

**INFLUENCE OF PARENTAL EDUCATION AND MATERIAL CARE ON
DELINQUENT BEHAVIOUR AMONG PUBLIC SECONDARY SCHOOL
STUDENTS IN AKWA IBOM STATE**

By

**Arit Udeme ETOK
Department of Guidance and Counselling
Faculty of Education
University of Uyo
Uyo**

ABSTRACT

The study analyzed the influence of Parental Education and Material Care on Delinquent Behaviour among Public Secondary School Students in Akwa Ibom State. Ex-post facto research design would be used for the study. This study will be conducted in Akwa Ibom State, Nigeria. The population of the present study will comprise all the 1084 senior secondary two students in the public secondary schools in Akwa Ibom State. A sample size of 1084 senior secondary two (SS2) students will be selected for the study using multistage sampling procedure. The instrument for the study would be a structured questionnaire developed by the researcher titled "Parental Variables and Delinquent Behaviour Tendencies Questionnaire" (PVDBQ). The essence of validation is to ensure that the research instrument measures what it is expected to measure. Data obtained from the questionnaire will be used to answer the research questions and test the hypotheses. The statistical tools which will be used for analyses will be multiple regression analysis. The study showed that parental educational background and material care significantly influences delinquent behavior tendencies of public secondary school students in Akwa Ibom State. In conclusion the study shows how various parental factors play a significant role in shaping behavior among secondary school students in Akwa Ibom State. One of the recommendations made was that Schools, communities, and counsellors should identify and mentor students from low education homes more closely, helping them build positive values and self-control regardless of their parents' education level.

**KEYWORDS: Parental Education, Material Care, Delinquent Behaviour Public
Secondary School Students and Akwa Ibom State**

INTRODUCTION

Delinquent behaviour is any conduct that is contrary to the way of life of the society. It is an antisocial behaviour as it does not align with conventional societal expectations. Delinquent is a person who commits a misdemeanor. Delinquency does not refer to just one age group but it is mostly attributed to illegal behaviour by minors, which is otherwise known as juvenile delinquency. Juvenile delinquency refers to abnormal behaviour exhibited by adolescents. Delinquent behaviour among adolescent has been one of the plagues bedeviling the educational system and this has been of great concern to stakeholders. Delinquent behaviour would be expressed through social vices (Bello, 2018). Social vices connote various forms and expressions of deviant, criminal or delinquent behaviours resulting from moral decadence. Drug abuse, thuggery, cultism, examination malpractice, cyber-crimes, kidnapping, terrorism, indecent dressing, rape, bribery, restiveness, hooliganism, gangsterism

and violence are common examples of social vices. These misdemeanours have beclouded Nigerian society, including secondary schools, which have become breeding grounds for all sorts of social vices being perpetrated by students (Elujekwute, *et al.*, 2021).

Parental educational level refers to the highest level of education obtained by the parents which could be a factor in shaping a child's educational outcome (Datta, 2014). For instance, it is speculated that parent with no formal or primary education may not be able to assist the children in their homework. Such parent may not also assign home lesson teachers to engage the children positively, instead, the children may be allowed to play with peers without parental watch which could make them develop ill behaviours and may also result in delinquent behaviour tendencies. Furthermore, it is speculated that parent who attained higher educational level seems to engage the children positively by assigning lesson teachers to the children, minimizing play time and maximizing learning period in order to curb delinquent behaviour tendencies.

