

UNIVERSITY OF EDUCATION, WINNEBA

**EXPLORING JUVENILE ACTS AMONG JUNIOR HIGH SCHOOL PUPILS
IN ANSECO BASIC J.H.S.**



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IN ANSECO BASIC J.H.S.**

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**A dissertation in the Department of Social Studies Education, Faculty of Social
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DECLARATION

Student's Declaration

I, SELORM DAVOUR declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:.....

Date:.....

Supervisor's Declaration

I, hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Name of Supervisor:.....

Signature:.....

Date:.....



DEDICATION

This dissertation is dedicated to the memory of my lovely father, Detective Chief Inspector Fremont Peter Davour who could not witness the end of his dream.



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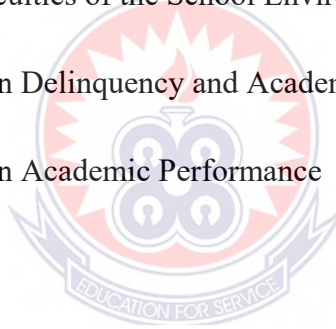


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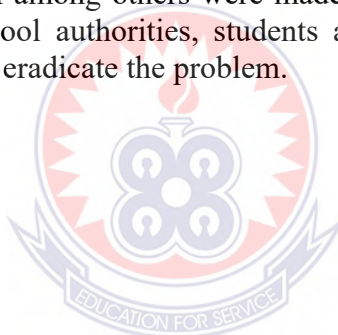
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ABSTRACT

The main objective of this study was to find out factors responsible for juvenile delinquency among Junior High School students. The research was conducted in ANSECO Basic School at Anloga after permission was granted by the headmaster of the school. Purposive and stratified sampling technique were used to get the required students from forms one to three as well as the parents. The instruments used for the collection of data was interview guide and the Statistical Product for Service Sciences was used to analyze the data. With the aid of tables, bar chart, pie chart and percentages, the data was presented and analyzed. The result revealed several wrong behaviours such as disobedience, bad company, disrespecting teachers and adults among students. The result indicated that family background, lack of punishment, peer influence school environment and lack of interest in schools are the factors responsible for juvenile delinquency among students. All these affects academic performance. Again, based on the findings, some recommendations such as parents accepting responsibility for their child's well- being, they should provide the needs of their wards to discourage the wards from depending on friends, Guidance and counseling units to be established in the school to assist delinquent students receive the necessary support that will enable them shed their illegal behaviours. Guidance should not be given to delinquent students only but all students to help reduce juvenile delinquency in the school among others were made to the concerned people such as government, parents, school authorities, students and all other stakeholders in the educational sector to help eradicate the problem.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a key to success and a significant toll in our world today. The purpose of education is surely for the acquisition of knowledge and technical know-how, in order to change and improve ways of living, full development of peoples, and for the general welfare of the community. This undoubtedly elicits a great concern for education among individuals, groups, government, parents and in fact the general public as a great instrument and means of nation building (Chiamaka et al, 2013). The necessity for nation building makes it imperative or absolutely necessary for nations to give quality education to their citizens that will enable them fully participate in their socio-economic development. This indicates clearly that an increasing and abundant supply of highly educated people has become an absolute pre-requisite for social and economic development of this world. This means that education is to make people develop their potential and become more productive and concerned citizens.

In any human society where accepted modes of conduct are laid, deviance is inevitable (Abotchie, 2008; 1997). Deviance and crime are and has always been a threat to the serenity and tranquility enjoyed by members of a community (Adams & Evans, 1996). Beside the gradual moral degeneration which can befall perpetrators when they are embittered with deviance and crime, there arise huge custody, health and economic cost to be borne by a nation fraught with the issue of crime (Simões, Matos & Batista-Foguet, 2008). For this reason, juvenile delinquency has now become one of the important social issues which every nation tries to bring under control amidst the glaring evidence that, if the right nurturance is not given to the

young offenders, they may graduate to become criminals (Hess & Drowns, 2010; Kuanliang, Sorensen & Cunningham, 2008; Austin, Johnson & Gregoriou, 2000; Johnson, 1999). By reason of infancy and to avert derogatory labels, the young offenders are relinquished of their responsibility for their offence and therefore they do not get treated as an adult. Drawing from its negative consequences, juvenile delinquency has over the years become one of the critical issues which researchers of varying backgrounds as well as policy makers battle with (Ibidize, 2009; Tarolla, Wagner, Rabinowitz & Tubman, 2002). Juvenile delinquency among school children is on the rise mostly due to offences committed and high rates of delinquent behaviour. This has drawn my interest in the subject matter.

There have been periodic flurries of activity aimed at enabling many young men and women as possible to go to school in the last decades in Ghana. Governments, both past and present, have been laying adequate foundation for our future leaders. Among these are the famous Accelerated Development Plan (ADP) for education that was launched in 1951, the “Free Compulsory Universal Basic Education”, (FCUBE) Programme launched in 1995, the Girl Child Education, Ghana School Feeding Programme, Capitation Grant, Free School Uniform and the Free Senior High School policy among others in Ghana to serve as a motivation for children to obtain the requisite leadership qualities for the future and also imparting into the youth the needed life skills for the development of the nation. There are government of Ghana scholarships, and several government institutions like the Volta River Authority (VRA), Ghana National Petroleum Corporation (GNPC), Ghana Education Trust Fund (GETFUND), The University Of Education, Winneba through the Vice Chancellors’ Scholarship Fund and Private institutions like Vodafone Ghana, Newmont Ghana, Goldfields Ghana, as well as International Organizations like the

UNICEF, Mastercard foundations among others all contributing to developing human resource by granting partial and full scholarships, so young people can become useful to themselves and their societies.

The phenomenon of juvenile delinquency has assumed an alarming rate and reached a height that needs a concerted effort to reduce it if not extricate it completely. Parents, teachers, law enforcement agencies, educationist are disturbed about high percentage of re-occurrence of delinquents acts and are doing everything possible to bring these acts to a minimum level, if possible, eradicate it entirely. Many psychologists, sociologists, politicians, educationists, parents and pastors are interested in finding ways to prevent it. Numerous studies and researches have been done to identify the factors that are associated with and contribute to the high rate of juvenile delinquency. Cases of drug abuse, rape, violence, vandalism, sexual promiscuity, armed robbery and indiscipline like assault among students are reported in both print and electronic media. Some researchers, in talking about the causes of juvenile delinquency said “juvenile delinquents are made not born and we adults make them” In their view, no child is born delinquent but prevailing situations in the home, the neighbourhood, the school, the media among others make one delinquent. Research over the past few decades on normal child development and on development of delinquent behavior has shown that individual, social, and community conditions as well as their interactions influence behavior. There is general agreement that behavior, including anti-social and delinquent behavior, is the result of a complex inter play of individual biological and genetic factors and environmental factors, starting during fetal development and continuing throughout life (Bock & Goode, 1996). Clearly, genes affect biological development, but there is no biological development without environmental input. Thus, both biological and environment influence behavior.

The problem of delinquency however comes about because the general guides, norms and standard of society are violated by many youths. Frimpong (2016) affirmed this when he said “Essentially what conflict theory suggests is what the norms of society must be meaningful to the individual within the society or they will be alienated or isolated from them and rebel against them as there is only a certain amount of wealth, power and other desired factors available”. This juvenile delinquency is a manifestation of alienation or isolation. Children all over the world are possible future leaders (Kasser, 2011; Knjin & van Oorschot, 2008) which may demand that they perform vital roles within their family and the community in general when they matured enough. For an individual to be accepted into such an esteemed leadership position, one key indicator is that, such a person must be a good role model who is worthy of emulation with regards to conformity to the norms and values that bind the community and abstinence from the ones that destroy it. For children to fulfill this potential in the future, it is expected of them to refrain from deviant and delinquent behaviours that can truncate their chances in such held universal truism on leadership (Kasser, 2011). This makes it essential that as children are allowed to interact with the environment in order to demonstrate and reinforce their creative power (Corsaro & Johannesen, 2007), they also receive the requisite guidance and direction to be conditioned to good modes of conduct so as to refrain from destructive ways of life (Nukunya, 2003, Abotchie, 1997). The live experiences of young offenders when adequately tapped will provide us their perspectives which will in turn add up to our understanding as a society and help us know how to improve it.

Boakye (2012) opines that since the youth are to be future leaders of this nation and those to steer the course of national development, in order that education can prepare them for their various roles, there is the need to seek the factors responsible and

effects of this malaise on their academic performance. This will help to bring the problem to a tolerable level. It is the interest of the researcher in this area to help stamp out juvenile delinquency be it individual or social delinquency. That motivated the researcher into this problem.

1.2 Statement of the Problem

The issue of juvenile delinquency has become a big problem in the country. Bosiakoh and Andoh (2010) have emphasized an upward surge of juvenile delinquency which many well-meaning Ghanaians admit as alarming. According to the Department of Social Welfare Annual Performance Report, 276 juvenile delinquency cases were handled in the year 2007. The Ghana Prison Service Annual Report in 2010 also indicated an average daily lock-up of 115 juvenile offenders. Aspects of this problem are every now and then reported in the papers. There is a high rate of school drop outs. Most of these drops out at the Junior High School level due to teenage pregnancy and some at the time of Basic Education Certificate Examination were already nursing mothers. There is the abuse of drugs especially alcohol among students. The students are most of the time drunk especially during occasions such as parties, festivals and funeral. Another problem that we can talk of is lack of respect for adults and teachers, there are also some schools that have open environment (unfenced compounds). Furthermore, there is the decline in academic performance. It is in the light of these problems that the researcher will want to find answers to questions that bother most people's mind.

1.3 Purpose of the Study

This study sought to investigate common juvenile acts, its causes and effects on academic performance among Junior High School students. and how the problem can be eradicated entirely.

1.4 Objectives of the Study

The objectives are to

1. Find out what juvenile acts are common among J.H.S. students
2. Find out the causes of the common juvenile acts among J.H.S. students
3. Find out how these acts affect academic performance of J.H.S. students.

1.5 Research Questions

The following questions will guide the study.

1. What common juvenile acts can be found among J.H.S. students?
2. What are the causes of juvenile delinquency among J.H.S students?
3. How far does juvenile delinquency affect academic performance among J.H.S students?

1.6 Significance of the Study

It is the hope of the researcher that this study will assist guidance and counseling teams to assist the children who need help. Parents will also benefit from this research. This is because it will offer them the opportunity to know their responsibilities, to seek the welfare of their children thereby curtailing juvenile delinquency.

It is the hope of the researcher that this study will also aid the government through the Ministry of Education to know what corrective measures to use to help the students involved in such behaviours.

Finally, this research work will facilitate further research into the problem at stake 'juvenile delinquency' in other parts of the country and the world.

1.7 Delimitation of the Study

The study was delimited to Anloga Township in the Volta Region of Ghana. The researcher has also delimited the study to delinquency and academic performance of Junior High Schools.

1.8 Definition of Terms

Juvenile: According to Ghana's Criminal Code (1960), Section 414 of Act 30, page 114, a juvenile is therefore an individual who has not attained the age of eighteen (18) years and cannot be sent to normal court as a result of any offence committed rather than to special courts which are set to try them.

Delinquency: This has to do with an illegal behavior on the part of a person less than the legal age, usually eighteen (18) years or twenty-one (21) years.

Juvenile Delinquency: This is an act committed by a minor who violates the penal code of the government with authority over the area in which the act occurred.

1.9 Organisation of the Study

This dissertation report consists of five chapters. Chapter One is introduction and it gives a background of the study, the problem statement and gives the specific research questions that the study seeks to answer. It gives an overall introduction to the study.

Chapter Two is literature review, which looks at works that have been done by other researchers in relation to the field of study. The chapter reviews literature that is associated with the problem addressed in the study. The themes that were reviewed in this study include: nature of juvenile delinquency, causes of juvenile delinquency and effects of juvenile delinquency.

Chapter Three is devoted to the methodology of the study and provides a thorough look at the data that was collected for the study and how the researcher collected the data.

Chapter Four is on data analysis and presentation of findings. It focuses on what the researcher found on the field. The chapter gives a presentation and analysis of primary data that was collected on the field that provide answers to the research objectives. It also discusses the researcher's findings based on the analysis of data gathered from the field Chapter Five concludes the report with the summary of findings, conclusion and recommendations. The chapter then draws conclusion and makes recommendations for future research and for policy consideration.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The focus of this chapter is to review some existing literature related to the issue of juvenile delinquency. The focus is also to consider the views, theories and empirical findings of some recognized authorities and other researchers who have studied this problem. These is done under the following sub-topics;

- i. The nature of Juvenile Delinquency
- ii. Causes of Juvenile Delinquency
- iii. Effects of Juvenile Delinquency

2.1 The Nature of Juvenile Delinquency

There are different academic views as to what constitutes the scope of juvenile delinquency. A juvenile delinquent is a person showing signs of demoralization, who is under the age of 18, one who committed a punishable act between 13 and 17 years of age, or one in relation to whom the court applied an educational measure when aged below 18 or a corrective measure when aged below 21 (Junger-Tas et al., 2004). The Criminal Code also specifies the age of juvenile delinquents (any person up to 17 years of age). Nevertheless, persons aged over 15 who knowingly committed one of the offences of significant social harmfulness (e.g. homicide, robbery with extreme cruelty, rape) may be punished in accordance with the provisions of the Criminal Code applicable to adult offenders, however, the adjudicated penalty cannot exceed 2/3 of the upper limit of the penalty as specified by law (Lewicka-Zelent, 2021).

Kumi (2015), defined juvenile delinquents as children below the age of seventeen (17) years who have committed some ad judicable crime. Ashiabor (2014), intimated

that, any child or youth whose conduct deviated sufficiently from normal social usage to warrant him or her being considered a menace to himself, to his family interest or to society itself is a delinquent. If a juvenile violates a law or ordinance and is convicted in a court of law as juvenile, he or she is sometimes considered delinquent depending on the severity of the violation.

Alboukordi et al. (2012) define juvenile delinquent as consisting of behaviour by children and adolescent that leads to referral to juvenile court. “it would be more exact to say that it is behaviour which people of a state and their leaders believe to be a threat to public safety or a hindrance to the best development of the child, and whose prohibition they have incorporated into the law”.

