

INFLUENCE OF PARENTAL SOCIO-ECONOMIC FACTORS ON THE DELINQUENT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN IBADAN, OYO STATE

Abdul-lateef B. ADEOTI

E mail: abdullateefadeoti@gmail.com

Abiodun ADEWOLE

and

Odinkemere Jecinta AMARACHI

Department of Social Work,
University of Ibadan, Ibadan Nigeria

Abstract

*This study investigated the influence of parental socio-economic factors on the delinquent behaviour among secondary school students in Ibadan North Local Government Area of Oyo State. The study adopted the descriptive survey research design while Social Learning Theory was adopted as a theoretical guide. Two hundred secondary school students were selected for the study using simple random sampling technique. The research instruments used to collect data were the Parental education scale with a Cronbach alpha reliability of 0.82; Parental income has a Cronbach alpha reliability of 0.79; while Parental occupation has a Cronbach alpha reliability of 0.84 and Delinquent behaviour has a Cronbach alpha reliability of 0.89. The data collected were analysed, using Pearson's Product Moment Correlation at 0.05 level of significance. The findings revealed that there was a positive significant relationship between parental education and delinquent behaviour ($r = .426, p < 0.05$). There was a significant relationship between parental income and delinquent behaviour ($r = .365, p < 0.05$). There was significant relationship between parental occupation and delinquent behaviour ($r = .429^{**}, p < 0.05$). The study concluded that the financial strength of a family could trigger delinquent behaviour among students. Consequently, it was recommended that parents and caregivers should endeavour to meet the needs of their children and wards as this would make them not to engage in delinquent behaviours.*

Keywords: Parental education, Parental income, Parent income, Delinquent behavior

Introduction

Juvenile delinquency has been a serious problem affecting many nations worldwide (Hoge, 2001; Du Preez and Luyt, 2011; Ladokun, 2010). The problem is not a new phenomenon at all. Goldson (2011) stated that the problem is "as old as 'problem families and the paranoiac discovery of alcohol beverages'". Goldson posited further

that juvenile delinquency is suffusing, albeit at variable levels. Juvenile delinquency is fast becoming one of largest problems facing many societies due to many different factors ranging from parental factors to bullying at schools (Mulvey, Edward, Carol, Schubert, and He Len Chung, 2007). Juvenile delinquency is an intractable problem

worldwide and has been increasing phenomenally by as much as 30 percent since the 1990s (World Youth Report, cited in Sheryln, 2008). Anti-social behaviours of young people have been posing a lot of problems to the wellness of Nigerians. Citizens, researchers and public officials view juvenile delinquency as a major social contemporary concern in Nigeria. Juvenile crimes witnessed in Nigeria include: drug abuse, cultism, bullying, truancy, examination malpractices, prostitution, theft and other socio vices (Ugwuoke, 2010; Sanni, Udoh, Okediji, Modo and Ezech, 2010).

Adolescence has been viewed by various scholars as a period of many transitions, which involves a process of confrontation with different tasks and demands on development. It is a time of change, exploration, exuberance and youthful knowledge seeking, therefore, scholars call it a tedious stage for the adolescent (Irwin, Burg and Cart, 2012). Adolescents show marked changes in their social relationships sometimes leading to the disruptions of the family system (Falaye, 2012). However, the period of adolescence occupies a special stage in every person's life. It is transitional stage of life between childhood and adulthood. According to World Health Organization (WHO), adolescent rages between the ages of 10 to 19, a period of accelerated growth and development. Adolescence is one of the most fascinating and difficult transition in a man's life span, a time of transformation from childhood to adulthood. It is also regarded as a period of storm and stress (Graber, Brooks-Gunn and Petersen, 2006). In the midst of these rapid physical, emotional, and social changes, adolescents begin to query adult behaviours and standards and the need for parental directive. It is also a time for individuals to