Parental material care involves various actions taken by parents to provide protections, nourishment, and support to their young ones in order to increase the likelihood of their survival (Ranjan, 2020). It is speculated that if parents provide the basic needs of the children such as food, clothes, school materials and security adequately without deprivations, delinquent behaviour tendencies may decrease. Some children, who lack material care may believe that delinquency is morally acceptable and that they can get what they want by stealing since their parents cannot provide for them. Lack of parental material care, discipline, insufficient supervision, parent child relationship and negative parental role model could influence students' delinquent behaviour tendencies. Students' unruly behaviour seems to cut across all locations; though each has its peculiarity in behaviour problems. The period of adolescent which is seen as a period of storm and stress can be difficult for both parents and adolescents. Therefore understanding the importance of maintaining high quality parenting is very important. The influence of parenting during adolescence continue to affect behaviour into adulthood; Dishion and Patterson (2016) maintain that violent, aggressive or delinquent behaviour, is often learned early in life. It is speculated that parental variables such as parental educational background, parental material care, parental disciplinary measures, parental age, parental marital status, parent-child relationship, parental substance use, and parental place of residence.

STATEMENT OF PROBLEM

In recent years, there has been a noticeable rise in delinquent behaviour among secondary school students, manifesting in acts such as truancy, aggression, substance use, examination malpractice, disobedience to school authority and vandalism capable of disrupting academic activities of the school. This growing concern poses a serious implication for academic achievement, school safety and broader societal wellbeing. Parental upbringing of a child may determine the type of life or character the child will exhibit in the society. The researcher has observed that students' expression of deviant behaviour as means of achieving their goal has become much more rampant among secondary school students than was the case decades ago. Students engage in deviant acts against one another and even against teaching and non-teaching staff. Students have been observed to engage in violence, disobedience, lying, stealing, cheating, dishonesty, disrespect and in more serious infraction like rape, drug abuse, examination malpractice and falsification of school reports. Therefore many students have failed to benefit from their secondary school education due to

involvement in delinquent behaviours which has led to dropout, frustration, suspension or dismissal from school.

RESEARCH OBJECTIVE

1. Parental education background on student's delinquent behaviour tendencies in public secondary schools in Akwa Ibom State.
2. Parental material care on student's delinquent behaviour tendencies in public secondary schools in Akwa Ibom State.

RESEARCH QUESTION

1. What influence does parental educational background have on delinquent behavior tendencies of public secondary school students in Akwa Ibom State?
2. What influence does material care have on delinquent behaviour tendencies of public secondary school students in Akwa Ibom State?

RESEARCH HYPOTHESIS

- Ho₁ Parental educational background does not significantly influence delinquent behaviour tendencies of secondary school students in Akwa Ibom State.
- Ho₂ Parental material care does not significantly influence delinquent behaviour tendencies of secondary school students in Akwa Ibom State.

CONCEPTUAL REVIEW

Delinquent Behaviour Tendencies

Delinquent behaviour is defined as a criminal action committed by a human being confronting the laws of the civil society. Crime understanding is based on the principle of normalization, which means that an individual's guilt is based on the norms and laws applicable in the civil society. The society conducts control over individual behaviour not only by the applicable legislation but also by ethical and moral norms of the society. The crime is a specific form of a behaviour that is different from other types of behaviour in its contextual load and the community's assessment of it (Bornstein, 2019). Behaviour that goes against the norms and value system of a given community, state or nation is one of the important issues faced by most nations of the world today. These forms of behaviour are sometimes perpetuated by the teens (adolescents) in diverse capacities. Thus, it appears to be on the rise despite the social awareness of the ills of delinquency/crime (Ifedigbo and Mbah, 2015).

Juvenile delinquency is a multifaceted and complex concept, with numerous causative factors contributing to its nature and scope. Defining the concept universally poses challenges, given the variations from one researcher to another and from one society to another. In simpler terms, juvenile delinquency refers to deviant behaviours carried out by teenagers who have not yet reached the legally approved adult age. Put succinctly, any deviant conduct exhibited by individuals under the age of 18 (as per the standards in many countries) falls under the classification of juvenile delinquency. According to Sambo (2018), juvenile delinquency encompasses offensive and prohibitive acts committed by young people, typically under the age of 21. Behaviour that goes against the norms and value system of a

given community, state or nation is one of the important issues faced by most nations of the world today. These forms of behaviour are sometimes perpetuated by the teens (adolescents) in diverse capacities. Thus, it appears to be on the rise despite the social awareness of the ills of delinquency/crime (Ogunwale, 2015).