According to Alboukordi et al (2012), the behaviour classified as delinquent varies from country to country and are incorporated into the law as delinquent and this affects the best development of the child and therefore the need to prohibit them.

According to Harris-McKoy (2016), there are two kinds of delinquency which he identified as social delinquency and individual delinquency. He posits that social delinquency expresses itself in gain behaviour in which large numbers of young people conform to some neighbourhood pattern that may include car stealing, fighting, sexual indulgence or other forms of behaviour frowned upon by the adult’s culture. Individual delinquency on the other can crop up anywhere with “good” family,” bad” family and neighbourhood, and it can be best understood as attempt by the young person to solve some sort of problems of his own.

In addition, Burfeind and Bartusch (n.d.), in answering the question as to what constitute delinquent behaviour said “but unlike the term crime, which usually refers

to specific acts like theft, murder, assault, the legal terms, delinquency is an umbrella for a wide variety of socially disapproved behaviour that varies with time, place and the attitude of those assigned to administer the law”.

In finding out delinquency between both sexes, Godswill (2013) sums it up that delinquency is high among female youth as among male youth. For him, there is always preferential handling of girls involved in illegal behaviour, which makes the statistics on delinquency misleading.

Muncie (2008) concluded an investigation into juvenile crime in Western Europe and the United States of America that about a quarter to a third of all crimes were committed by teens under the age of eighteen years. They also stated that up to 20% of “personal crimes” were committed by juveniles in the United States of America.

It has also been reported that the American society has struggled with determining what behaviours constitute juvenile delinquency and who the juvenile delinquent is. The reason is that how society views children change over time (Harris-McKoy 2016). Today, as in the past, there are many competing points of view. In fact, there is little uniformity among the fifty states regarding a definition of delinquency, except to say that juvenile delinquency is behaviour committed by a minor child (usually someone under age 17 or 18) that violates a state penal code and they have this to say about a juvenile delinquent;

“Is a child who has shown a consistency in behaviour that falls toward the extreme right end of each continuum. He or she has committed many offences of a more serious nature over an extended period of time. A juvenile delinquent is a child with a long and problematic history.” Concluding that a society’s definition of juvenile

delinquency reflects how it views children. As a society's view of children changes, the society's formal response to adolescent misbehavior also changes. For example, when juveniles were viewed as miniature adults, the legal codes that applied adults were held to be adequate to control juvenile behaviour. However, with the changes in social roles and relationships brought about by the industrial revolution, juveniles were increasingly seen as different from adults, and their violations of the law become defined as more serious challenges to the social order. On gender and delinquency, they have this to say; "delinquency is primarily a male phenomenon. Boys are arrested three times more often than girls for crime index offences; they are sixteen times more likely to be arrested for murder and forty-nine times more likely to be arrested for forcible rape. Overall, males are six times more likely to be arrested for a violent crime and three times more likely to be arrested for a serious property crime." (p 55).

In Ghana, studies have proved that persons between the ages of fifteen and twenty-five years are more interested in criminal venture than other groups. Research among the teenagers indicated that there has been an alarming increase of abortion among the generation of young women (teenagers). They stated that nearly 100% of teenagers have attempted abortion during their first pregnancy (Boah et al., 2019). In a survey on two hundred students of Apam Secondary School of the central region, Moffitt (2006) found that 85% of those who engage in drug abuse were between the ages of fifteen and twenty years and 12.5% were between the ages of ten to fifteen years and 2.5% were between the ages of twenty and twenty-five. She found out those specific delinquent acts that these students engage in were cigarette smoking, alcohol consumption, addiction to marijuana and "purple". Ameh (2006) carried out a survey on students between ages of fifteen and twenty-five years in Akwapim south Districts

of Ghana which shows that sixty percent were interested in films on violence and sex shown on television.

According to Moffitt (2006), there are two different types of offenders that emerge in adolescence. One is the repeat offender, referred to as the life-course-persistent offender, who begins offending or showing anti-social/aggressive behavior in adolescence and continues into adulthood; and the age specific offender, referred to as the adolescence-limited offender, for whom juvenile offending or delinquency begins and ends during their period of adolescence. Because most teenagers tend to show some form of anti-social, aggressive or delinquent behavior during adolescence, it is important to account for these behaviors in childhood in order to determine whether they will be life-course-persistent offenders or adolescence-limited offenders. Although adolescence-limited offenders tend to drop all criminal activities once they enter into adulthood and show less pathology than life-course-persistent offenders, they still show more mental health, substance abuse, and finance problems, both in adolescence and adulthood, than those who were never delinquent.

2.2 Causes of Juvenile Delinquency

2.2.1 Etiology of juvenile delinquency in Ghana

In Ghana, efforts have been made by researchers to ascertain the etiology of delinquency. Bosiakoh and Andoh (2010) have explored whether the juvenile delinquency is a reflection of peer group. Hence, conducted a study in the Ghanaian context to verify if similar results are likely. In Bosiakoh and Andoh (2010) study, sixty (60) young offenders from a correctional facility were recruited. Data for their study was gathered with the help of questionnaires and conversations with participants and official of the institution. The results of Bosiakoh and Andoh

indicated that, 46 participants indicated having lived with a delinquent peer prior to their arrest. Again 44 of their participants conceded that the delinquent peers they were living with were actually their friends, given credence to the deviant peer association aspect of the study. Even though the above results suggests that the association between the participants and their delinquent peers made them become involved in crime, it does not provide any evidence that the young offenders actually learned their delinquent behaviour from that delinquent peer. This is essential because, there is a possibility for the participants together with their delinquent peers they had lived with, to be victims of disorganized neighbourhood characteristics (Jang & Johnson, 2001; Gibson et al., 2010). Hence, there is a need to go beyond the mere association between adolescents and their deviant peers in an attempt to explain delinquency. Moreover, the sample size of 60 participants is also not enough for such a generalization to be made about the theory in Ghana giving the quantitative orientation of their study. Another study, investigated whether the disorganization which results from urbanization is the backbone of juvenile delinquency in Ghana. This study recruited 107 male juvenile offenders and 95 male attending schools normally ages, (10 -18) all in Accra. Data was gathered on the adjustment strategies between the two groups which compelled one to be involved in delinquency. The result of the study was that, effects of urbanization which finds expression in disproportionate age concentration, uneven male female ratio and weakening of the extended family controls by less effective urban nuclear family's controls (van Domburgh et al., 2011). Unlike the non- delinquent participants, the young offenders were reported to have experiences such as estrangements from their family, defiance and evasion of parental or adult control, alienation from school. Delinquency in Ghana, according to (van Domburgh et al., 2011), was reckoned to be a form of

adaptation by the youths who have been estranged from their families and schools and occupying a locus in the urban center with no alternative institutions to support their livelihood. Hence, they become attracted to deviant peer networks in the urban centers for direction.

Flores (2003), in finding out reasons for juvenile delinquency states that for many years people believed that delinquency was the natural results of poor environmental conditions, over population, slum housing, broken homes and lower socio- economic class membership and that until these conditions were improved, there could be no hope of change. But further studies have brought to light some new information which suggests that this attribute represents over simplification and failure to recognize the real source of the problems.

2.2.2 The family

The family is one of the primary agents for socialization of children. The family provides role models, attitudes, values and protection from harsh environment. For Thomas (2001), it has become apparent in this generation that the rate of teenage and even younger children becoming juveniles is growing each and every year. So much has changed over the past few decades, but what has caused our families to be torn apart by those who are half our age and have not even graduated from high school yet. A child's first experience with social life usually comes from within the family, the quality of this experience helps determine whether the child will engage in normal or delinquent behaviour patterns. Boccio & Beaver (2019) stated that most delinquency experts agree that the family is a frontline defense against delinquency.

In his lifetime, Thomas (2001) has seen the rate of juvenile delinquency sky rocketed and it continues to threaten all innocent people as they go about their daily routines

that life gives them. He also asked whether it could be the family's fault that they did not care for their children or did not pay enough attention to them.

Family membership helps determine the child's economic position, social class, neighbourhood, school, social acceptability and access to medical care. The family has more influence when the child is young. For instance, emotional problems and disturbance in parent- child relationship or toilet training practices are believed by some psychologists and psychiatrists to lead to delinquent behaviours. In families where there is lack of normal friendliness between them, children are likely to be delinquent. According to the study of 1,465 delinquent boys, it showed that only eight percent families played with their children or went on excursion or picnic with them.(Alboukordi et al., 2012)

It is a common assumption that children get their behaviours from their families and friends. What many parents do not realize is that, from the minute of birth, all children grow up, often times the parents/guardians are too busy to pay any attention to them basically allowing them to do whatever they want and to be with whom -ever they so please.

Parental rejection also creates emotional problems for a youngster. According to Manzoni and Schwarzenegger (2019), delinquent behaviour is seen as acting out of early childhood experiences and problems in the family. Therefore, delinquent behaviour expresses motives, need and values learned in the home. It must be noted that hostility, rejection, harsh discipline and harsh toilet training create emotional and behavioral problem which are expressed in a variety of ways, one of these may be juvenile delinquency. Thomas (2001) reported in his research on the homeless that between January and February 1997, 626 children were abandoned and about 2,147

cases of child neglect were pending at the family tribunal in Accra. These children are likely to become street children and criminals if they are not sent to children home and rehabilitation centers.

Early childhood relationship between a child and a parent is of prime importance that as a child grows older, the father represents authority and this method or (lack of it) in administration authority is of tremendous importance in developing the child's respect for authority outside the home. There is nothing more damaging on a child than weakening perfection of a father who is both demanding and inconsistent. (Boccio & Beaver, 2019)

Price and Kunz (2003), Schroeder et al., (2010) and Muhammad Nisar et al., (2015) have also pointed out that this condition may be considered as a very important factor in delinquency. Price and Kunz (2013) report 45 to 52 per cent, Schroeder et al., (2010) 59 per cent, and Muhammad Nisar et al., (2015) 79 per cent of cases of delinquency were "Home disrupted during the childhood of the individual" occurred in the case histories. Data from the Boys' Farm, Shawbridge, showed that 60 per cent of the young delinquents came from broken homes. A home may be broken because:

- a. One or both parents are dead. The majority of cases seem to fall into this group. Healy found that about 62 per cent of the delinquents coming from broken homes had lost either father or mother or both. Data from Shawbridge showed that one or both parents were dead in 72 per cent of the cases from broken homes, the father dead in 50 percent and the mother dead in 22 per cent. (Gyansah et al., 2015b)
- b. The parents are separated or divorced. This group would include cases of desertion. Healy found that desertion by a parent occurred in 16 per cent of the

cases from broken homes. Under any of the above circumstances the child may be without the necessary example, discipline or affection which should go to further his complete personal and moral development. According to whether the treatment of the child is too lax or unnecessarily harsh, the child may develop delinquent habits of the nature of uncontrolled impulses or of the compensatory type. From a study of the Shawbridge data, it would seem that the absence of the father from the home is a more frequent factor in delinquency than the absence of the mother (Gyansah et al., 2015).

In another study, Hunte, (2006) examined the link between the socio-economic disadvantage and behavioural outcomes. The lived experiences of 12 socio-economic disadvantaged youths with ages ranging from 15-19 were explored in central Trinidad. Of these participants, 6 were inmates in a youth correctional center while the remaining 6 had never been involved in delinquency and were excelling in their academic and social lives. The 12 participants were interviewed to verify why in the same socio-economic disadvantaged environment, some became involved in delinquency while the others resisted. The finding of this study was that, the differences in the youth's behaviour could be traced to their connectedness of the youth to an available identity figure. The delinquents were observed to be lacking emotional and physical bonding to their father figures in their family which made them go out to search for one. The new father figures they saw in their neighbourhood happened to be their peers who served as a surrogate family and predominantly noted for bandits and drug dealers.

Conversely, the non- delinquent youths had a strong attachment to their parents, especially their mother. Their mothers were noted loving and supportive while

periodically monitoring their peer relations and other lifestyle. Hence, the differences in the socio-economically disadvantaged youth's behaviours obtain in the parent-child relationship as well as the peer relations. (Gyansah et al., 2015)

2.2.3 Nucleation of the family system

Two main types of family systems exist in Ghana, the nuclear family and the extended family. The nuclear family consists of married couples and their children born out of the wedlock or adopted (Abotchie, 2008; Nukunya, 2003). The extended family also consists of individual nuclear families united by ties of blood, marriage or adoption (Abotchie, 2008; Nukunya, 2003). In this way, the nuclear family can be said to be a unit of the extended family system. Ideally, members of the extended family reside close to each other and communally own landed properties of their descent line. This enables them to support themselves economically in respects such as assisting each other in cultivating the land for farming purposes; a system locally known as the “ndoboa system”. (Ndoboa system is where members of the extended family and usually the community come together to assist one a member cultivate his farm. This is done in turns until each member of the extended family or community has his/her work on the farm done), But with time, increases in the rate of migration and urbanization are weakening the cohesive power of the extended family system, leaving each nuclear family to fend for itself (Abotchie, 2008; Nukunya, 2003;). Owing to the harsh economic conditions that accompany urbanization, there has been a drastic change in the roles that members of the family play in supporting each other in time of help. Family ties and networks previously considered important aspect of one's extended family obligation are now truncated in order to cushion the demise that accompany urbanization related economic changes (Abotchie, 2008; Nukunya, 2003;). Members of the extended family have migrated to the urban centers of the

country in order to further their education or to secure well paid job. Compelled by the stringent economic situation of the urban center, migrants prioritize their expenses and concentrate on the needs of only their spouse and children to the exclusion of their aunties, uncles, nephews, nieces, brother and the likes (Nukunya, 2003). Individuals who are able to withstand the changing economic challenges after their migration to the urban center are only able to remit back to their parents alone (Nukunya, 2003). Hence, indicating that, the extended family roles which previously heightened sense of community and belonging is gradually weakening in a fashion which Nukunya (2003) refers to as the “compression of genealogical ties in kinship behaviour” (p.149). In that, members of the family relegate their reciprocal obligation and responsibilities towards relatives external to their nuclear family with little exception to the most immediate ones. In relation to juvenile crime. Busia, as cited in Wireko-Brobby, (2008) has also reiterated that the cause of juvenile crime in Ghana is attributable to failure of home with the youth at the suffering end. Unlike in the past where the care of an adolescent was a communal responsibility of the extended family and by extension the entire community, this function has now been relegated to only the nuclear family with the inception of urbanization. Hence, when the youth are in need or troubled by a problem, the extended family members may be reluctant or unavailable to intervene since they will also be focused on their nuclear family challenges.