make significant decisions about their seriousness to academics, family, and perhaps sexual conduct. Many adolescents manage this transformation better while others experience major crisis and find themselves engaging in risky conducts and delinquent acts. Chauhan (2007) also posited that adolescence is the transient period of life in which the child experiences a number of changes. The researchers further opined that in this period, great changes occur in the personality in all developmental spheres of individuals. During this period of adolescence, young people begin to distinct themselves from their family, to join people of same age. Nothing can be more discouraging to the adolescent than to be rejected by people of the same age bracket (Vishala, 2008). Adolescents are mainly encouraged by their peers in such a way that their attitudes, beliefs and behaviours are conditioned by what is conceived to be obliged by other people. A parental view explains delinquent behaviour as disobedience, fighting with siblings, destroying property, stealing money from family members and among other things, threatening parents with violence. While a legal perspective considers persons under the age of 18 to be juveniles, hence, when they commit serious crimes like murder, they may be tried in court as adults (Steinberg, 1996 as cited in Nanyangwe, (2013). Delinquency is unwelcomed action, omission or moral behaviour of a juvenile which is socially not accepted in any society.

The theoretical orientation for this study was guided by Social Learning Theory by Albert Bandura (1977) in McLeod (2011) stating that behaviour is learned from the environment through the process of observational learning. Social Learning Theory originated from Albert Bandura, who believed that behaviourism alone could not

explain all things about learning. He believed that behaviour and the environment affected each other. The changes Bandura observed in a child's behaviour after watching an adult show of aggression gave him impetus to his Social Learning Theory. Bandura believed we could control our own behaviour through self-control. Self-control entails a person to self-observe, make judgments about our environment and ourselves, and self-response. People both influence and are influenced by the world around them. Social Learning Theory also known as observational learning occurs when an observer's behaviour changes after viewing the behaviour of a model. An observer's behaviour can be affected by the positive or negative display of behaviour seen. Social Learning Theory (or Observational Learning Theory) stipulates that people can learn new behaviours by observing others.

The influence of parental socio-economic factors on the delinquent behaviour among young adults in secondary schools has been examined by various scholars at different locations, especially pupils with families where parents have less education. They tend to systematically perform worse than pupils whose parents have higher education. They also engage in behaviour that is against the societal norm. Musarat (2013) posited that there is connection between parental education and students' behaviour. He further stated that students from educated parents have better overall total score than those from uneducated parents and also shun delinquent behaviour than children whose parents are less educated. He also pointed out that mothers' education has significant influence in students' behaviour. Students whose mothers are literate scored high in their examinations and also avoid delinquent behaviour. Femi (2012) also came up with

the result that the mean scores of students from educated parents were higher than scores of students from uneducated parents. Therefore, parental qualification has significance effects on students' delinquent behaviour and their academic performance.

Ahmad et al. (2013) posited that parents with an educational background would be in good position to assist their children at home. Also, they can guide and counsel the children on the best way to perform well in education and the type of behaviour they exhibit. It is also supported by Ekber (2013) in his research conducted on the 691 undergraduate senior students trained at the University of Suleyman Damirel. He found out that parents with high education provide a most conducive environment for their children to study and also monitor their behaviour. Students from parents with higher education perform academically well than their peers from uneducated parents and also exhibit acceptable behaviour in the college. Parents' educational background continues to draw the attention of many researchers, educationists, parents and administrators for the role it plays in motivating students' behaviour. In the light of this, a study conducted by Suresh (2012) on the impact of parents' level of education on parental involvement at home for high achievement, Indian students of Tamil School in Malaysia, showed that students from parents with higher degree scored higher in test and displayed low delinquent behaviour. High educated parents devoted a lot of time, energy, and money to help their children to do well in academic activities and also monitor them not to exhibit delinquent behaviour.