Deviant behaviour denote the acts, beliefs and characteristics that violate major social norms and are more likely to attract, condemnation, stigma, social isolation, censure, and punishment by relevant audiences (Goode, 2015). Deviant behaviour is considered through a social process and communication (Foster, 2015). Furthermore, what is considered as deviant behaviour varies between audiences, social circles, settings, circumstances, and situations (Goode, 2015). This implies that what is considered as deviance differs according to the setting or society and period; what is considered to be deviant in some societies might be normal in others. Although there are differences in the way scholars define deviance, it is important to note that there are some striking similarities. For example, there is a consensus that deviant behaviour departs from social norms or ways of doing things that are approved by society, and has consequences. Deviant behaviour varies from one society to another. It is certain that what might be seen as normal behaviour in another community might be seen as abnormal in another. Opong (2018) opined that deviant behaviour is a disease that is against transparency, justice and fair play.

Delinquent behaviour tendencies was significantly influenced by internal psychological traits such as low self-control, high impulsivity, emotional instability, aggressiveness, low empathy, and a negative attitude toward social norms and rules. The study emphasized that these psychological characteristics do not only differentiate adolescents with delinquent behaviours from those with drug addiction or normative development but also highlight the need for early psychological assessment and intervention (Rasskazova *et al.*, 2019).

Delinquent behavior is seen as antisocial status or criminal acts committed by minor's action that would constitute standard criminal offenses if committed by adults. These can range from truancy, vandalism, theft, or assault to more severe violations. Therefore, behaviour pertaining to delinquent behaviour is a developmental outcome of dysfunctional family dynamics such as poor parental supervision, conflict, neglect, or harsh discipline which diminish emotional attachment and foster antisocial tendencies in youth. That conceptual framing ties delinquent behaviour to processes within the family unit, suggesting it develops through a combination of learned patterns, weakened bonds, and lack of moral guidance. It was suggested that dysfunctional family setups, especially single-parent households, correlate with higher incidences of delinquent acts such as stealing, drug abuse, and truancy (Naboth, 2020; Papakitsou, 2024).

Parent's education has to do with educational qualification or attainment of the parents. There are parents with high formal education and those with no formal education. Education of the parents must have influence on the educational attainments of the children in the school. Parental Educational Background (PEB) refers to the highest level of education completed by parents, which could be a significant factor in shaping a child's educational outcomes, opportunities, and future success. The educational qualifications or attainment of parents also influence a child's academic performance. Students from parents with high formal educational qualification tend to perform better than children from parents with low levels of formals education (Datta, 2014). This is because parents with high formal education provide adequate intellectual and environmental stimulation for their children's academic

growth and development than their educational counterparts. Basically, children of parents with formal education have access to intellectual stimulating materials such as magazines, audio, visual, audio-visual and internet access, pictorial readings among other things which aid their academic growth; this is coupled with the attitudes willingness and ability of parents to educate their children. Children of parents with high formal education tend to find learning interesting and stimulating the ready assistance from their literate parents.

Education is universally recognized as a foundational pillar of personal and societal development. An individual's educational background, comprising the level and type of education received significantly influences their skills, knowledge, and competencies. Educational background serves as a key driver of social mobility, affecting an individual's ability to improve their socioeconomic status. Access to quality education can break the cycle of poverty and open doors for marginalized communities. Studies indicate that individuals from lower-income backgrounds who attain higher education experience increased social mobility, highlighting the transformative potential of education (Jireh, 2022). Education also plays a vital role in promoting civic engagement and community participation. According to Putnam (2015), individuals with higher educational attainment are more likely to vote, volunteer, and engage in community service. This increased civic involvement contributes to social cohesion and strengthens democratic processes, making education a crucial component of a healthy society. Parents with higher levels of educational attainment attach more importance and value to education compared to parents with lower formal education, and can provide activities that stimulate and promote cognitive and intellectual development of children (Sengönül, 2022).