2.2.4 Lack of parental love

Some people believe parents should be held responsible for crimes committed by their children. Those in favour of these parental laws believe they are particularly appropriate in cases in which parents know or should know that their children are using or selling drugs or belong to juvenile gang. In some instance parents may be

charged with contributing to the delinquency of a minor. A respondent in the work of Kumi (2015), indicated this: “Most of these young ones also come in search of greener pastures in Accra. They get stranded and get involved in some sort of crime and then they are brought here. You cannot contact their parents. Sometimes they will not even give you the contacts of their relatives for you to trace them because they have been wayward. Because of the economic situation most parents want to work. They are following money so much that, they do not have time for their children” to buttress the issue of family.

Poduthase (2012). observed that most of the delinquents had not received any parental love and supervision at home. It also came to light that whilst some of the children had their parents separated and left in the care of step fathers who adopt hand off policy, some were left in the care of family relatives such as uncles and aunties thereby depriving the children of parental love.

According to Demuth and Brown, (2004), more and more women going to work may have left children more or less unattended to at home or on the street. This has deprived children the constant guidance and some sense of security they should have had from their mothers in the early years, they also put it as the employed mothers have been criticized as a factor in delinquency, a somewhat higher proportion of delinquent children are from employed mothers than those unemployed.

Thomas (2001), studied 60 students of Apam Senior High school and found out that 15 students had both parents still married, 6 had one dead and 30 had both parents who were divorced. This means that majority of the students stayed with only one of the parents and therefore lacked the parental love that could have come from the other parents.

Bosiakoh and Andoh (2010) noted that when parents are unable to provide their wards with what they need, the children turn to all sorts of vices, some of which may be delinquent acts to be able to provide those needs themselves.

Again, Burrell and Roosa (2009) study found mothers depression to be negatively related to parental monitoring which explains the children connection to deviant peers and subsequent involvement in delinquency. Strong relationship was also established between parental monitoring and adolescents functioning in schools and with peers.

The Ghanaian society is celebrated to be collectivistic and also composed of extended families which are known to buffer the shortcomings of the nuclear family (Nukunya, 2003; Abotchie, 2008). Hence, one would expect that, when children are in need but which their nuclear family is not in the position to help, the extended family members will step in.

The effect of parenting on adolescents' development of self-control and delinquency was investigated by Hay (2001). In this study, Gottfredson and Hirschi's (1990) notion that effective parenting enhances adolescents' development of strong self-control which combats delinquency was revisited. Data for the study was collected from 197 adolescents that were in a high school in an urban area of a south western state of the United States which was racially and socio-economically diverse. The results of the study indicated that, parental monitoring and discipline was significantly negatively related to low self-control. Again, low self-control was found to be moderately mediating ineffective parenting and delinquency.

The fact that adolescents low in self-control stand a higher propensity to engage in delinquency, other studies which have investigated the source of low self-control have contend neighbourhood variables rather than primary care givers may be involved

(Wikström & Sampson, 2003; Gibson et al, 2010). Adolescents brought up in different neighbourhoods have also been reported to develop different levels of self-control since their respective communal socialization and informal control are usually different (Sickmund 2002). Hence, not considering parenting inefficiency and individual differences, adolescents brought up in communities that harbour strong will to communally act against deviance develop more self-control than adolescents that reside in communities with less concern about the youths' way of life.

2.2.5 Socio-economic class membership

According to Javed et al., (2012), social delinquency comes about because children from lower class homes meet a great deal of frustration and humiliations in schools, which all tend to value middle class standard. Hence those who suffer together tend to draw together in little groups and they express their defiance by attacking or assaulting the middle- class status system.

Muhammad Nisar et al., (2015). state that many adolescent offenders have poor social status in the society. Benveniste (2005) adds to this issue saying students have educational needs which should be satisfied. For him, the satisfaction of those needs depends on the financial status of the home and its ability to provide the means of satisfying these basic needs. Those who are not able to receive the needs, resort to other means to get them. In this case, socio-economic status plays a role in one's behaviour.

Casey (2005) speaking about rape said that rape is culturally related to societal norms that approve aggressions as a demonstration of masculinity or a mechanism for men to show power over women. Thus, rape occurs in societies where women have low status. Gyansah et al., (2015). point out also that low wages, unemployment, large

family size, loss of breadwinner, malnutrition and poor living conditions do affect the behaviour of children. The link between mother's perceived economic hardship and adolescents' problems behaviours was examined by Burrell and Roosa (2009). Adolescents numbering 189 as well as their mothers were recruited to partake in the study. The participants were interviewed in their various homes. The mothers reported on their economic hardship and depressive moments while the adolescents reported on their involvement with delinquent peers and school functioning. Additionally, reports on parental monitoring and problem behavioural symptoms were also noted from the adolescents and their mother. The data was analyzed and the results indicated that mothers perceived economic hardship and their young adolescents' problem behaviours were mediated by family stress and adolescent's social contextual processes.

2.2.6 The home environment

The home environment plays a great role in predisposing children to delinquency. Dietrich et al., (2001) , estimate in a study that about 40% - 70% of delinquents came from broken homes as compared with an estimated 25% population who come from normal homes.

Demuth and Brown., (2004). state that children identified with their parents' fault as well as their virtues and it is not usual for children to become aware of their parents' defects. They also state that the loss of parents whether through death or divorce especially before the end of the pre- school years may adversely affect the child. Scherman (2007), states also that children from criminal parents are likely to engage in delinquent behaviour themselves.

According to Sanni et al. (2010), 8.4% of the sons of non-criminal fathers had multiple offences recorded in comparison with 37% of youths with criminal fathers who were multiple offenders. Sanni et al. (2010), supported these findings by indicating that out of 400 delinquents they surveyed in Boston and Chicago, about half came from broken homes with the greater incidence of this factor among delinquent girls from broken homes. They found for example that 91% of the delinquents showed unhappiness, discontent or emotional disturbance over the conditions of their lives at home. The child's environment therefore, is often a catalyst for bad behavior. Failure to make friends at school or poor academic performance can often be the cause of juvenile delinquency. Poverty and living in a dangerous neighborhood will sometimes lead children to engage in criminal activities.

2.2.7 The school

Virtually almost all juveniles attend school for an extended period of time. Therefore, most of juvenile time is spent at school hence the school may inhibit juvenile delinquency or contribute to it than the family. This is because the school brings children from a wide variety of backgrounds, introduces skills essentially to the legitimate pursuit of success, goals and is given responsibility for instilling community values and norm. The schools at time label some youngsters as bad thereby stigmatizing the youth and encouraging secondary deviance. This is because these labeled children see violent acts as a way of reclaiming the lost glory.

Many studies have shown that the school and delinquency are related. Leone et al. (2003), in their study showed that school related variables are more important than either the family or friends.

Leone et al. (2003), noted that bad method of teaching, lack of affection by teachers for pupils and severe caning are some of the causes of truancy in children a situation which later results in delinquent behaviour. The school however, unintentionally, can sometimes be a contributing force making for delinquency and by its very organization and ethos it fosters delinquent, sub-cultural values and attitudes among the pupils it rejects.

Nyarko et al (2019), realized that drug abuse has led some to withdrawal from school and those who drop out are the ones getting into drug trafficking and drug abuse. Studies which compared the academic records of delinquents and non- delinquents including their scores on standardized tests of basic skills, failure rate, teacher rate, have found that delinquents are more often academically deficient, a condition which led to their leaving school and beginning to be involved in anti- social behaviour. Njambi, (2012), found out that delinquents in Kenya performed poorly in school, in their study, they found that 33% of youth in their sample were recidivists, only 7% of those who saw benefit in school were repeated offenders.

Brawn and Roe-Sepowitz, (2008), states that some multitudes of prostitutes in the world are school dropouts. For them, since they do not acquire any skills in the school, they are into prostitutions. The school environment according to (Nyarko et al., 2019), is a major factor as well. They opines that School conditions, like the home conditions, may be considered as indirect causes of delinquency, although it either may be found the chief source of the trouble. It is the effect which these conditions have upon the particular child's mind and body which actually causes delinquent behavior. Conditions in school which contribute to delinquency are as follows:

1. Inadequate School Building and Equipment. These may be primary causes of unhealthy bodies and general incorrigibility in school children. Overcrowded, badly ventilated classrooms, perhaps also poorly heated and lighted, make discipline as well as good health among the pupils virtually impossible. Insufficient staff and non-provision of necessary books and apparatus often means that the children's time is only partly occupied and even probably in a very dull way from the child's point of view. The forced or the stolen idleness gives them plenty of opportunity to plan and to carry out deeds of mischief (Botvin et al., 2006).
2. Poor Attendance Laws and Law Enforcement. Attendance laws which include many exemptions from attendance give ample opportunity to the rebellious child, the dissatisfied child, or the adventurous child to play truant and avoid immediate consequences. He can always find some plausible excuse for being away from school. In the same way, lax enforcement of attendance laws makes it easy for a child to "play hookey." Truancy is a delinquency in itself but it often furnishes opportunity for offenses of a much more serious nature (Reynolds et al., 2001).

2.2.8 The Mass Media

The mass media, be it electronic or print media is also said to be a contributing factor that causes juvenile delinquency. The type of movies, pictures, songs printed and played in the mass media according to Ruigrok et al. (2017), contribute to juvenile delinquency. Apart from showing films meant for adults at the time when children are not in bed, the so-called children films such as superman are always violent in nature and the winner or the hero always kills someone to save the other, portrays something

in the mind of the juvenile who are on the verge of practicing what they see every day hence become violent. Yar, (2005), indicated that whatever is written, 20 said or pictured in the media is either learnt or unconsciously absorbed by the readers, listeners and viewers.

According to Ruigrok et al. (2017), heavy doses of television violence make children see violence in real life as an accepted norm and as an effective way of dealing with inter-personal conflict. Tarolla et al (2002), said that since the mass media are business institutions existing to make money, they provide the kind of entertainment to attract large possible audiences. For the mass media treat delinquency and crime as a form of entertainment rather than as a social problem or from the point of view of informing the public on delinquency and crime in order to avoid them.

Boakye (2012), in his analysis on effects of electronic media (Radio and television) is of the view that television has ruined the moral fibre of the youth. To him, the electronic media has promoted vices such as sexual immorality leading to teenage pregnancy, drug abuse, armed robbery, disrespect towards elders, emotional disturbances, violent behaviour and low academic performance. In his study of 100 students, television viewers with the age difference of 15-19 years, (72%) and 20-25 years (28%), he indicated that 60 students viewed television every day and 40 students viewed it sometimes. As for the favorite programmes 45% preferred films on crime and violence, 20% preferred adventure films, 16 % preferred detective films and 15% preferred love and sexual films. When asked about the anti-social behaviour their learned from television, 24 % mentioned crime and violent activities, 20 % said sexual promiscuity, 14 % said drug abuse, 13 % gave lack of respect for authority and 12 % said it teaches them to lie.

2.2.9 The neighbourhood

Many studies have been done at different places to show the occurrence of delinquency in different areas of a city. Under the environmental theory of delinquency, many studies have been done to prove that delinquency is caused by the neighbourhood experience. According to (Kirson Weinberg, n.d.), an entire city can be delinquent in its norms and acceptable behaviour.

Looking at the neighbourhood as a cause of delinquency, Amato and Fowler, (2002), pointed out that delinquent behaviour appears to be more frequent in economically depressed sectors of the urban areas. Though delinquent behaviour can be found in all parts of American society, such behaviour is most prevalent in impoverished areas. Bean et al. (2006), state that in the neighbourhood, there are differences in philosophy of life, and the more completely a child accepts them, the more likely he is to be first a juvenile delinquent, than an adult criminal.

Frimpong (2016), also found in his study of Sekondi-Takoradi in the effects of the environment on juvenile delinquency that industrial activities lead to high rate of delinquency.

Gyansah et al. (2015), opine that neighborhood conditions may determine a child's behavior just as home and school conditions may do, through their effect upon the child's mental attitude and physical condition. Among the contributing factors to delinquency, they stated which have their origin in neighborhood conditions may be mentioned as:

1. Congested Neighborhood and Slums. Congested neighborhoods and slums may cause delinquency for the same reason that overcrowded homes and school rooms may do. Slums may include additional causative factors such as

bad sanitation, damp, dark and badly ventilated houses, proximity of smoky, smelling factories and noisy machinery, and the close contact with undesirable neighbors, perhaps immoral and delinquent. Children are not so likely to get into bad mischief while they are alone, but when they get together in gangs as they do in congested neighborhoods, they become fortified by mutual support and are ready to dare anything. The influence of a gang is further explained below. The increased suggestibility of an individual in a group of people is one of the most striking features of "mob psychology." Further, if the group be banded together for any set purpose the individual members become more suggestible to thoughts or actions bearing any connection with the aim of the group. For instance, if a gang be formed for the purpose of playing practical jokes any mischievous suggestion from one of the members will be quickly taken up by the others and eventually serious delinquencies may be committed.

2. Proximity of Luxury and Wealth. Children whose parents are comparatively poor and who live near to a wealthier district may develop attitudes of discontent or longings for the luxuries of the others, so much so that they commit crimes to get even with the others or to satisfy their material cravings. If their companions are children of more affluent parents the poorer children may steal in order to be of equal standing with their little friends.