Kimani (2010) asserted that parental income has impact on juvenile delinquency. His research showed that all the family categories except the intact unit displayed

the highest correlation of crime in substance abuse category. The children in an intact family had a lower prevalence to go to the streets and take cannabis. In the felony category, all family units exhibited it as the lowest percentage of juvenile delinquency except the intact unit where the prevalence for murder was high. Single family unit structure had a high prevalence of sexual crime like involvement in sex and different cases. The highest percentage of juvenile delinquency was found to be in the school violation with the grand-parents structure showing the highest correlation. It is also children from father only and those who had a one-time lived in a kind of home where many children were offenders. He concluded that parental income has influence on juvenile delinquency among children. Ekpo and Ajake (2013) posited on the influence of family socio-economic status and delinquency among senior secondary school students in Calabar South, Cross River State, Nigeria. Their research revealed that there was crucial relationship between socio-economic status and juvenile delinquency. They further opined that students from poor family background are more delinquent than those from affluent family.

On parental occupation and delinquent behaviour, the relationship between occupation and delinquent behaviour is well documented in literature with the consensus being that occupation is one of the predictors of delinquent act. Low income families have been found to experience higher levels of stress – and invariably delinquent behaviour in their children than middle and high income families (Gureje, Lasebikan, Kola & Makanjuola, 2006; Ponnet, 2014, as cited in Cronin, Becher, Christians, Maher & Dibb, 2015). In a similar study undertaken by Heinrich (2014) he posited on the influence of occupation on delinquent behaviour after

making comparism of mothers who work versus those of housewives, avowed that employment influences delinquencies in opposing ways: on the positive side, it provides the financial means to meet parenting responsibilities while the disadvantage is that it limits the time available to spend with their wards.

Memo (2010) in his study on the impact of parental occupation on students' delinquent behaviour at secondary schools, found out that there was significant relationship between parents' occupation and students' delinquent behaviour. Students whose fathers have high rated profession, performed creditably in their academic and shun various forms of delinquent act than those students whose fathers have a less prestigious work. Fathers with the high profile occupation are in a better position to assist and encourage their children toward educational attainment and tailor them towards exhibiting good behaviours that are socially acceptable. They can provide whatever is needed to support and encourage their children morally, intellectually, spiritually and psychologically. But parents with less prestigious occupation due to instability and lack of financial resources cannot provide adequate modern facilities to enhance their children education and such children go ahead to exhibit delinquent behaviour that disrupt teaching and learning process. Mothers' occupation also influences students' delinquent behaviour. It was observed that students with mothers who have better occupation performed well in school work and shun delinquent behaviour than their peers from mothers with less prestigious occupation. Also, Saifullahi, (2011) asserted that parental occupation significantly influences students' achievement and behaviour. Farkhada (2013)

posited that gender and socio-economic status (occupation) influence the academic achievement and behaviours of high school students. He established that male and female students whose parents have high pay job perform academically well and exhibit socially acceptable behaviour than their peers whose parents have low pay job. High socio-economic status parents provide necessary facilities regarding their children education, health and understand their problems related to the adolescent period.

Faisal (2014) also affirmed the influence of parental socio-economic status on their involvement in their children's education and behaviour. He asserted that the relationship between parental occupation and parental involvement at home was moderate in some strategies. It shows that parents with the prestigious occupations are more likely to identify their children's problems. They also help them to do their homework by providing facilities necessary for learning and development by creating an enabling environment for them to exhibit socially acceptable behaviour.

Several studies have been conducted in the area of delinquent behaviours among different age categories. Therefore, this study examined the influence of parental socio-economic factors such as education, income and occupation on the delinquent behaviour among secondary school students in Ibadan, Oyo State. The study is necessary in view of the rising cases of delinquent behaviour among the adolescents in Ibadan North Local Government and reports from Oyo State Ministry of Social Welfare and Youths Development.

Research Hypotheses

Ho1: There is no significant relationship between parental education and delinquent behaviour of secondary school students in

Ibadan North Local Government Area, Oyo State.

Ho2: There is no significant relationship between parental income and delinquent behaviour of secondary school students in Ibadan North Local Government Area, Oyo State.

Ho3: There is no significant relationship among parental occupation, parental income and delinquent behaviour among secondary school students in Ibadan North Local Government Area, Oyo State.