Basically, children of parents with formal education have access to intellectual stimulating materials such as magazines, audio, visual, audio-visual and internet access, pictorial readings among other things which aid their academic growth; this is coupled with the attitudes willingness and ability of parents to educate their children. Children of parents with high formal education tend to find learning interesting and stimulating the ready assistance from their literate parents (Sarkinfadaand Kanoma, 2022). The awareness of parents in providing motivational attention and encouragement is caused by a fairly low level of awareness. Furthermore, the lack of parents' awareness in providing attention can also affect children's learning outcomes. Parents in wealthier families tend to have higher educational expectations for their children's education and academic achievement, and therefore devote, spend, and invest more resources in promoting, nurturing, and enhancing their children's cognitive, intellectual, and academic development. On the other hand, parents in lower-socioeconomic status may decrease their educational expectations for their children owing to the negative impact of lower education, poverty, limited economic resources, less income, or economic hardships (Renet *et al.*, 2021).

According to Solon (2017), children whose parents possess a higher level of education tend to perform better academically, exhibit higher standardized test scores, and achieve higher educational attainment themselves. This relationship can be attributed to several factors, including the level of verbal stimulation provided by educated parents, access to educational resources, and parental involvement in schooling (Domina, 2015). Creating inclusive educational environments that cater to diverse learning needs is essential. Educational background serves as a critical determinant of individual and societal outcomes. Recognizing the profound impact of education on economic opportunity, social mobility, and civic engagement is essential for policymakers and educational institutions.

Moreover, children from educated backgrounds often benefit from greater exposure to diverse social networks and experiences that contribute to their social skills and emotional intelligence. Educational attainment is associated with enhanced parenting competencies, which, in turn, can lead to improved social outcomes for children (Hauta 2016). According to Sengönül, (2022), research asserts that when parents are involved and engaged in their child's learning at home, and when they volunteer at school and attend parent-teacher conferences, children can derive benefit from many mechanisms such as modeling, reinforcing and development of positive feelings towards learning and school and teachers.

Parental characteristics as well as education and socialization processes in the family may affect the educational expectations for children and adolescents. Parents in wealthier families tend to have higher educational expectations for their children's education and academic achievement, and therefore devote, spend, and invest more resources in promoting, nurturing, and enhancing their children's cognitive, intellectual, and academic development (Bowen, 2018). High educational backgrounds parents are considered to have broad knowledge thus parents can assist their children whom face difficulties in understanding learning material by providing in-depth explanations (Shinta and Almuntaqo , 2022).

The level of educational attainment of parents could influence the academic achievement of their children. According to (EU) European Union Monitoring Report (2017), those students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. Kassim *et al.* (2018) examined the causal-effects of parents' education, profession and mother's age on students' attainments. The results revealed that parents' education has the vital influence on the academic achievement of students.

PARENTAL MATERIAL CARE

Parental care refers to any form of behaviour exhibited by parents that enhances the survival and well-being of their offspring. It involves various actions taken by parents to provide protection, nourishment, and support to their young, increasing the likelihood of their survival (Ranjan, 2020). It also refers to the intentional provision of essential physical resources and necessities that play a vital role in supporting a child's growth and overall development. This includes a range of items such as nutritious food, safe housing, clothing, educational materials, and healthcare. Ensuring that children have access to these fundamental needs, parents help create a nurturing environment that fosters both physical health and emotional well-being, enabling them to thrive and reach their full potential (Idiong, 2020). Adolescents desire to possess trendy commodities which may contribute to delinquent behavior such as stealing, whereas, adequate material possession and material consumption often lead to happiness (Sheket *et al.*, 2022).

Children require adequate nutrition and comprehensive healthcare to foster their physical growth and overall development. Malnutrition, arising from a lack of access to nutritious food or poor dietary choices, can lead to significant developmental delays that affect both physical and cognitive growth (Orfah, 2019). Furthermore, health issues stemming from malnutrition can have lasting effects on a child's overall well-being and future achievements.