To verify whether neighbourhood variables are responsible for adolescents' development of low self-control rather than their primary caregiver, Gibson et al. (2010) resorted to a longitudinal study data documented on human development in the Chicago neighbourhood. Out of this data, 343 neighbourhood clusters were created to

provide the frame within which samples will be drawn. Participants for the study were recruited from the already existing data on human development project which had a heterogeneous racial and socio-economic background. A survey was administered to approximately 8782 participants recruited from the 343 neighbourhood clusters. The primary caregivers of the participants were also recruited to evaluate their wards on the EASI temperament instrument. The results of this study indicated that, neighbourhood characteristics have a direct effect on adolescents' self-control. However, when individual characteristics of the participant were introduced, the neighbourhood characteristics effect was no longer significant. (Gyansah et al., 2015).

2.2.10 Peer groups or gangs

“Gang” is a group of children who come together to engage in delinquent behaviour. Bouchard and Spindler, (2010), state that gang behaviour comes about because children from lower class status tend to face a great deal of frustration and humiliation from schools which all tend to value middle class standard. Hence, those who suffer together tend to draw together in little groups to express their deficiencies by attacking or assaulting the middle- class status system.

As a child reaches adolescence, the peer group becomes increasingly important as an influence on behaviour. Peer influence is considered to be a major cause of juvenile delinquency. Ferdousi (2013) is of the view that peer groups contribute immensely to children delinquency. Equity is a very important norm during middle childhood, perhaps because it helps maintain peer group harmony and cohesiveness. Poor peer relation, according to the researches of Brown et al (2008), Bradley (2008) and Flores (2003), Price and Kunz (2003), leads to anti-social behaviour (delinquency) at a later age.

Boakye (2012), posited that delinquency act carried by poor groups or gangs are due to status frustration. This is because conditions deny them social recognition due to lack of opportunities. Hence, their coming together is a reaction formation against status frustration.

Bouchard and Spindler, (2010), saw gang behaviour not as a response to low status but to a deprivation of love and acceptance by parents, others as well as the society at large. Where this rejection occurs at the early years of a child, it leads to a loss of self-identification. The result is joining a mob of delinquents. Where he can be recognized and accepted.

In another study, McGloin and Shermer (2009) explored the relationship between adolescents' self-control and deviant peer association in explaining delinquency. Unlike previous researches which paid much attention to deviant peer networks in explaining delinquency (Akers, 1998), McGloin and Shermer (2009) saw the non-inclusion of self-control variables as a theoretical limitation and tested it to see if different results are likely. The data for their study was obtained from the survey data of the National Longitudinal Study of Adolescents health which contained about 90,000 students. These students had been drawn from about 129 different schools through a stratified sampling technique after which an interview commence in the schools. The results which followed the analysis indicated that, adolescents deviant peer relations had a significant impact on their future involvement in delinquency.

Cloward and Ohlin, (2007), support this by finding in their study of Chicago delinquency that only 19 % of all offenders were isolates, 58 % of these offences were carried out by two or three boys, 18 % by four or five boys and 6 % by six or more boys. It was also revealed in the study that, self-control was not a spurious reflection

of the relationship which was established between delinquency and deviant peer network. However, low self-control and deviant peer association were found to independently increase adolescents' chances of engaging in delinquent acts. Moreover, self-control together with deviant peer associations, were discovered to be interrelated in forecasting adolescent involvement in delinquency.

Juvenile delinquency is a construct which has its origin in the legal circles (Griffin et al, 2000). Admittedly, juvenile delinquency is not a phenomenon that can be defined easily. This is because, what obtains as a delinquent behaviour in one social context might be the norm in another, making it difficult to have a universally accepted definition (Iobidze, 2009). Diverse disciplines have interest in the welfare of delinquents and they often end up tackling it from their perspectives, which further complicates the acceptance of a common definition (Iobidze, 2009). Regoli et al., (2008). As a construct, the Defense for Children International (2007) also refers to juvenile delinquency as “the behaviour of a child or adolescent in actual or perceived conflict with the law, or engaged in ‘anti-social’ behaviour” (p.1). Also, the Juvenile Justice Act, 2003 (ACT 653) of Ghana defines a juvenile delinquent as “a person under eighteen years who is in conflict with the law” (p.4). Being in conflict with the law, the children are relinquished of their responsibility for the offence by reason of infancy and therefore do not get treated as an adult. However, such offences or anti-social behaviours might amount to criminality if it were committed by adults. For the purpose of this study, juvenile delinquency is defined as any act or conduct of a child in a given society or culture which would have been considered as a criminal behaviour if it were committed by an adult. Such offences may include stealing, possession or use of guns, homicide, threatening and other status offences such as child prostitution, staying out late, swearing, and the likes, depending on the society

in question (Shoemaker, 2009; Regoli et al., 2008; Lilly, Cullen & Ball, 2007, Arthur, 1997).

2.2.11 Substance use and delinquency

The relationship between substance uses and crime at different stages of life course (adolescence and early adulthood) has been examined by Menard, Mihalic and Huizinga (2001). Their study was longitudinal research and the participants were followed when they were adolescents through adulthood. Data for the study were collected in the United States from 1976 to 1992. Following the analysis, they found out that, the relationship between substance uses and crime was different for diverse age and diverse stages of involvement. With respect to stage of involvement, the relationship between crime and substance use was found to be stronger during adolescence compared to that of early adulthood. Also, their study reported no significant support for initiation into substance use before initiation into crime during the adolescence. Moreover, their study found that, more serious forms of crime and substance use surfaces after minor forms of crime and substance use are initiated during adolescence. The study further reported that, following the initiation into substance use and crime, each increase the propensity using the other or the tendency to suspend the use of the other. Indicating that, after the adolescents are initiated into crime, that increased their involvement in substance use which in turn contributes to a further involvement in crime. The opposite is true. This indicate that the relationship between crime and substance use was reciprocal and adjusting each other.

In a similar study, Ford (2005) examined the reciprocal relationship between substance use and delinquency among adolescents. The results of the study indicated that there was both a direct and indirect relationship between delinquency and

substance use. The aspect of the finding which reports a direct relationship between delinquency and substance use corroborated with the previous study by Menard et al. (2001). However, the indirect relationship which was observed between delinquency and substance use was because social bonding acted as an intervening variable. That is in support of their hypothesis, substance use and delinquency were reported to have a negative effect on social bonding (family bonding). Hence, adolescents who had weakened bonding with their family were reported to be involved in both substance use and delinquency and vice versa (Menard et al., 2001).

In another study, D'Amico et al (2008) conducted a longitudinal study in order to examine the reciprocal relationship between substance use and delinquent behavior. Four hundred and ninety-nine Participants which were used for the study were recruited from the Los Angeles juvenile probation facility. The sample consisted of a male majority (87%) and the sample was racially representative. Unlike in Ford (2005) as well as Menard et al. (2001) studies above, age was controlled for in this study. Four waves of data sets were collected from the participants over 12-month period. The results of the data analysis indicated that there was a reciprocal relationship between substance use and delinquency which is a confirmation of the works by Ford (2005) as well as Menard et al. (2001) above. To sum up, the studies above on the relationship between substance use and delinquency have unequivocally suggested that there is a positive relationship between the two variables. Also, the review indicated that, the relationship between substance uses and delinquency is reciprocal with each variable influencing the other. This indicates that depending on the population of study, each of the variables can stand as an independent variable or a dependent variable.

2.2.12 Religiosity and Delinquency

The relationship between religiosity and juvenile delinquency has overtime yielded conflicting result (Simpson & Brownfield, 2002). Whereas some studies in the literature suggest a strong negative relationship between religiosity and delinquency (Dilulio, 1998; Chadwick & Top, 1993), other researchers have also provided equally compelling evidences to the suggestion that the influence of religion on delinquency is rather insignificant or spurious (Benda & Corwyn, 1997; Hirschi & Stark, 1969). Some of these studies will be review here to see why they fail to reach consensus. Using a systematic review method, Dilulio (1998) reviewed journal articles which examined the relations between religion and delinquency that were published within the span of time ranging from 1980 to 1997. Out of the 402 articles which popped up, 40 of it actually examined the relationship between the variables of interest here. Altogether, the average sample size of the 40 studies that examined the relationship between religiosity and delinquency was 2,324 with a maximum sample size of 34,129 and a minimum sample size of 123. The measure of religiosity in the study centered in six main categories which includes: attendance, salience, denomination, prayer, study of scriptures and religious activities. The results of this systematic review study indicated that religious measures had a negative effect on delinquency and this represented 75% of the 40 studies that were examined. However, one of the 40 reviewed studies showed a positive relationship between religiosity and delinquency. The rest of the studies ended in an inconclusive fashion as far as the relationship between the two variables are concerned. If a sober look is taken at the above studies, one will realize that religiosity was treated as an independent variable which affects the sort of manipulation that went on. The question therefore is whether the same results will maintain when delinquency is treated as the independent

variable. In another study by Chadwick and Top (1993), the relationship between religiosity and delinquency among Latter Day Saints (LDS) adolescence was explored. Prior to this study, previous research had found out that, religiosity had a significant negative relationship among the LDS adolescents (Chadwick & Top,1993) and this finding was explained in terms of the supportive religious environment that reinforce religious practices and no delinquent activities among the LDS adolescents (Stark as cited in Chadwick & Top,1993). In their new study, Chadwick and Top (1993) revisited the notion that supportive religious climate had any relationship with delinquency among LDS adolescents. Additionally, the strength of the relationship between religiosity and delinquency was compared with peer influence and family characteristics using a multiple regression analysis. The domain of delinquency was further expanded to incorporate not only victimless crimes but also property offence and crime against other people. The same was done to religiosity which encompassed religious beliefs, private religious behaviors, spiritual experiences, public religious behaviors, family religious practices, and feelings of integration into a church congregation (Chadwick & Top, 1993). The study conducted survey with a multinational sample of LDS boys and girls (total of 2,143) with ages ranging from 14-19 years old.

Chadwick and Top (1993) found out that, religiosity had a strong negatively relationship with delinquency and this was attributed to the internalization of moral doctrines and practices among the LDS adolescents which kept them away from delinquency. Religiosity was also found to be significant in predicting delinquency independently, just as peer influence and family characteristic did. This indicates the importance of religiosity in the study of juvenile crime. In a similar study, Hirschi and Stark (1969) explored the relationship between church attendance and delinquency.

The study recruited 4,000 youth in from high schools in California. The self-reports and record of the youth's delinquency were compared to their self-admitted patterns of their church attendance as well as religious values. The result of this study was that, there was no significant relationship between church attendance and delinquency. This indicates that, the youths that were frequent church attendants were delinquents just as their compatriots that seldom go to church. In conjunction with family and peer influence, the relationship between religiosity and delinquency has also been investigated by Benda and Corwyn (1997). This study employed a sample of 724 adolescents selected from four public high schools in both the rural and urban vicinities of Arkansas. Data was collected through the administration of questionnaires and the results indicated that the significance of the relationship between religiosity and delinquency is not direct but underpinned by whether family and peer influence are factored into the equation. Meaning, the relationship between religiosity and delinquency was a spurious one or indirect, which challenges the earlier reports by Chadwick and Top, (1993) as well as Dilulio (1998). Also, the type of delinquency being investigated also determined the strength of the relationship it had with religiosity. For instance, when religiosity was considered to be just an act of church attendance, it was found out that, religiosity was related to status offence but not crime. However, Benda and Corwyn (1997) also observed that, when control theory elements were factored in the test, no significant relationship was observed between churches attendance and status offence as well as crime. This study also indicates that depending on the operationalization of religiosity and delinquency, the relationship that exists between them may be significant, spurious or insignificant and this further complicated studies in these phenomena. In summary, literatures in the area of religiosity and delinquency were reviewed in this subsection. As it was

presented on the preceding pages, the results on the relationship between religiosity and delinquency are in dispute. Whereas some studies suggest a negative relationship between religiosity and delinquency, others too suggest an insignificant as well as spurious link between the two variables.

The following outline comprises the factors which have been found to operate in some thousands of cases studied and reported on by various authorities. These factors are classed under six general headings: Physical factors, mental factors, Home conditions, School conditions, Neighborhood conditions, and Occupational conditions. The first two groups include all factors dependent upon the bodily and mental condition of the delinquent. These are the product of both heredity and environment. The other four groups consist of environmental factors: unfavorable conditions in the home and the family of the child, unfavorable conditions in the school environment, the neighborhood, and occupational environments. Gyansah et al (2015). The groups are as follows with their reasons.

2.2.13 Physical deformity and delinquency

The bodily condition of a child may affect his behavior in one or more of three ways. First, it may be the direct cause of delinquent behavior. Secondly, it may form a handicap to the child's achievement or favorable relationship with other children and adults, as in the case of malnutrition and defects. Delinquency may result as an attempt on the part of the child to compensate for these disabilities. Thirdly, bodily conditions such as certain developmental aberrations and physical exuberance may supply a superfluity of energy which finds outlet in delinquency. The various physical conditions of the child which may thus determine delinquency are outlined in the following paragraphs.

2.2.13.1. Speech Defects. Such defects as stammering, stuttering, lispings and lolling may be due to:

- a. Congenital defect of the organ of speech or its neural connections.
- b. Diseases of the organ of speech or its neural connections.
- c. Lack of early training and negligence.
- d. Adult admiration of appealing speech (baby talk) during early childhood. In addition to setting the child at a disadvantage in competition with others and possibly making him a target for childish ridicule, speech defects block one of the most essential means of self-expression and social expression for the individual. A child with defective speech may become introverted and seclusive, partly through shame and partly through inertia to overcome the handicap. He may on the other hand become cynical and foster a grudge or a "get-even complex," with consequent anti-social results.

2.2 13.2 deformities. These may be of the limbs or trunk, and can be the result of accidents before, during, or after birth, the result of heredity, or of disease. Whether obvious to others or not a deformity may cause its possessor to feel inferior and ashamed, and he may turn to delinquency in flight from the horrible (to him) reality and in endeavor to compensate for the defect. A particular form of deformity which may cause this result is a noticeable strabismus (squint).

2.2.14 Mental disability and delinquency

Mental factors, like physical factors, may determine delinquent behavior in one or more of three ways:

2.2.14.1 Delinquency may be the direct response to, or expression of, a particular mental state, for example, obsessive imagery.

2.2.14.2 Delinquency may be the expression of certain impulses or left uncontrolled or stimulated by a special mental condition; or it may be a symbolic representation of such impulses.

