positive learning climate promotes social and emotional growth (Zins & Elias, 2006).

2.2. Academic Performance and Delinquency

Students in schools or facilities with more positive learning climate perform better academically and exhibit greater emotional well being than students in schools or facilities with less positive learning climate (Tableman, 2004). Children with low academic performance, low commitment to school, and low educational aspirations during elementary and middle grades are at higher risk for child delinquency than other children (Horrenkohl and Colleagues, 2001:223). A greater number of ninth grade student were delinquent, compared to students in the other grades. ...However, students' grades in school did not significantly increase accuracy of the regression equation (Paetsch, et al, 1997).

Multiple regression analysis revealed that extracurricular involvement and academic performance level makes small but unique contribution to the prediction of adolescents' gateway drug use. ...Findings suggest that students' academic performance and extracurricular involvements are significantly related to adolescent gateway and hard drug use (Jenkins JE 1996).

According to Gaganon & Barber, 2010, those in secure care, compared with non-detained students are lower in academic achievement and may have higher rates of behavioral and mental health difficulties. These students also pose a greater willingness to disobey rules and fewer social or developmental assets (Butts, Bazemore & Meroe, 2010).

2.3. Peer Group and Delinquency

The influence of peers on juveniles seems to be on a high side. This is why family behaviors, particularly, parental monitoring and disciplining seems to influence association with deviant peers throughout the adolescent period (Cashwell & Vacc, 1994). ...Their increased opportunities to associate with deviant peers ...is predictive of higher level of delinquent act (Kim, et al, 1999). For youth age 12- 14, a key predictor variable delinquency is the presence of anti-social peers (Lipsey & Derzon, 1998).

Peers with more coercive interpersonal style tend to become involved with each other, and this relationship is assumed to increase the likely hood of being involved in delinquent behavior (Cashwell & Vacc, 1996). Factors, such as peer delinquent behavior, peer approval of delinquent behavior, attachment for allegiance to peers, time spent with peers, and peer pressure for deviance have all been associated with adolescents' anti-social behavior (McCord and Colleagues, 2001:80).

Conversely, Elliot, (2002) reported that spending time with peers who disapprove of delinquent behavior may curb later violence. According to Hirschi, (2002), attachment ...is a conventional bond element to a society. Attachment refers to a person's attachment to other people. A person is less likely to commit a deviant act if his peers will look upon him disapprovingly. The influence of peers and their acceptance of delinquent behavior are significant, and this relationship is magnified when youth have little interaction with their parents (Steinberg, 1987). Predictably, peers' level of delinquency correlated strongly and positively with students' level of delinquency. Also found that, multivariate analyses indicated that, the strongest predictor of delinquent behavior within the group of peers and social variables was peer delinquency (Paetsch JJ, et al, 1997). This is in line with the study by Jenkins J.E (1996) which indicates that the strongest correlate of gateway and hard drug use across the grade levels was affiliated with drug using friends.

3. Methodology

3.1. Research Design

This study is designed to adopt the quantitative research method. Quantitative data is any data that is in numerical form such as statistics, percentage, etc. According to Given, Lisa M. (2008), quantitative research is a systematic empirical investigation of social phenomena via statistical, mathematical or computational techniques. The objective of which is to develop and employ a mathematical mode... unlike the qualitative research. The process of measurement is central to quantitative research, because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. That is, data collected is analyzed with the help of statistics.

Due to the nature of the population of the study, the data gathering process employed the survey research. Survey Research is a data gathering technique, involving a respondent and questionnaire to obtain qualitative and, or quantitative information ... (Babbie, Earl, and Theodore C. Wagenaar, 2010). In other words, survey is a research technique and method designed to obtain and analyze data about a large population by soliciting or gathering information from a relatively selected portion (respondents) which is a replica of the entire population of the study. In this study therefore, questionnaires were distributed to the respondents to be properly filled.

3.2. Study Population

This study is based on secondary school students in Bayelsa State private and public schools; males and females inclusive. The number of secondary schools in the State is quite a large one, hence the study attempt to focus on the secondary schools within Yeneyoa metropolis, mainly on the ones along Mbiama /Yenegoa Road, as a result, two Secondary Schools are selected (comprehensive secondary school, Biogbolo/Yenezue-Gene and Ayakpo comprehensive school, Biogbolo) and attentively examined. The reason why the selected schools were chosen was not based on human subjective judgments, but wholly as a result of the unbiased technique of the sample selection (probability sampling) adopted by the researcher. However, the researcher decided to focus on both public and private schools mainly because the study seek to explore and make necessary comparative analyses of these schools (public and private) as it concerns school climate (environment) and juvenile delinquency in schools. Moreover, the schools selected for the study were all mixed schools as this is the only way the both sexes can be evenly represented in the sample. Consequently, the population of the both schools amount 1,033 Students. The two secondary schools are all located at Biogbolo, in Yenegoa - Bayelsa State.