A stable and resource-rich environment is essential for promoting emotional security in children. Such environments help alleviate anxiety and reduce behavioral problems, enabling children to cultivate a sense of safety and belonging. When children feel secure, they are better equipped to navigate challenges and develop resilience. Additionally, children who

receive sufficient material care including access to proper nutrition, healthcare, and safe living conditions are more likely to exhibit higher levels of self-esteem. This positive self-image enhances their confidence and strengthens their ability to face life's challenges. Access to quality educational materials and a supportive learning environment is crucial for shaping a child's academic experience. These resources significantly enhance a child's capacity to learn and succeed in school. Typically, children from resource-rich backgrounds benefit from more educational opportunities, which tends to lead to better academic performance compared to their peers from less advantaged circumstances. The interplay of nutrition, healthcare, emotional support, and educational opportunities create a strong foundation for children to thrive and realize their full potential (Fanson, 2023).

Government policies significantly influence the well-being of families, serving as foundational support mechanisms. Families from different cultural backgrounds often hold distinct expectations regarding parental roles and the allocation of resources, which can vary widely. Understanding these cultural norms is essential for creating effective support strategies and intervention programmes that resonate with the families they aim to assist. For instance, programmes that provide subsidized childcare are crucial as they allow parents to balance work and family responsibilities more effectively (Karl, 2021). Similarly, access to healthcare services and educational grants can alleviate financial strain, enabling parents to focus more on nurturing and providing for their children.

Cultural backgrounds also play a critical role in shaping parenting styles, which further affects the approach to material care (Josef and Malop, 2018). In collectivist cultures, for example, there is often a greater emphasis on communal support and shared resources, where extended families and communities play active roles in child-rearing (Pier, 2017). This perspective encourages a collaborative approach to care-giving, which can lead to richer supportive networks for parents and children alike. Understanding these dynamics can enhance the implementation of policies that genuinely meet the needs of diverse family structures.

Working parents often encounter significant challenges in balancing their professional obligations with the need to provide appropriate care and resources for their children. This difficulty is exacerbated for those who may be experiencing mental health challenges, as they might find it particularly hard to fulfill their children's material and emotional needs (Viceroy, 2017). This situation highlights the critical importance of integrated support services that can offer comprehensive assistance. Such services are essential for helping parents manage their responsibilities effectively, ensuring that both their own well-being and their children's needs are adequately addressed.

Parental material care, as explored by Nseabasi (2015), is framed within the context of family structure and supervision. The study posits that inadequate provision of basic needs—such as food, clothing, and educational materials which can lead to frustration and deviant behavior among adolescents. Drawing from social disorganization theory, the framework suggests that students from broken or economically strained homes are more likely to engage in delinquent acts like truancy, cultism, and theft. The absence of consistent parental presence and material support weakens the internalization of societal norms, making adolescents vulnerable to peer pressure and antisocial tendencies.

Imasuen (2024) expands this framework by examining how single parenthood, polygamous family settings, and socio-economic status predict adolescent delinquency. The study argues that material deprivation in single-parent and polygamous households often

results in emotional neglect and poor supervision. Adolescents in such homes may lack access to quality education, healthcare, and recreational outlets, which are essential for healthy development. The framework integrates strain theory, suggesting that when legitimate means of achieving goals are blocked due to poverty, adolescents may resort to deviant behaviors as alternative coping mechanisms.

METHODOLOGY

The ex-post facto research design would be used for the study. This study will be conducted in Akwa Ibom State, Nigeria. The population of the present study will comprise all the 1084 senior secondary two students in the public secondary schools in Akwa Ibom State. A sample size of 1084 senior secondary two (SS2) students will be selected for the study using multistage sampling procedure. The instrument for the study would be a structured questionnaire developed by the researcher titled “Parental Variables and Delinquent Behaviour Tendencies Questionnaire” (PVDBQ). The essence of validation is to ensure that the research instrument measures what it is expected to measure. Data obtained from the questionnaire will be used to answer the research questions and test the hypotheses. The statistical tools which will be used for analyses will be multiple regression analysis.