2.2.14.3 Delinquency may be an attempt at adjustment or compensation for certain mental peculiarities. Following is an outline of the mental factors which contribute to delinquent behavior:

2.2.14.4 Superior Intelligence. A superior child often needs to make no effort to do what little is demanded of him either at home or at school, consequently he has insufficient outlet for his energies and abilities. As a result, he may get into mischief, such as trying house-breaking for adventure; he may become impudent and incorrigible; or he may become the leader of a gang and led less clever children into trouble.

2.2.14.5 Obsessive Imagery and Imagination. A person, whose mind is continually haunted by sounds, voices, or visions of people doing things, is usually suffering from a psychosis or psychoneurosis. The disorder is advanced or mild, according to the frequency and intensity of the obsessive experience. Such obsessions may prompt the person to delinquent action as if upon impulse. Peculiar conduct perhaps of a delinquent nature may be commanded by a voice, or may be carried out in imitation of a vision. Obsessive imagery may also "drive the person distracted," to use a slang expression, and cause him to commit a crime by way of defense, in attempt to get away from, or put an end to, the haunting ideas or images. These obsessions may force themselves upon the person while he is occupied, or they may occur during idle moments in the form of daydream, and may eventually led to delinquent action. Vivid imagination in childhood before the individual has learned to distinguish between

fantasy and reality may cause him to tell fantastic stories and make false accusations. Children with such imagination are often branded by adults as "terrible liars".

2.2.15 Home conditions

Home conditions can only be indirect causes of delinquency. They react upon the child's mind and body altering his mental and physical conditions which in their turn determine his behavior. The conditions in the home and the family relationships which influence more particularly the mental life of the child are perhaps even more important as causes of delinquency than factors which affect mostly the physical condition of the child. Following is some of the home conditions which may contribute to delinquency:

Poverty and Unemployment: Upon these causes alone depend many others, such as ill-health, overcrowding, neglect, ill-tempered parents, and so forth. Brandley (2008) says, "55 per cent of young delinquents in London come from homes that are below the poverty line." Thefts of all kinds result from the primal urge for food, clothing, and shelter, and from the jealous desire for some of life's luxuries. Unemployment causes a similar condition of affairs. Statistics in the large cities show that during severe winters and depressions in trade, robberies, "hold-ups," and thefts increase in number. Healy (1916), Leeper (1925), and Lorenzo (1923) in Schroeder et al., (2010) have pointed out that this condition may be considered as a very important factor in delinquency. Healy reports 45 to 52 per cent, Lorenz 59 per cent, and Leeper 79 per cent of cases of delinquency where "Home disrupted during the childhood of the individual" occurs in the case histories. Data from the Boys' Farm, Shawbridge, showed that 60 per cent of the young delinquents came from broken homes. A home may be broken because:

- a. One or both parents are dead: The majority of cases seem to fall into this group. Healy found that about 62 per cent of the delinquents coming from broken homes had lost either father or mother or both. Data from Shawbridge showed that one or both parents were dead in 72 per cent of the cases from broken homes, the father dead in 50 per cent and the mother dead in 22 per cent (Schroeder et al., 2010).
- b. The parents are separated or divorced. This group would include cases of desertion. Healy found that desertion by a parent occurred in 16 per cent of the cases from broken homes. Under any of the above circumstances the child may be without the necessary example, discipline or affection which should go to further his complete personal and moral development. According to whether the treatment of the child is too lax or unnecessarily harsh, the child may develop delinquent habits of the nature of uncontrolled impulses or of the compensatory type. From a study of the Shawbridge data it would seem that the absence of the father from the home is a more frequent factor in delinquency than the absence of the mother. (Schroeder et al., 2010)

2.2.16 School conditions

School conditions, like the home conditions, may be considered as indirect causes of delinquency, although in either may be found the chief source of the trouble. It is the effect which these conditions have upon the particular child's mind and body which actually causes delinquent behavior. Conditions in school which contribute to delinquency are as follows:

Inadequate- School Building and Equipment: These may be primary causes of unhealthy bodies and general incorrigibility in school children. Overcrowded, badly ventilated classrooms, perhaps also poorly heated and lighted, make discipline as well as good health among the pupils virtually impossible. Insufficient staff and non-

provision of necessary books and apparatus often means that the children's time is only partly occupied and even then, probably in a very dull way from the child's point of view. The forced or the stolen idleness gives them plenty of opportunity to plan and to carry out deeds of mischief.

Poor Attendance Laws and Law Enforcement: Attendance laws which include many exemptions from attendance give ample opportunity to the rebellious child, the dissatisfied child, or the adventurous child to play truant and avoid immediate consequences. He can always find some plausible excuse for being away from school. In the same way, law enforcement of attendance laws makes it easy for a child to "play hookey." Truancy is a delinquency in itself but it often furnishes opportunity for offenses of a much more serious nature. (Reynolds et al., 2001).

2.2.17 Neighborhood conditions

Neighborhood conditions may determine a child's behavior just as home and school conditions may do, through their effect upon the child's mental attitude and physical condition. Among the contributing factors to delinquency which have their origin in neighborhood conditions may be mentioned in the following: (Ibda, 2018).

Congested Neighborhood and Slums. Congested neighborhoods and slums may cause delinquency for the same reason that overcrowded homes and school rooms may do. Slums may include additional causative factors such as bad sanitation, damp, dark and badly ventilated houses, proximity of smoky, smelling factories and noisy machinery, and the close contact with undesirable neighbors, perhaps immoral and delinquent. Children are not so likely to get into bad mischief while they are alone, but when they get together in gangs as they do in congested neighborhoods, they become fortified by

mutual support and are ready to dare anything. The influence of a gang is further explained below.

The increased suggestibility of an individual in a group of people is one of the most striking features of "mob psychology." Further, if the group be banded together for any set purpose the individual members become more suggestible to thoughts or actions bearing any connection with the aim of the group. For instance, if a gang be formed for the purpose of playing practical jokes any mischievous suggestion from one of the numbers will be quickly taken up by others and eventually serious delinquencies may be committed.(Gottfredson et al., 2005).

Proximity of Luxury and Wealth. Children whose parents are comparatively poor and who live near to a wealthier district may develop attitudes of discontent or longings for the luxuries of the others, so much so that they commit crimes to get even with the others or to satisfy their material cravings. If their companions are children of more affluent parents the poorer children may steal in order to be of equal standing with their little friends. (Laird et al., 2003).

2.2.18 Occupational conditions

The environment of the child who is engaged in some wage-earning occupation offers a further source for external causes of delinquency. Some of the occupational conditions which may contribute to delinquency are:

Irregular Occupation: Irregular and seasonal occupations and those which do not offer steady wages place the young worker in the difficult situation of having too much alternating with too little money. The child who makes considerable sums of money and has ample pocket-money at one season and who is entirely without at

another may be tempted to steal during the "off" periods. He may resort to stealing to keep up appearances and reputation among his companions, or to satisfy a taste or greed for luxuries developed during the periods of affluence. Spare time resulting from irregular occupation may be a factor in delinquency and is considered below. A youth may have spare time because his work only fills a small part of the day. He may be constantly drifting from one job to another unable to find a suitable occupation, each change meaning time out of work, or he may be engaged in a seasonal occupation which affords weeks of spare time. During these idle hours he may indulge in some form of delinquency for his own amusement and satisfaction, or he may join a gang and be drawn into criminal pursuits. (Ramchand et al., 2009).

2.2.19 Truancy

Truancy from work or school provides ample opportunity and spare time for delinquency. It usually happens during the part of the day when desirable companions are not available for play or other purposes. The truant then must either spend his time in solitude or in the company of other young or older delinquents. He may fall into further delinquency in either case. Healy, Abbott, Wallace and others have given statistical evidence that truancy is a factor in over half of the cases of juvenile offense. (Mazerolle et al., 2019).

2.3 Effects of Juvenile Delinquency on Academic Performance

Poor academic performance is one of the major effects of juvenile delinquency on the education of those involved in it. Katsiyannis et al. (2008), stated that one outstanding trait of delinquents as a group is their educational retardation, which is usually more than can be explained by their slight intellectual inferiority.

According to Boakye (2002), studies which compared the academic records of delinquents and non-delinquents including their scores on standardized test of basic skills, failure rate, teacher rate, teacher ratings and other academic measures have found that delinquents are more often academically deficient, a condition which may lead to their leaving school and becoming involved in anti-social behaviour.

Adding to the above, Luiselli et al. (2005), studied 500 delinquent and non-delinquent boys by pairing them according to age, residence, intelligence and racial origin. 84 % of the delinquent boys had repeated grades in schools, 69 % were retarded from two to five years. Twice as many non- delinquents as delinquent had been promoted always. From the same study, 62 % of the population loathed school, 43 % wanted to leave school, 63 % misbehaved persistently. Delinquent behaviour also leads to dropout from school. Since delinquents do not perform well in school, they leave school without any skills. Chamorro-Premuzic and Furnham,(2003), in addition found that chronic delinquents in Britain did poorly in school.

Brawn and Roe-Sepowitz, (2008), contributed to the above and stated that many prostitutes in the whole world are school dropouts. The researchers found that many prostitutes came from broken homes and poor neighbourhood and dropout from school. Numerous studies indicate that many delinquents leave school because the school does not give them any sense of satisfaction and so drop out from school.

A study on academic performance by Gyansah et al, (2015), clearly shows the position of each student in class. The positions in class were divided into three categories, with 1-15th position in the first category and 16-30th positions in the second category whiles the 31- 45th position also in third category. According to the students interviewed fourteen of them representing 35.0% belong to the first category,

with nine students representing 22.5% falling into the third category while seventeen of them representing 42.5% which is the highest belonging to the second category. This therefore shows that majority of the delinquent students do not perform well in class. It can therefore be deduced that delinquency influence academic performance of students.

Faulkner et al. (2007) claim that students at school may be seen as both perpetrators as well as victims of school misconduct. This in return will or may affect life at school for students and teachers alike. It is stated that public schools tend to face more problems related to school delinquency rather than independent schools and church schools as declared by “The 25th Annual Gallup Poll of the Public’s Attitudes Toward the Public School” (Elam, Rose & Gallup, 1993). From this study, it is evident that the lack of discipline in public schools is one of the biggest problems being faced along with fighting, violence and gangs. Griffith (1999) made studies based on primary school children and found a correlation between the school environments such as school classrooms and the students and said that classrooms had a considerable effect on students’ behaviors. Other factors that according to Griffith affect directly the school life of students are the level of pushing done by the teachers to make the students strive for academic achievement (termed by Griffith as “instrumental support”) and also Student-teacher as well as student-student relationships (which are termed as “expressive/emotional support”).

However, the above are not the only factors that affect school delinquency and school performance. There are other predictor variables that are the different personal background characteristics of each and every student. One of these variables is the family size which is said to be a factor affecting the student’s delinquency (Sander et

al. 2012). It is considered that parents having a large family, say 4 children or more, they would probably have less time to attend meetings at school with teachers, less time to check their children's homework, to respond to school discipline actions taken towards their children as well as less money to buy educational material. Additionally, parents having a large family have less chance to supervise their children especially when they leave their household setting, thus, delinquency is expected to build up progressively as the child grows older (Sander et al. 2012). Another variable related to the above is the family structure whereby several studies show that single-parent families and step-parent families have a significant effect on the child's delinquent behavior (Ryan & Testa, 2005) . It is argued that because of the economic and financial burden the single-parent comes across (which is usually shared between the mother and the father), the single-parent has to work a full- time job to cope with the expenses, as well as the psychological and physical responsibilities that a family brings about. Thus, as a result, this leaves little time for the parent to attend to the child's needs and attention (Astone & McLanahan, 1991). Cuadra et al. (2014) further adds that due to the lack of economic and psychological support that the single parent goes through, he believes that single-mothers have an unhealthy relationship with their children and less time to discipline them. Griffin et al. (2000) claim that those step fathers who do not feel obliged to attend meetings at school of their step children, and to control them, they will eventually result in a neglected feeling in the students' lives which in return will lead to lack of respect towards adults as well as teachers and school administrators.

Lastly, the level of the mother's education. It happens that parents who have a good standard of education encourage their children to further their school development while such parents tend to keep closely monitoring their children's school

development and achievements and expect their children to be productive in the work carried out at school (Laird et al., 2003). On the other hand, parents with a low standard of educational level may feel uncomfortable in interacting with teachers and school officials while expectations and aspirations for the future career of their children is very limited (Crouter et al. 2005). Ryan et al. (2008), claim that difference in treatment by the teachers may affect considerably the involvement of delinquency especially at school, obviously resulting in poor school performance.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study was to explore the factors responsible for juvenile delinquency among Junior High School students: A case of ANSECO Basic Junior High School. The interest of this particular chapter was in the research techniques and the methods employed for the study. It focused on the mode of sample and sampling techniques, the target population, the instruments and the procedure for the administration of the instruments.

3.1 Research Approach

The approach the researcher used for the study was the qualitative approach due to the nature of the study. The motivation of the researcher to use this approach was the possibility of developing a deeper probe or thick description of a phenomenon of juvenile delinquency (Leedy & ormoor, 2005 cited in Kemetse, Nyarko-Sampson, Nkyi, & Nyarko, 2018). And to also allow respondents to freely disclose their feelings without any constraint.

3.2 Research Design

A research design for a study basically refers to the plan for how the study will be conducted (Blumberg et al. 2005). Blumberg et al. (2005) describes the design stage as the entire process that will be involved in the research. This process includes how data was collected, what instruments were employed, how the instruments were used and how the collected data was analyzed. It also includes where the research took place and the groups of people that were studied (Blumberg et al. 2005). The research was a descriptive case study as it explored responsible juvenile acts among Junior

High School students in ANSECO Basic J.H.S. According to Creswell (2008), a descriptive case study in education presents a detailed account of the concept under study and for informing policy.

3.3 Population for the Study

The target population comprised all students of Junior High Schools in Anloga township as well as their parents. In this research study, the accessible population include all students in the selected Junior High Schools and all the parents who have their wards in the selected school. In the quest to make the study very effective and also to generalize the findings to the accessible population, the researcher opted for ANSECO Junior High School in Anloga because of its proximity, convenience and cost advantage to the researcher.