3.3. Research Instruments

In a research, it is no doubt that several research instruments can be put to use, however it all depends on the nature and type of research and of course the topic at-hand. In addition, concerning the choice of instrument to be used in a study, lots of factors must be put into consideration, such as the population characteristics, resource (time, finance, personal), prior information about the population, the geography of the study area, the type of measurement to be employed, and or the statistical techniques to be used, and the number of analytical categories to be used in analyzing the data etc.

However, this study makes use of a self-report School Climate and Juvenile Delinquency Questionnaire (SCJDQ). The first section, Section „A“ seeks to reveal the personal data of the subjects. While Section „B“ deals with the information about their religious life. Also, the third section (Section „C“) tends to address information on the prevalent delinquent activities. Finally, Section D was designed to divulge the influences of juvenile delinquencies in schools, and also seek to examine the veritable choice between certain options.

Furthermore, the subjects were required (instructed) to choose and cycle from a list of options; the option(s) they consider or deem to be correct or true to them, as from a - b (for yes / No questions, and true or false questions), and a, b, c - f as the case may be. Enough spaces were also provided for the respondents to express their views and opinions as the questions are more or less, both open-ended and close-end styles.

3.4. Data Collection/Research Procedure

The research procedure employed the use of questionnaire. The instruments were administered to the respondents in their respective schools with the assistance and cooperation of the school staff/personnel. The subjects, after being selected in their various classes were then assembled in a hall/classroom where the questionnaires were distributed to each of them.

In addition to the instructions written on the questionnaire, the subjects were given verbal instructions and were also guided accordingly. And where necessary, clarifications were made. Moreover, the questions were clearly and audibly read out and explained to the understanding of all the respondents. Copies of the questionnaires were retrieved after completion. The 72 questionnaires that were administered in the respective schools were properly completed as instructed and retrieved by the researcher.

It took about an hour to complete the filling and retrieving process. In all, the required data were obtained from the subjects.

3.5. Data Analyses

Appropriate statistical measures were employed in analyzing the data gathered. The methods of data analysis applied for this study was percentage, chi-square and other relevant statistical procedures. The research questions are answered using the simple percentages, while the hypotheses were tested using the chi-square statistical technique.

3.6. Validity and Reliability

In order to ensure the face and content validity of the instrument, and the reliability of the data, a copy was submitted to expert to evaluate or access the suitability or otherwise of the items, and were compared with existing standardized test on issues that relate to juvenile delinquency. Besides each item in the instrument was treated painstakingly as the researcher took the stress in ensuring clarity of the items and the respondents were made known the reason to provide just and all the appropriate information and as it apply to them as individuals. By this it was assured to a high degree that the data gathered were true of the subjects.

4. Testing of Hypothesis

The hypotheses will be tested with Chi-Square (χ^2) non-parametric statistical analysis test.

The rule here is, where Chi-Square (χ^2) obtained (calculated) value is less than Chi-Square (χ^2) critical (table) value, the null hypothesis (H_0) be accepted and the alternative hypothesis (H_1) be rejected. But if the reverse is the case (i.e. If χ^2 (obtained) χ^2 > (critical) value), then the null hypothesis be rejected and the alternative hypothesis (H_1) be upheld.

The above statement (rule) is applicable to the two hypotheses of this research.

4.1. Hypothesis 1

Null Hypothesis (H_0): "There is no significant relationship between socio-environmental influence and juveniles" offending behaviors in schools

H_1 : "There is a significant relationship between socio-environmental influence and juveniles" offending behaviors in schools"

This hypothesis is tested with items 32, 33 and 37 from the questionnaire

ITEM	FREQUENCY		Total
	Yes	No	
Q. 32	51	21	72
Q. 33	46	26	72
Q. 37	63	9	72
TOTAL	160	56	216

Table 1: Contingency

Chi-Square (χ^2) = $\sum (f_o - f_e)^2 / f_e$

Where: χ^2 = Chi-Square

f_o = frequency observed

f_e = frequency expected

The frequency expected (f_e) = $ct \times rt / \sum n$

Where: ct = column total

rt = row total

$\sum n$ = total of all scores in the table.