DATA ANALYSIS AND RESULTS

Research question 1

The research question 1 sought to find out the influence of parental educational background on delinquent behavior tendencies of public secondary school students in Akwa Ibom State. Descriptive statistics was used to answer the research question. (see table 1)

Table 1: Descriptive statistics of the influence of parental educational background on delinquent behavior tendencies of public secondary school students in Akwa Ibom State

Groups	N	\bar{X}	SD
FSLC	162	35.67**	2.17
Sch certificate	162	33.43	0.58
ND, NCE and equivalent	376	30.81	1.59
Degree, HND and equivalent	269	28.68	1.59
Higher degree	108	23.50*	2.51
Total	1077	30.60	3.79

**** The highest weighted mean**

***the lowest weighted mean**

Table 1 present the descriptive statistics of the influence of parental educational background on delinquent behavior tendencies of public secondary school students in Akwa Ibom State. From the result it was observed that students whose parents have first school living certificate were more identified with delinquent behaviour tendency (35.67), while students whose parent have higher degree were less identified with delinquent behaviour tendency (23.50)

Research question 2

The research question 2 sought to find out the influence of parental material care on student’s delinquent behaviour tendencies in public secondary schools in Akwa Ibom State. weighted mean was used answer the research question (See table 2)

Table 2: Weighted mean of the influence of parental material care on student’s delinquent behaviour tendencies in public secondary schools in Akwa Ibom State.

Parental material care on student’s delinquent behaviour tendencies	Weighted mean	Remarks
My parents provide everything I need to keep me happy in school	1.75*	L
My parents hardly provide enough exercise book for me	3.30	H
My parents Provide food for me every day	2.60	H
My parents do not change my uniform when necessary	2.95	H
My parents make me feel neglected	2.25	L
They do not care about my wellbeing	2.30	L
My parents struggle to afford my school fees	3.45**	H
My parents make sure that I change my school sandal regularly	3.30	H

**** The highest weighted mean
*The lowest weighted mean**

mean

The above table 2 presents the results of the weighted mean of parental material care on student’s delinquent behaviour tendencies in public secondary schools in Akwa Ibom State. From the result it was observed that the component of “parental material care on student’s delinquent behaviour tendencies in public secondary schools in Akwa Ibom States” that aligned with most respondents was” parentsstruggling to afford the child school fees” (3.45), while the component that aligned with least number of respondents was “parents who provide everything their kids need to keep them happy in school.” (1.75).

Hypothesis Testing

Hypothesis one: The null hypothesis states that there is no significant extent to which parental educational background has on delinquent behavior tendencies of public secondary school

students in Akwa Ibom State. In order to answer the hypothesis, One-way analysis of variance was performed on the data (see table 4.9)

TABLE 3: One-way analysis of variance of the parental educational background on delinquent behavior tendencies of public secondary school students in Akwa Ibom State

Groups	N	\bar{X}	SD
FSLC	162	35.75	2.17
Sch Certificate	162	33.43	0.58
ND, NCE and equivalent	376	30.81	1.59
Degree, HND and equivalent	269	28.68	1.59
Higher degree	108	23.50	2.51
Total	1077	30.60	3.70

Source of variance	SS	Df	Ms	F
Between group	11903.28	4	2975.82	1129.7*
Within group	2823.84	1072	2.634	
Total	14727.11	1076		

***Significant at 0.05 level; df = 4 & 1072, Critical F-value = 2.80**

Table 3 Shows that the calculated F-value of (1129.7) was obtained after testing for significance at 0.05 alpha level with 4 & 1072 degrees of freedom. The calculated F-value (1129.7) was greater than the table F-value (2.80). Hence, the result was significant, and this means that parental educational background significantly influences delinquent behavior tendencies of public secondary school students in Akwa Ibom State.