3.4 Sample and Sampling Procedure

The sample size of any study is the number of individuals that will serve as participants in the study. According to Blumberg et al. (2005), there are no rules for sample size in qualitative inquiry. Sample size depends on what the researcher wants to know, the purpose of inquiry, what's at stake, what will be useful, what will give credibility, and what can be done within the available time and resources. In line with this, the study sampled 40 participants from the study population. 26 out of the 40 participants were delinquent students selected with the help of their school teachers. This was made up of 8 students from form one, 9 students from form two, and 9 students from form three. The remaining 14 participants were parents or guardians of the students. Five students from each form were selected to give the questionnaire to their respective parents or guardians to answer.

The study employed a purposive and stratified sampling technique in the selection of the participants with the help of the teachers. Purposive sampling was more appropriate for this study as it allowed the researcher to collect data from participants who can really provide the needed information for the study. After purposefully selecting and interviewing the participants, the researcher employed the stratified sampling technique to randomly select five students from each form and with their assistance, their parents or guardians were selected, invited and interviewed.

3.5 Instruments for Data Collection

In obtaining the relevant information and easier analysis in connection with the research topic, two sets of interview guides were used: one for the students and the other for their parents. The basis for the use of interview guide find expression in its flexibility in inducing and incorporating unexpected significant information as well as answers for prepared interview questions (Descombe 2017). The instrument was structured and made up of multiple-choice answers for the respondents to choose from. The instrument was based on the objectives of the study. There were two sets of the instrument. Each instrument was made up of six sections A-F. The one for parents had one open ended question and the rest close ended.

The instrument for students had 29 questions with 6 sections (Appendix A). The breakdown is as follows:

The section A

It was concerned with personal data of respondents. This demanded the respondents' school, Gender and class or form.

The Section B

It was concerned with the family background information of respondents.

The Section C

It tried to inquire from the students if they are severely penalized for their delinquent behaviour and the type of punishment that they receive.

The Section D

It focused on the school environment.

The Section E

It dealt with common juvenile acts. It explores the juvenile act among students and the factors that make the students misbehave.

The Section F

It centered on the academic performance. It aimed at checking whether their misbehavior affects their academic performance and how they access themselves.

The instrument for parents and guardians had 25 items with 6 sections also. They are as follows:

Section A

It was concern with personal data which demanded the sex, the number of children, how many of their children are in the Junior High School and if any of them causes trouble.

The section B

It focused on the family background. It tried to find out whether the family is staying together and the relationship that exist between them.

Section C

It concerned itself with punishment. It is concerned with finding out whether the parents or guardian punished their children when they misbehave and the kind of punishment meted on the children.

Section D

It dealt with school environment. It tried to find out whether the school environment supports the studies of their wards. Again, it tried to find out whether the child likes attending school or not and asked why the child like attending school or not.

Section E

It dealt with the common juvenile act among students. It aimed at checking the kind of delinquent act found among students and the factors that make students put up that delinquent act.

Section F

It focused on the academic performance. It finds out whether delinquent acts affect the performance of students and how their performance can be graded.

3.6 Data Collection Procedure

In the administration of the interview guide, the researcher went to the school and introduced himself to the headmaster after which a permission letter written by the researcher to facilitate the research work was shown for confirmation of the researchers' mission to the school, the teachers were notified of the mission as well after which the researcher was allowed access to the students. The researcher with the help of the teachers identified and interviewed the delinquent students as well as their parents who were invited through the headmaster of the school.

3.7 Data Analysis Procedure

Data analysis is the vehicle used to generate and validate interpretations, formulate inferences, and draw conclusions”, as stated by Scherman (2007, p. 147). The data collected from the students and parents was analyzed using SPSS. The researcher used frequency tables and percentages, Pie charts, Bar charts and histogram in the analysis to compare and contrast responses that came from the respondents. The frequency tables illustrated responses for easy reading and to cut down the number of words to be used.

3.8 Ethical Consideration

Participants in this research were made to voluntarily participate. All participants were allowed to express their consent before the research was carried out. This was to make them contribute sincerely and withdraw from participation when they felt they were not interested. Their identity and all information given were kept confidential. This is to protect participant’s interests since they are school children who may not want to be cited in any study as the ones who disclosed certain information. This helped them open up since they were made to understand this is solely academic. Since the study used other researcher’s articles, publications and literature, all references have been acknowledged in order to prevent plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

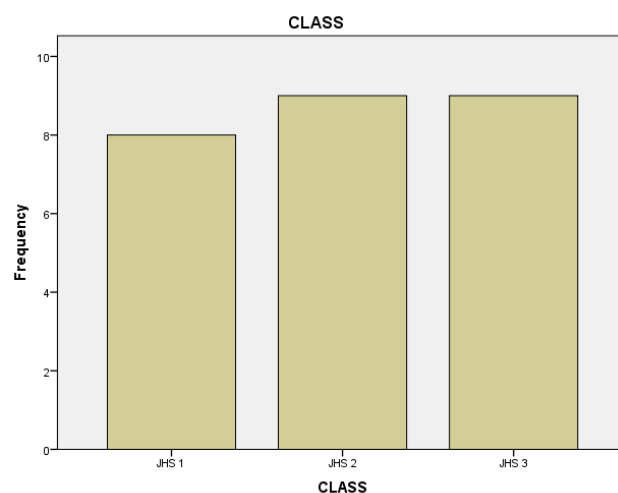
This chapter presents the data and analysis of results of the study including discussions which originate from the results. The analysis fundamentally included addressing the research questions in the study. The chapter presents the result analysed in tables and discussed them in the order as this; The chapter presents the result analysed in tables and discussed them in the order as this; background data, common juvenile acts among J.H.S students, Causes of Common Juvenile Acts among J.H.S. students, How far does juvenile delinquency affect academic performance among J.H.S. students.

4.1 Personal Data

Table 1: Gender Distribution of Respondents

Respondents	Male		Female		Total	
	No	%	No	%	No	%
Students	16	61.5	10	38.5	26	100
Parents	8	57.1	6	42.9	14	100
Total	24	65	16	35	40	100

According to the data presented on Table 1 above, the total number of respondents is forty (40). According to the table, the male respondents form highest of twenty-four and female respondents form the lowest of sixteen (16). This shows that male respondents form the majority. The student respondents form the highest of twenty - six (26) whiles the parents were fourteen (14).

Figure 1: Class of student Respondents

According to the data presented on the Figure 1 above, twenty-four students were interviewed, the chart indicates that, 8 of them are in J.H.S. one, 9 in J.H.S. two and 9 of the students interviewed are in J.H.S three. This means that student-interviewees in J.H.S 2 and J.H.S. 3 form the majority.

4.2 Analysis of Research Question 1

What common juvenile acts can be found among J.H.S students

The first research question tried to enquire the common juvenile acts that can be found among J.H.S students in ANSECO Basic J.H.S. The results are presented in Table 2.

Table 2: Students' Responses on Common Juvenile Acts

Juvenile Acts	Respondents		Percentages	
	Student	Parents	Student	Parents
Disrespecting Teachers & Adults	1	-	3.8	-
Bad Company	8	2	30.8	14.3
Disobedience	17	7	65.4	50
Truancy	-	5	-	35.7
Total	26	14	100	100

The data presented on Table 2 indicates common juvenile acts students are engaged in both from students themselves and parents' interviewees. From the table, seventeen out of twenty-six students' interviewees said they engage in disobedience as against seven parents who said their wards engage in disobedience. Being the dominant delinquent behaviour from the research. Other juvenile acts students said they engage include bad company (8) being the second dominant and disrespecting teachers and adults (1). Parents however, in addition to disobedience said their wards engage in truancy (5) and bad company (2).

4.3 Analysis of Research Question 2

What are the causes of Juvenile delinquency among J.H.S.

The second research question sought to find the causes of the common Juvenile acts among J.H.S. students. The results brought together the following categories, family structure and delinquency, lack of punishment and delinquency, Responses of Parents on other causes of Juvenile delinquency and Responses of students on causes of Juvenile Delinquency

4.3.1 Family structure and Juvenile Delinquency

The family background was of interest to the researcher because it is one of the factors responsible for juvenile delinquency. Some items on the interview guide are family structure, accommodation of the family, the occupation of parents as well as the relationship of students with their parents.

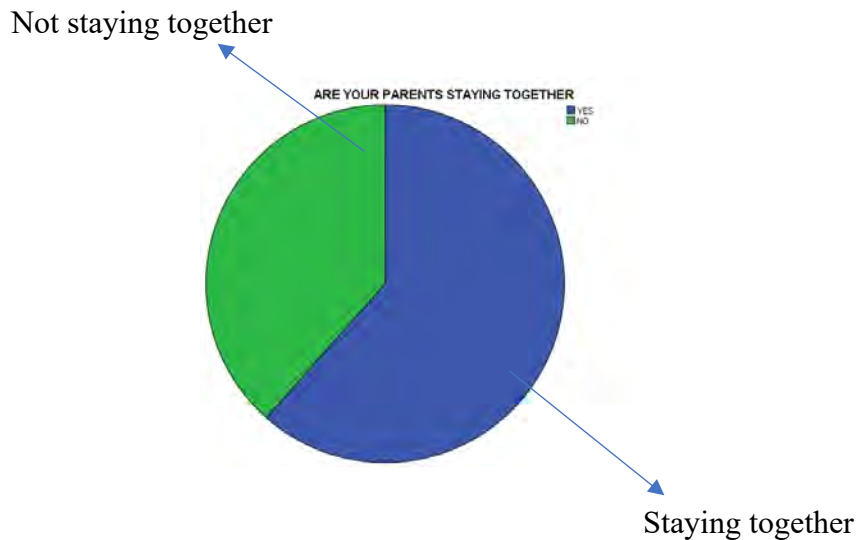
Table 3: Responses of students and Parents on the family structure

Family Structure	Respondents		Percentage	
	Student	Parent	Student	Parent
Single Parents	10	1	38.5	7.1
Both Parents	16	13	61.5	92.9
Total	26	14	100	100

According to the data presented on Table 3, out of the twenty-six students - interviewees, 16 of them (61.5 %) were from a family of both parents while 10 (38.5 %) were from a family of single parents. With parents, thirteen of them were with their wards and only one indicated not living with the ward. This implies that majority of delinquent student-interviewees were from a family of both parents. This has been confirmed by the parents as well.

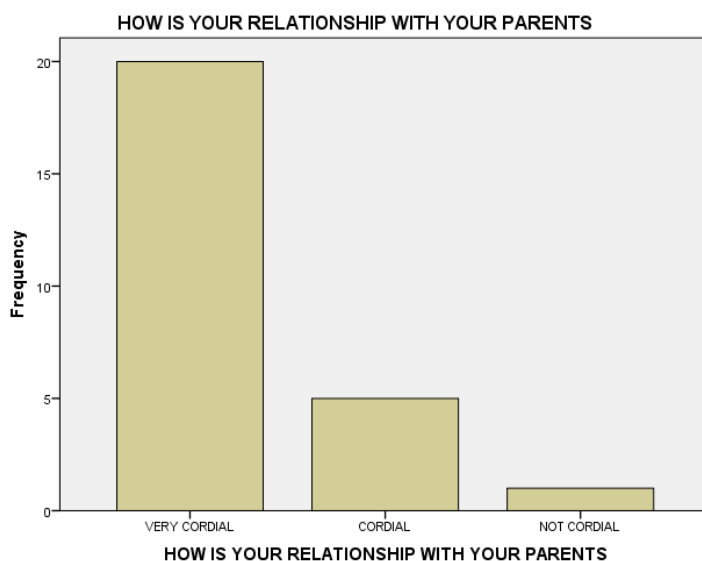
Figure 2: Responses of Parents on Family Accommodation

From Figure 2 above, out of the fourteen parent interviewees, thirteen of them (92.9 %) responded that they were staying together. One of them responded of not staying together. This shows that, most delinquent students' parents are staying together. The significance of this is that parents are losing control over their own children and so children tend to control their own lives in the manner that suit them. It was realized also that some of the students are staying with one party either the mother or the father because of broken homes leading to single parenthood. The family that should be a protecting organization for children has now turned into a disruptive organization. This agrees with Ruigrok et al. (2017) as they write that, "the family is a frontline defense against delinquency and that a disruptive family encourages any pre-existing forces operating in a child's life to produce delinquency."

Figure 3: Students' Responses on Family Accommodation

The data presented in Figure 3 indicates that, out of twenty-six student-interviewees, sixteen (16) representing 61.5 % were staying with their parents whiles ten (10) representing 38.5 % were not staying with their parents. The data shows that most of the delinquent students were staying together with their parents. The implication of this is that if parents are not very careful on their children in terms of control, the children may be delinquent because the family life and home do contribute to delinquency as Siegal and Welsh (2017) say that “the family life and home are contributing factors to delinquent children”.

It shows from the data that some delinquent children come from broken homes and it confirms Flores' (2003) findings that broken homes have the greater incidence of delinquent children. From the data, it is interesting to realize that there is a section of children from non-broken homes who are delinquent and this agrees with Menard et al. (2001) argument that there are children raised from broken homes but are not delinquent and others are raised from unbroken homes but are delinquent.

Figure 4: Student relationship with Parents

According to the data presented in Figure 4, out of the total of twenty-six student interviewees, twenty (76.9%) had very cordial relationship with their parents, five (19.2%) had cordial relationship with their parents and only one (3.8%) noted that the relationship is not cordial with their parents.

Table 4: Responses of students on the Occupation of Parents

Parents	Employment Rate		Unemployment Rate		Total	
	No	%	No	%	No	%
Father	25	96.2	1	3.8	26	100
Mother	24	92.3	2	7.7	26	100
Total	49	94.2	3	5.8	52	100

The data presented on Table 4 shows the maternal employment rate of students as 92.3 % (24) as against 7.7 % of unemployment. But paternal employment rate was 96.2% (25) as against 3.8 % (1). It is evident from the data presented that the

unemployment rate among mothers of the students was higher than it was among fathers.