Frequency expected (f_e) for YES = $160 \times 72 / 216$
 = 11520 / 216

f_e (yes) = 53.33

Frequency expected (f_e) for NO = $56 \times 72 / 216$
 = 4032 / 216

f_e (NO) = 18.67

Chi-Square (χ^2) Obtained 1.					
	f_o	F_e	$f_o - f_e$	$(f_o - f_e)^2$	$\sum (f_o - f_e)^2 / f_e$
a - yes	51	53.33	-2.33	5.43	0.102
b - no	21	18.67	2.33	5.43	0.290
c - yes	46	53.33	-7.33	53.73	1.007
d - no	26	18.67	7.33	53.73	2.878
e - yes	63	53.33	9.67	93.51	1.753
F - no	9	18.67	-9.67	93.51	5.009
Chi-Square (χ^2) Obtained = 11.039					

Table 2

This value for the test statistic can now be tested for its significance. Sampling Distribution = Chi-Square (χ^2) distribution

Critical Region: Alpha = 0.05

Degree of freedom (DF) = (r-1) (c-1)

Where, r = number of row

c = number of column

DF = (2-1) (3-1)

=1X2

DF = 2

Chi-Square (χ^2) (critical) = 5.991

Computed-Chi-Square (χ^2) = $\sum (fo - fe)^2 / fe$

$\chi^2 = 11.039$

4.1.1. Research Decision

At 0.05 Level, (the critical region), with the Degree of Freedom (DF) = 2, would begin at (critical) = 5.991. With the obtained χ^2 (calculated) of 11.039, we reject the null hypothesis which says, χ^2 „There is no significant relationship between socio-environmental influence and juveniles“ offending behaviors in schools“. For this sample, we here by state that there is a statistically significant relationship between socio-environmental influence and juveniles“ offending behaviors in secondary schools“.

4.2. Hypothesis 2

Ho2: “Juveniles antisocial activities (especially the major/serious ones) are not likely to be more prevalent in public schools than private schools”

HR2: “Juveniles antisocial activities (especially the major/serious ones) are likely to be more prevalent in public schools than private schools”.

This hypothesis is tested with items, 17, 19, 23 and 38 from the questionnaire.

	ITEM	SCH. TYPE	YES	NO	TOTAL
Q. 17					
i.	Vandalism	Govt. Sch.	6	30	36
		Privt. Sch.	5	31	36
ii.	exam malpractice	Govt. Sch.	13	23	36
		Privt. Sch.	3	33	36
iii.	Cultism	Govt. Sch.	14	22	36
		Privt. Sch.	1	35	36
vi.	Rape	Govt. Sch.	4	32	36
		Privt. Sch.	0	36	36
vii.	Drug Abuse	Govt. Sch.	6	30	36
		Privt. Sch.	0	36	36
viii.	Weapon Carrying/ Violence	Govt. Sch.	12	24	36
		Privt. Sch.	1	35	36
xiii.	Stealing	Govt. Sch.	19	17	36
		Privt. Sch.	6	30	36
Q. 19	Friends of the respondents who are guilty of at least one in table 2 above.	Govt. Sch.	24	12	36
		Privt. Sch.	25	11	36
Q. 23	The respondents who are guilty of at least one of the activities in table 2 above.	Govt. Sch.	28	8	36
		Privt. Sch.	25	11	36
Q. 38		Govt. sch.	30	6	36
		privt. sch.	4	32	36
	TOTAL		226	494	720

Table 3: Contingency

$$\text{Chi-Square } (x^2) = \sum (fo - fe)^2/fe$$

Where: x^2 = Chi-Square

fo = Frequency Observed fe = Frequency Expected

The Frequency Expected (fe) = $ct \times rt / \sum n$

Where: ct = column total

rt = row total

$\sum n$ = total of all scores in the table.

Frequency Expected (fe) for YES = $226 \times 36 / 720$

$$= 8136 / 720$$

fe (YES) = 11.3

Frequency Expected (fe) for NO = $494 \times 36 / 720$

$$= 17784 / 720$$

fe (NO) = 24.7

	Fo	fe	fo - fe	(fo - fe) ²	$\sum (fo - fe)^2/fe$
a - 1 (yes)	6	11.3	-5.3	28.09	2.486
a - 2 (no)	30	24.7	5.3	28.09	1.137
b - 1 (yes)	5	11.3	-6.3	39.69	3.512
b - 2 (no)	31	24.7	6.3	39.69	1.607
c - 1 (yes)	13	11.3	1.7	2.89	0.256
c - 2 (no)	23	24.7	-1.7	2.89	0.117
d - 1 (yes)	3	11.3	-8.3	68.89	6.096
d - 2 (no)	33	24.7	8.3	68.89	2.789
e - 1 (yes)	14	11.3	2.7	7.29	0.645
e - 2 (no)	22	24.7	-2.7	7.29	0.295
f - 1 (yes)	1	11.3	-10.3	106.09	9.388
f - 2 (no)	35	24.7	10.3	106.09	4.295
g - 1 (yes)	4	11.3	-7.3	53.29	4.716
g - 2 (no)	32	24.7	7.3	53.29	2.157
h - 1 (yes)	0	11.3	-11.3	127.69	11.3
h - 2 (no)	36	24.7	11.3	127.69	5.170
i - 1 (yes)	6	11.3	-5.3	28.09	2.486
i - 2 (no)	30	24.7	5.3	28.09	1.137
j - 1 (yes)	0	11.3	-11.3	127.69	11.3