Hypothesis two: The null hypothesis states that there is no significant influence of parental material care on delinquent behavior tendencies of secondary school students in Akwa Ibom State. In order to test the hypothesis simple regression was used to analyse the data, (see table 4).

Table: 4 Simple regression of parental material care on delinquent behaviour tendencies of secondary school students in Akwa Ibom State

Model	R	R Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.39a	0.151	0.150	3.19	0.151

***Significant at 0.05 level; df =1075; N =1077; critical r-value = 0.062**

The table 4 shows that the calculated R-value 0.39 was greater than the critical R-value of 0.062 at 0.05 alpha level with 1075 degree of freedom. The R-square value of 0.151 predicts 15.1% of the influence of parental material care on delinquent behaviour tendencies. This rate

of percentage is highly positive and therefore means that there is significant influence of parental material care on delinquent behavior.

Table: 5: Analysis of variance of the difference in the influence of Parental material care on delinquent behaviour tendencies

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2227.668	1	2227.668	191.69	.000 ^b
Residual	12499.442	1075	11.627		
Total	14727.110	1076			

The above table 5 presents the calculated F-value as (191.69) and the probability f-value as (000). Being that the critical f-value (000a) is below the probability level of 0.05, with 1 & 1075 degree of freedom, the result means that there is significant influence in each case of parental material care exerted on student delinquent behaviour.

CONCLUSION

In conclusion, The study shows how various parental factors play a significant role in shaping behavior among secondary school students in Akwa Ibom State. The findings indicate that parental educational background and material care significantly influence the behavioral outcomes of adolescents. The study demonstrates that delinquent behavior among secondary school students in Akwa Ibom State is strongly influenced by parental attributes and home conditions. A positive and supportive parent–child relationship was seen to reduce the likelihood of delinquent behavior, whereas parental substance use was associated with higher tendencies toward deviance.

RECOMMENDATIONS

- Schools, communities, and counsellors should identify and mentor students from low education homes more closely, helping them build positive values and self-control regardless of their parents' education level. Students from low-education homes should seek extra academic and moral support. Since students whose parents have lower educational qualifications schools should encourage such students to join academic clubs, peer study groups and moral instruction programmes.
- Students should develop positive coping strategies when material care is inadequate. Since many students agreed that their parents struggle to afford school fees and basic learning materials, schools and NGOs should provide support schemes such as scholarships, book banks, feeding programmes, uniform support to students who experience financial hardship. They should be encouraged to apply for these supports and avoid using material lack as an excuse for stealing, bullying, or other delinquent behaviours.

REFERENCES

- Bello, M. (2018). Cultural influences on delinquent behavior in Nigerian society. *Journal of Cultural and Social Studies*, 8(3), 190-205.
- Bornstein, M. H. (2019). Parenting and child development. *Child Development Perspectives*, 13(1), 40-45.
- Bowen, N. K. (2018). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*, 43, 193-215.
- Datta, D. (2014). Environmental factors affecting attitude towards science and mathematics. *Journal of Educational Psychology*, 91(1): 382-394.
- Dishion, T. J., Patterson, G. R. (2016). The development and ecology of anti-social behaviour in children and adolescents. *Developmental Psychology*. Wiley: Hoboken, NJ, USA, 3: 503-541.
- Elujekwute, I., Okwara, O., and Ndukwe, I. (2021). Social Vices in Nigerian Secondary Schools: An Analysis of Causes and Solutions. *Nigerian Educational Review*, 34(1), 71-85.
- Fanson, O. (2023). *The interplay of nutrition, healthcare, emotional support on academic achievement of students*. <https://www.jiwaji.edu>(Retrieved on May 27th 2025).
- Goode, E. (2015). *The Case of Deviance*. Routledge, 7p.
- Hauta, L. (2016). *Educational attainment for sustainable development*. <https://saudijournals.com>.(Retrieved on April 10 2025).
- Idiong, S. (2020). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press, 54p.
- Ifedigbo, H. and Mbah, O. (2015). Parental education levels and child behavior: An empirical study. *Journal of Family Studies*, 9(2): 142-158.
- Imasuen, K., and Iyamu, I. F. (2024). Single parenthood, polygamy and family socio-economic status as predictor of adolescent delinquency among senior secondary school students in Oredo Local Government Area, Edo State. *Lafia Journal of Education*, 5(2), 74-86.
- Jireh, U.(2022). A contextual view of levels of education with their levels of income. *Journal of Social Sciences*, 6: 32 – 48.
- Josef, K. and Malop, P. (2018). Cultural practices and mental wellbeing of scholars in Jordan City Schools. *International Journal of Educational Management*, 2(3): 22 – 45.