This implies that minority of parents find it difficult providing needs of their children in school because they are unemployed making living conditions very poor for the children as it was pointed out by Hay (2001) that low wages, unemployment, large family, loss of breadwinner, malnutrition and poor living conditions do affect the behavior of children.

Table 5: Responses of Parents on their Difficulty to provide needs of Students

Item (Difficult)	Respondents	Percentages
Yes	5	38.5
No	8	61.5
Total	13	100

The data presented on Table 5 indicates that, from a total number of thirteen respondents, who said their wards tell them their needs, five said it was difficult to provide the needs of their children as against eight who said it was not difficult to provide the needs of their wards when asked. This implies that children become delinquent because parents do not supply their needs.

4.3.2: Lack of Punishment and Juvenile Delinquency

The interest of the researcher is to find out whether lack of punishment has something to do with delinquent behaviours. The interview guide to students and parents sought to elicit answers to the question posed.

Table 6: Responses of Students on Punishment

Item	Home		School	
	No.	%	No.	%
Student's Punished	25	96.2	22	86.6
Student's Unpunished	1	3.8	4	15.4
Total	26	100	26	100

The data presented on Table 6 demonstrates that out of the twenty-six student interviewees on punishment, twenty-five said they are punished at home as against one who said he or she is not punished at home.

The data also indicates that out of twenty-six student-interviewees, twenty-two said they are punished at school whilst four said they are not punished at school.

The above analysis implies that majority of the students were punished at home and school. This means that majority of both parents and teachers have not given up punishing students because probably the children are not beyond correction.

Figure 5: Responses of Parents on Punishment to their children

The data presented on Figure 5 found the difficulty parents are confronted with in punishing delinquent children. Out of fourteen parents, all of them representing 100 %

said they find it not difficult to punish their children. This shows that all parents do not find it difficult to punish their children.

Table 7: Responses of Parents on the Rate of Punishment to their Children

Item	Response	Percentage
Often	7	50
Not Often	7	50
Total	14	100

The data presented on Table 7 found out the rate of punishment meted out to delinquent children. From the data, out of fourteen (14) parent interviewees, seven said they punish their delinquent children often. Seven said they do not punish their children often.

This implies that a good number of parents do not punish their children often.

From the chart it is clear that seven representing 50 % of these parents do not punish their children often. This means that parents have given up on the punishment of their children.

Table 8: Type of Punishment Student's Receive

Type of Punishment	Home		School	
	No.	%	No.	%
Scolding	8	30.8	3	11.5
Caning	18	62.2	19	73.1
Sacked from Class	-	-	4	15.4
Total	26	100	26	100

The data presented on Table 8 indicates that at home, eighteen out of twenty-six students' interviewees said they are canned as against nineteen who said they are canned at school for wrong doing, eight said they are scolded at home as against three and four sacked from class at school for wrong doing.

4.3.3 Parents Response on Causes of Juvenile Delinquency

Table 9: Responses of Parents on other causes of Juvenile Delinquency

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
Lack of home supervision	4	28.6	6	42.9	-	-	4	28.6
Media Influence	1	7.1	13	92.9	-	-	-	-
Poor Socio-Economic Background	5	35.7	5	35.7	2	14.3	2	14.3
School Environment	1	7.1	9	64.3	1	7.1	3	21.4

According to the data presented in Table 9 on lack of home supervision, as why their wards put up those behaviours, out of a total number of 14 parents-interviewees, 4 strongly agreed, 6 agreed, and 4 strongly disagreed to the statement that lack of home supervision is the reason for their ward's misbehavior. None of them however, disagreed to this. This implies that parents supervise their children well but yet they put up those behaviours.

On Media influence (Table 9) being one of the reasons their wards put up delinquent behaviours, out of a total number of 14 parents-interviewees, 1 strongly agreed and the remaining 13 agreed that it is media influence that make students put up

delinquent behaviours. No parent disagreed or strongly disagreed. This implies that, parents think the media be it electronic or print, is responsible for their children's delinquent behaviour.

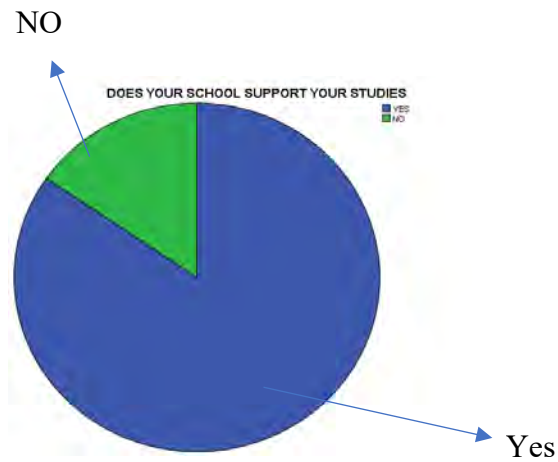
Concerning Poor Socio-Economic Background as why their wards put up delinquent behaviours, (Table 9) out of a total number of 14 parents-interviewees, 5 strongly agreed, 5 again agreed, 2 disagreed while 2 strongly disagreed with the statement that their poor socio-economic background is the cause of delinquent behaviours among their wards. This implies that parents think that their children's behaviour is because they (parents) are poor.

According to the data presented in Table 9 on the school environment aiding their wards put up delinquent behaviours, out of a total number of 14 parents-interviewees, 1 strongly agreed that it is one of the causes students put up those behaviours. Meanwhile, 9 being majority agreed that it is the school environment that make students put up delinquent behaviour. However, 1 disagreed with the statement and 3 strongly disagreed with the statement. This implies that parents think that their children's delinquent behaviour is caused by the school environment.

4.3.4 Students Environment and Delinquency

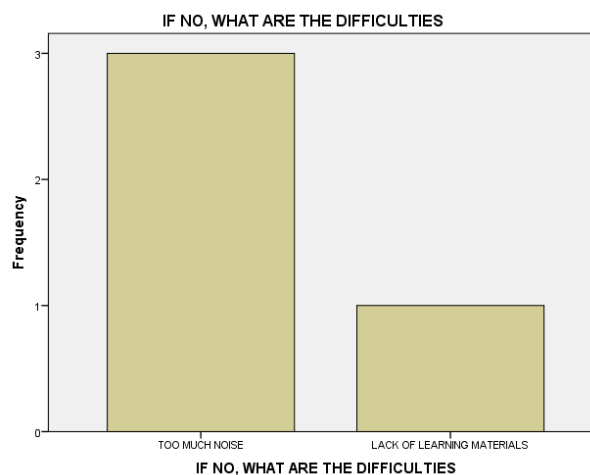
This section compiled students' responses on the school and how it support their studies.

Figure 6: Responses of Students on Whether the School Environment Support their studies or not.



According to the data above, out of 26 student interviewees, 22 representing (84.6 %) said the school environment does support their studies as against 4 representing (15.4 %) who said that the school environment does not support their studies. This implies that the school environment is a place that gives students a conducive atmosphere for students. But a look at the figures shows that 15.4 % which is relatively big a figure said that the school environment does not support their learning. Meaning that the school is not conducive enough for studies making students turn to look for what they want from other areas thereby joining friends to misbehave. This means that the school environment is a contributing factor to delinquency.

Figure 7: Responses on the Difficulties of the School Environment on their



The data presented on Figure 7 indicates that, out of 4 students' respondents who said their school environment does not support learning, 3 responded that the compound is too noisy while the remaining 1 responded that there is lack of learning materials.

The data presented indicates that students find it difficult with the school environment in terms of their studies. This is because studies become difficult in a noisy environment where there is too much noise, on top of it all when the necessary materials for effective studies are lacking. Therefore, students find it time wasting coming to school in these situations and decide to stay at home or go somewhere. This makes them engage in behaviours that are delinquent.

Table 10: Student's Responses on School Attendance

Regular Attendance	Response	Percentage
Yes	25	96.2
No	1	3.8
Total	26	100

According to the data presented on Table 10, out of 26 students-interviewees who were asked whether they like attending school, twenty-five (25) responded Yes whilst one (1) responded No. Those who said they do attend school regularly form the majority. If 96.2% are regular at school and yet are delinquent the implication is that, teachers have lost control over the students and so the students who come to school do not respect teachers' rules and school regulations therefore becoming delinquents.

Table 11: Students' Responses on Feelings towards Teachers and Classmates

Item (Like for)	Respondent		Percentage	
	Yes	No	Yes	No
Teacher	26	0	100	0
Classmate	23	3	8	11.5
Total	26	3		100

The data presented in Table 11 indicates the like or dislike towards teachers and classmates. Out of 26 students-interviewees, all 26 said they liked their teachers. On classmates, 88.8 % (23) said they liked their classmates as against 11.5 % (3) who responded No. This implies that some students attend school in order to meet their friends to carry on delinquent behaviour and also for the like of teachers because they teach well.

4.4 Analysis of Research Question 3

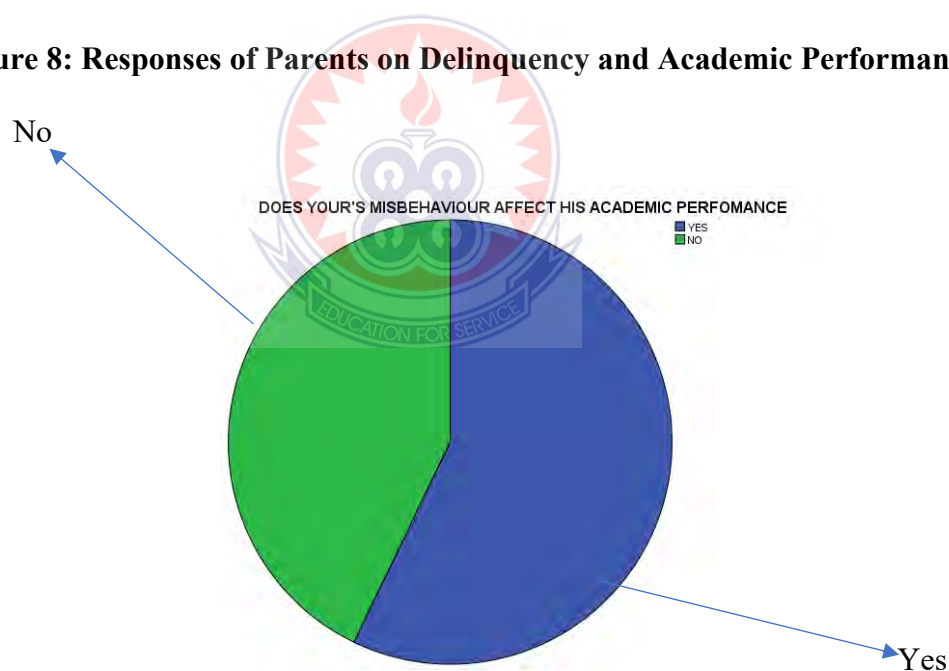
How far does Juvenile Delinquency affect academic performance among J.H.S. students?

The third research question sought to find the effects of common Juvenile acts on academic performance among J.H.S. students. This was also the aim of the researcher. There were items on the interview guide that asked students and parents to give assessment of the academic performance of delinquent students. The following data were collected and analyzed.

Table 12: Responses of Students on Performance in Schools

Do you perform well in School	Respondents	Percentage
YES	23	88.5
NO	3	11.5
Total	26	100.0

The data in Table 12 indicates the responses of students on whether they perform well in school or not. Out of the total number of 26 students' interviewees, 23 responded Yes and 9 responded No. This implies that although students-interviewees are delinquents, they still make up time to study and as such perform well at school.

Figure 8: Responses of Parents on Delinquency and Academic Performance

The data in Figure 8 indicates what parent-interviewees said about the academic performance and delinquency. Out of a total number of fourteen, eight said that yes it affects performance and six responded no.

This implies that parents are saying that the performances of their children are affected by delinquent behaviours.

Figure 9: Responses of Parents on Academic Performance

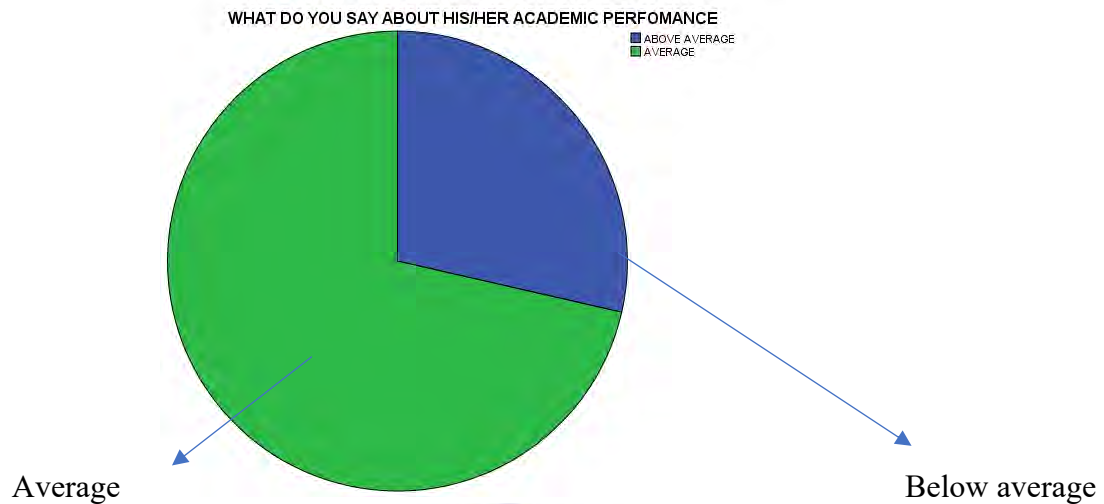


Figure 9 indicates the response of parents about the performance of their wards. Out of a total number of 14 interviewees, 4 said the performance of their wards in school was above average, while 2 said their performance is average and no parent indicated below average performance of wards. This imply that according to the parents, a good number of delinquents perform averagely academically.

4.5 Discussions of the findings

This section discusses the findings of the study and identifies the extent to which the findings were supported or otherwise by the reviewed literature. It particularly considered how the objectives of this study were addressed in the findings and how consistent or inconsistent the findings were with previous studies.