Table 4

Table 4 Continue....

j - 2 (no)	36	24.7	11.3	127.69	5.170
k - 1 (yes)	12	11.3	0.7	0.49	0.043
k - 2 (no)	24	24.7	-0.7	0.49	0.020
l - 1 (yes)	1	11.3	-10.3	106.09	9.388
l - 2 (no)	35	24.7	10.3	106.09	4.295
m - 1 (yes)	19	11.3	7.7	59.29	5.247
m - 2 (no)	17	24.7	-7.7	59.29	2.400
n - 1 (yes)	6	11.3	-5.3	28.09	2.486
n - 2 (no)	30	24.7	5.3	28.09	1.137
o - 1 (yes)	28	11.3	16.7	278.89	24.681
o - 2 (no)	8	24.7	-16.7	278.89	11.291
p - 1 (yes)	25	11.3	13.7	187.69	16.610
p - 2 (no)	11	24.7	-13.7	187.69	7.599
q - 1 (yes)	24	11.3	12.27	161.29	14.273
q - 2 (no)	12	24.7	-12.27	161.29	6.530
r - 1 (yes)	25	11.3	13.7	187.69	16.610
r - 2 (no)	11	24.7	-13.7	187.69	7.599
s - 1 (yes)	30	11.3	18.7	349.69	30.946
s - 2 (no)	6	24.7	-18.7	349.69	14.157
t - 1 (yes)	4	11.3	-7.3	53.29	4.716
t - 2 (no)	32	24.7	7.3	53.29	2.157
Chi-Square (χ^2) =					
					258.244

Table 4

This value for the test statistic can now be tested for its significance.

Sampling Distribution = Chi-Square (χ^2) distribution Critical Region: Alpha = 0.05

Degree of freedom (DF) = (r-1) (c-1)

Where, r=number of row

c = number of column

DF = (2-1) (20-1)

=1X19

DF = 19

Chi-Square (χ^2) (critical) = 30.144

Computed-Chi-Square (χ^2) = $\sum (fo - fe)^2 / fe$

= 258.244

5. Research Decision

The test statistic, χ^2 (obtained or computed) = 258.244, fall above the critical region, of which Alpha = 0.05, with 2 Degree of Freedom, begins at (critical) of 30.144. Therefore we reject the null hypothesis (Ho2) that says Juveniles "antisocial activities (especially the major/serious ones) are not likely to be more prevalent in public schools than private schools",.

Hence the alternative hypothesis upheld.

5.1. Conclusions

From the findings of the analyzed data we have come to the conclusions that the rate of juveniles offending activities in secondary schools is on the high side, and that the influence of school climate on students' antisocial behaviors is enormous; consequently, socio-environmental factors (school environment as well as location, and peer group influences) are found to be the major causes of juvenile delinquent activities in secondary schools in Bayelsa State. In addition, idleness, skipping of classes and other school activities contribute to delinquent behaviors in schools.

Also, it has been shown that the most prevalent delinquent activities in secondary schools in Bayelsa State are lateness to school; stubbornness/disobedience; gossip; bullying; refusal to do labor and other school activities; and examination malpractice. And that both the government (public), and private schools are guilty of these activities, but the rate of juvenile delinquency in public schools are more compared to the private schools especially on the major delinquent activities like cultism, rape, drug abuse, weapon carrying and violence, etc.

The research also reveals that religiosity is a significant factor in curbing the trend of delinquent activities; that if the students and the staff have strong religious background, there will be little or no deviant behaviors and activities in schools and of course the society at large.

5.2. Recommendations

Based on the findings of the study, the following measures are recommended in curbing the menace of juveniles' delinquent activities: The governments, NGOs, and well meaning individuals should pay attention to the education sector as such, every school in the state should be up graded in terms of the structures, tools, equipments, so as to create an environment conducive for learning. In addition, qualified and committed teachers should be employed in school.

Consequently, a special body should be established to monitor the activities in schools: a body that will be saddled with the responsibility of supervising every program and activities; ensuring that every one in school performs their duty diligently. And to make sure delinquents are appropriately dealt with. Students who are caught in any act of delinquency on the streets should be handed to this body for adequate discipline.

6. References

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