- Karl, H. (2021). *An advocacy for the provision of basic amenities as benefits of democracy in developing Nations*. <https://www.goalparacollege.ac.in> (Retrieved on 27th May 2025).
- Naboth, H., Nwafor, A., and Ikpah, G. U. (2020). Influence of Family Structure on the Incidence of Juvenile Delinquency among Public Senior Secondary Schools Students in Rivers State. *International Journal of Innovative Psychology and Social Development*, 8(4), 84-94.
- Nseabasi, A. S. (2015). *Influence of family variables on juvenile delinquency among students in Oron Education Zone of Akwa Ibom State, Nigeria*.
- Nurjan, S., Tjahjono, H. K., and Yamin, M. N. (2016). Trends in the adolescent delinquency behavior at the Institute of Islamic Education Ponorogo District.
- Onsando, E., Mwenje, M. K., and Githui, P. (2021). The influence of parenting style on male juvenile delinquency: A case of Kamiti Youth Correction and Training Center (KYCTC), Kiambu County, Kenya. *European journal of humanities and social sciences*, 1(3), 21-29.
- Orfah, H. (2019). *How care dynamics as influences of scholastic adjustment of undergraduates*. <https://www.scribd.com>(Retrieved on May 6th 2025).
- Pier, U. (2017). An overview of collectivist cultural practices. <https://erp.ydpgcollege.co.in> (Retrieved on May 20th 2025).
- Ranga, A., and Kavita, M. (2021). Psychological and theoretical perspectives on juvenile delinquency. *Indian Journal of Psychological Science* 14(2).
- Ranjan, R. (2020). *Maturation and care of mammals*. <https://instruct.uwo.ca>(Retrieved on May 28th 2025).
- Ren, Y., Zhang, F., Jiang, Y. and Huang, S. (2021). Family socioeconomic status, educational expectations, and academic achievement among Chinese rural-to-urban migrant adolescents: The protective role of subjective socioeconomic status. *Journal of Early Adolescence*, 41(8): 1129-1150.
- Sambo N., Agak, J. and Kabuka, E. (2018). Impact of discipline on academic performance of pupils in public primary schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice*, 7(6):164-173.
- Sarkinfa, H. and Kanoma, B. (2022). Parental background and academic performance of primary school pupils in Maru Local Government Education Authority, Zamfara State-Nigeria: implications for sociology of education. *Journal of Advances in Education and Philosophy*, 6(8): 437-444.
- Sengönül, T. (2022). A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship. *Pegem Journal of Education and Instruction*, 12 (2): 32-57.

Shek, D. T., Dou, D., Zhu, X., Li, X., and Tan, L. (2022). *Materialism, egocentrism and delinquent behavior in Chinese adolescents in mainland China: A short-term longitudinal study. International Journal of Environmental Research and Public Health*, 19(8), 4912.

Shinta. R. D. and Almuntaqo, Z. (2022). The effect of educational background level and age of parents towards students' learning outcomes in online learning. *Elementary School Journal*, 9: 48 – 54

Solon, G. (2017). Intergenerational income mobility in Sweden compared to the United States. *Journal of Economic Perspectives*, 21(3): 197-208.

Viceroy, V. (2017). *Work-life balance: A call for parents to create adequate time for family responsibilities*. <https://digital.csic.es>(Retrieved on May 29th 2025).