The first objective sought to identify common juvenile delinquent acts among junior high school students. The study revealed that majority of the students showed several delinquent behaviours such as disobedience and bad company. This finding supports

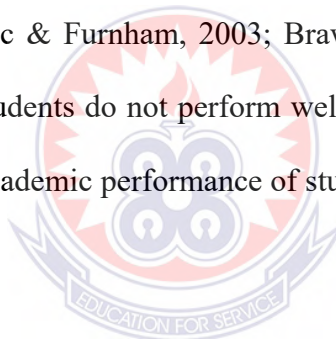
the many research works that identify varied juvenile delinquent behaviours among school children. According to Kumi (2015) taxonomy of adolescent misconduct in schools, truancy, substance abuse, carrying of weapons to school, aggression and violence, theft, bullying, challenging the teachers' authority, inappropriate sexual conduct, breaking of school rules with impunity and rape are some common delinquent behaviours identified among students. Njambi (2012: 26) states that in Botswana, learners commit misdeeds such as lying, peddling drugs and cheating in tests. Ryan and Testa (2005: 5) mentions poor school attendance, confrontational behaviour and the deliberate flouting of school rules by individual learners with deviant tendencies. The present study also shares the assertion that juvenile delinquency is not a phenomenon that can be defined easily. This is because, what is obtain as a delinquent behaviour in one social context might be the norm in another, making it difficult to have a universally accepted definition (Iobidze, 2009).

The second objective sought to identify causes of the common juvenile acts among J.H.S. students.

The findings suggests that all the factors explored in this study are not responsible for the causes of the common Juvenile acts among J.H.S. students, contrary to studies that purports that juvenile crime in Ghana is attributable to failure of home (Wireko-Brobby, 2008; Poduthase 2012; Demuth and Brown, 2004; Sanni et al. 2010), and unfavourable school environment (Nyarko et al., 2019). Bosiakoh and Andoh (2010) for example, noted that when parents are unable to provide their wards with what they need, the children turn to all sorts of vices, some of which may be delinquent acts to be able to provide those needs themselves. According to Nyarko et al., (2019), the school conditions, like the home conditions, may be considered as indirect causes of

delinquency, although it either may be found the chief source of the trouble. It is worth mentioning that the students that are delinquent in this study enjoyed favourable home and school conditions. The researcher suspects that the cause of their delinquency may be attributed to biological or physiological factors associated to adolescence.

Finally, the third objective sought to determine the effects of delinquent act on students' academics. The study discovered that majority of the students agreed that they perform better in school despite their delinquencies. However, majority of the parents are not impressed with the academic performance of their children. This finding agrees with the many studies (Adams and Evans, 1996; Katsiyannis et al., 2008; Chamorro-Premuzic & Furnham, 2003; Brawn and Roe-Sepowitz, 2008) that reports that delinquent students do not perform well in class with the conclusion that delinquency influences academic performance of students.



CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary, conclusions and recommendations from the study. The first part presents summary of findings based on the objectives of the study, the second part covers the conclusion drawn from the results, whilst the final part presents the recommendations made from the study for further research.

5.1 Summary

This study sought to find out the factors responsible for juvenile delinquency among Junior High School students in the Anloga District. The study employed descriptive case study to describe the opinions of respondents on factors responsible for juvenile delinquency among Junior High School students in the Anloga district of the Volta Region. A structured interview guide was used to collect data from the respondents. The study sampled 40 participants from ANSECO Junior High School in the Anloga district. Purposive and stratified sampling were used to draw 26 delinquent students and 14 parents or guardians of the students respectively who willingly gave their consent and were interviewed. The data collected were analyzed using percentages, pie chart and bar charts.

The first objective sought to identify common juvenile delinquent acts among junior high school students. The study revealed that majority of the students showed several delinquent behaviours. The common ones ranging from most serious to least serious are:

- a. Disobedience
- b. Bad company

c. Disrespecting teachers and adults

The second objective sought to identify causes of the common juvenile acts among J.H.S. students.

The findings suggests that all the factors explored in this study are not responsible for the causes of the common Juvenile acts among J.H.S. students.

The third objective sought to determine the effects of delinquent act on students' academics. The study discovered that majority of the students agreed that they perform better in school despite their delinquencies. However, majority of the parents are not impressed with the academic performance of their children.

5.2 Conclusion

Juvenile delinquency is a social problem, which has eaten into the fabric of societies and Anloga Township is of no exception. In the light of the above findings the following conclusions can be drawn;

1. Delinquency can be found among all the classes of Junior High School students and from the student's respondents, disobedience is the most prevalent followed by bad company and the less prevalent delinquent act is disrespecting teachers and their parents responded that the most prevalent delinquent act among their children is disobedience followed by truancy and the less prevalent act is bad company.
2. Family background, lack of punishment, peer influence, the school environment, and lack of interest in school are all factors responsible for juvenile delinquency.
3. Delinquency affects academic performance of students. Delinquents perform averagely in academic works.

5.3 Recommendations

In the light of the findings made and the nature of the problems identified, it is important to offer the following recommendations:

1. Parents have responsibilities and so they must accept their responsibilities for their children's well-being. Parents must endeavor to show love and interest in their children for them to feel that they have someone to look up to if there is anything bothering their minds rather than seeking bad advice from friends. This will make them feel at home and avoid bad companies that may eventually lead them into delinquent behaviours.
2. Parents should do their best to provide the needs of their children. This will help curb the situation where children become dependent on others thereby following whatever they tell them.
3. Parents and school authorities must collaborate and use appropriate punishment as corrective measures on delinquent students and children. This will make them refrain from the bad behaviours they show.
4. Guidance and counseling units should be established in the schools to assist delinquent students receive the necessary support that will enable them shed their illegal behaviours. Guidance should not be given to delinquent students only but all students to help reduce juvenile delinquency in the schools
5. A well-behaved children's award scheme should be instituted to serve as motivation to the students to follow laid down rules and regulations.
6. Government, parents, school authorities and all other stakeholders in education must co-operate to help eradicate this problem and encourage students to study to become great personalities of the nation in future.

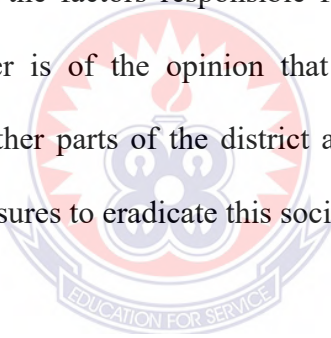
5.4 Limitations of the Study

One limitation of the study is the small number of respondents. Other schools were not collaborating well with the researcher and time did not allow the researcher to have waited.

Also, there could have been more respondents but their absence from school made it difficult to include them. Few students were not available for the interview because of their absence from school and some parents were also unable to honour the invitation to the interview.

5.5 Area for Further Research

This research focused on the factors responsible for juvenile delinquency. Being a broad area, the researcher is of the opinion that others should also take similar research at Anloga and other parts of the district and country at large. Also, others may research into the measures to eradicate this social menace.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SOCIAL STUDIES

INTERVIEW GUIDE FOR STUDENTS

This guide is intended to find out the factors responsible for juvenile delinquency among Junior High School students. Honesty and objectivity is expect in answering these questions. Any information given will be used solely for academic purposes and will be treated with the confidentiality it deserves. Thank you.

PLEASE TICK LIKE [] OR SUPPLY THE APPROPRIATE ANSWER.

Section A: Personal Data

1. Name of school:.....
2. Class:.....
3. Gender: Male [] Female []

Section B: Family Background

4. Are your parents staying together? Yes [] No []
5. If yes, do you stay with them? Yes [] No []
6. How is your relationship with your parents?
 - A. Very Cordial
 - [] B. Cordial []
 - C. Not cordial []
7. Is your father employed / self-employed? Yes [] No []
8. Is your mother employed/ self-employed? Yes [] No []
9. Do your parents find it difficult to provide your needs?
 - A. Very difficult []

B. Somewhat difficult []

C. Not difficult []

Section C: Lack of Punishment

10. Are you disciplined at home for your wrong behaviours? Yes [] No []

11. If yes, what type of disciplinary measures do you receive?

A. Scolding []

B. Caning []

C. Not given food []

D. Any other (specify).....

12. Are you punished at school for your wrong behaviour? Yes [] No []

13. If yes what type of punishment is meted out to you?

A. Scolding []

B. Caning []

C. Sacked from class []

D. Any other (Specify).....



Section D: School Environment

14. Does your school environment support your studies? Yes [] No []

15. If no, what are the difficulties?

A. Open environment []

B. Too much noise []

C. No study room []

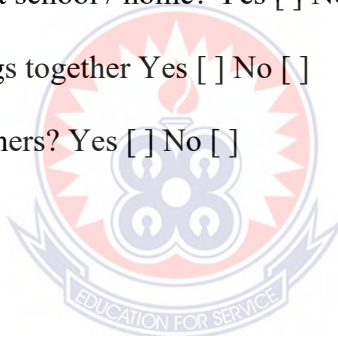
D. Lack of learning materials []

E. Other (Specify).....

16. Does your home environment support your studies? Yes [] No []

17. If no, what are the difficulties?

- A. No electricity []
 - B. Too much noise []
 - C. Too many people making up the household []
 - D. Any other (Specify).....
18. Do you attend school regularly? Yes [] No []
19. If yes, indicate why
- A. Teachers teach well []
 - B. Encouragement from parents []
 - C. Peer pressure []
 - D. Parents are strict []
20. Do you have friends at school / home? Yes [] No []
21. If yes, do you do things together Yes [] No []
22. Do you like your teachers? Yes [] No []
23. If yes, indicate why?
- A, Teachers teach well []
 - B. Encouragement from teachers []
 - C. They are friendly []
 - D. Any other (Specify).....
24. Do you like your class mates? Yes [] No []
25. If yes, indicate why
- A. They are friendly []
 - B. Encouragement from them []
 - C. They are helpful []
 - D. Any other (specify).....



Section E. Common Juvenile Acts

26. Mention any wrong behaviour(s) you put up which you parent(s) or teacher(s) were against. (Arrange them in the order of seriousness by using 1, 2, 3, 4, 5, 6,)

- A. Smoking
- B. Disrespecting teachers / adults
- C. Bad company
- D. Drinking
- E. Truancy
- F. Disobedience

Respond to the following items based on factors which make you put up that behaviour Using strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

STATEMENTS	SA	A	D	SD
Lack of home supervision				
Media influence				
Poor Socio-Economic Background				
The School environment				

Section F: Academic Performance

28. Do you perform well in school academically? Yes No

29. How do you assess your academic performance?

- A. Above average
- B. Average
- C. Below average

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SOCIAL STUDIES

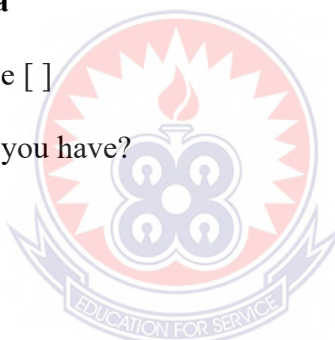
INTERVIEW GUIDE FOR PARENTS/ GUARDIANS

This guide is intended to find out the factors responsible for juvenile delinquency among Junior High School students. Honesty and objectivity is expected in answering these questions. Any information given will be used solely for academic purposes and will be treated with the confidentiality it deserves. Thank you.

PLEASE TICK LIKE [] OR SUPPLY THE APPROPRIATE ANSWER.

Section A: Personal Data

1. Gender: Male [] Female []
2. How many children do you have?
 - A. 1-3 []
 - B. 3-5 []
 - C. Above 6 []
3. How many of them are in J.H.S.
 - A. 1-3 []
 - B. 3-5 []
 - C. Above 6 []
4. What is the gender of your wards? Male [] Female []
5. Does any of those in J.H.S. cause trouble at home? Yes [] No []
6. If yes, which of them? Boys [] Girls []



Section B: Family Background

7. Is your family together? Yes [] No []
8. If yes, do you stay together with your child (ren)? Yes [] No []
9. Does your child (ren) tell you their needs? Yes [] No []
10. If yes, do you find it difficult to supply their needs? Yes [] No []
11. How is the relationship between you and your child (ren)?
- A. Very Cordial
- B. Cordial []
- C. Not cordial []

Section C: Lack of punishment

12. Do you find it difficult to punish your child (ren) for their misbehavior? Yes { }
No []
13. How often do you punish your child? Often [] Not often []
14. What type of punishment do you give to your ward when they go wrong?
- A. Scolding []
- B. Caning []
- C. Not given food []
- D. Any other (Specify).....
15. Do you report your child's misbehavior to the school authority? Yes [] No []
16. Does the school authority take appropriate action on your child? Yes [] No []

Section D: School Environment

17. Does the school environment support your child's studies? Yes [] No []
18. If no, what are the difficulties?
- A. No study room
- B. Too much noise

C. Unfenced compound

D. Lack of learning materials

19. Does your child attend school regularly? Yes [] No []

20. If yes, state why.

A. Teachers teach well []

B. Encouragement from parents []

C. Peer pressure []

D. Parents are strict []

Section E. Common Juvenile Acts

21. Which of the following delinquent behaviours does your child engage in?

(Arrange them in the order of seriousness by using 1, 2, 3, 4, 5, and 6)

A. Smoking []

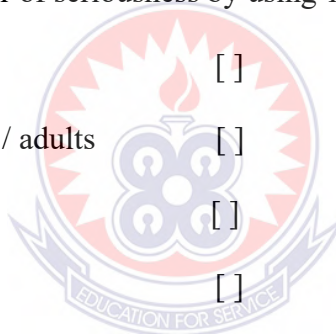
B. Disrespecting teachers / adults []

C. Bad company []

D. Drinking []

E. Truancy []

F. Disobedience []



Respond to the following items based on factors which make you put up that behaviour Using strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

STATEMENTS	SA	A	D	SD
Lack of home supervision				
Media influence				
Poor Socio-Economic Background				
The School environment				

Section F: Academic Performance

23. Does your child’s misbehavior affect his / her academic performance? Yes [] No []

24. Give reasons for your response.

.....

.....

.....

25. What do you say about his / her academic performance?

A. Above average []

B. Average []

C. Below average []