Methodology

The survey research design was used for this study. It is the best method because it allows questionnaires to be distributed to fairly good number of samples for the study since the variables had already occurred. The target population of the study comprised all secondary school students in Ibadan North Local Government. A simple random sampling technique was used in the study to select two hundred (200) participants. The research instruments used for the study were namely: the parental education scale which has a Cronbach alpha reliability of 0.82, parental income which has a Cronbach alpha reliability of 0.79, while parental occupation has a Cronbach alpha reliability of 0.84 and delinquent behaviour has a Cronbach alpha reliability of 0.89. The items were adapted to measure the rate of delinquent behaviour among students. A structure questionnaire was used in data collection in the study. Two hundred (200) copies of questionnaire were administered to secondary school students in Ibadan North local government by the researchers and one research assistant. Explanation was made to the participants during the administration. Also, respondents were made to know the importance of participating in the study and essence of the research. The researcher assured them of confidentiality as the study would not pry

into their privacy and the results of the findings would only be meant for academic purposes. The study made use of descriptive and inferential statistics to analyse the data. Frequency count was used to analyse the

demographic characteristics of respondents, while Pearson's Product Moment Correlation (PPMC) was used to test the relationship between the independent variables and the dependent variable.

Results

Hypothesis 1: There is no significant relationship between parental education and delinquent behaviour among secondary school students in Ibadan North Local Government Area, Oyo state.

Table 1: **Summary of Pearson Product Moment Correlation Analysis Showing the Relationship between Parental Education and Delinquent Behaviour**

Variable	Mean	Std. Dev	N	Df	R	P	Remark
Parental education	79.4800	10.6643	200	198	.426**	0.05	Sig.
Delinquent behaviour	85.7950	10.8319					

Table 1 shows that there was significant relationship between parental education and delinquent behaviour ($r = .426^{**}$ $p < 0.05$). Hence, the null hypothesis was rejected. This implies that parental education had impact on delinquent behaviour of secondary school students in Ibadan North Local Government Area of Oyo State. This means that the

educational status of parents goes a long way in determining the kind of behaviour their children and wards would exhibit.

Hypothesis 2: There is no significant relationship between parental income and delinquent behaviour secondary school students in Ibadan North Local Government Area, Oyo State.

Table 2: **Summary of Pearson Product Moment Correlation Analysis Showing the Relationship between Parental Income and Delinquent Behaviour**

Variable	Mean	Std. Dev	N	Df	R	P	Remark
Parental income	47.6000	19.4833	200	198	.365**	0.05	Sig.
Delinquent behaviour	85.7950	10.8319					

Table 2 shows that there was significant relationship between parental income and delinquent behaviour ($r = .365^{**}$ $p < 0.05$). Hence, the null hypothesis was accepted. This implies that parental income had impact on delinquent behaviour of secondary school students in Ibadan

North Local Government Area of Oyo state. This means that the level of income of one's parents could determine the type of behaviour that would be exhibited by such children.

Hypothesis 3: There is no significant relationship between parental occupation and delinquent behaviour among secondary school students in Ibadan North Local Government Area, Oyo State.

Table 3 Summary of Pearson Product Moment Correlation Analysis Showing the Relationship between Parental Occupation and Delinquent Behaviour

Variable	Mean	Std. Dev	N	Df	R	P	Remark
Parental occupation	46.6010	11.4230	200	198	.429**	0.05	Sig.
Delinquent behaviour	85.7950	10.8319					

Table 3 shows that there was significant relationship between parental occupation and delinquent behaviour ($r = .429^{**}$ $p < 0.05$). Hence, the null hypothesis was accepted. This implies that parental occupation had impact on delinquent behaviour of secondary school students in Ibadan North Local Government Area of Oyo State. This means that the type of occupation one's parents are engaged in could determine the behaviour of such individual. If parents are engaged in occupations that take most of their time, they may not have time to take care of their children and wards which could predisposed them to engaging in delinquent behaviour.

Discussions

The study found out that there was significant relationship between parental income and delinquent behaviour ($r = .365^{**}$ $p < 0.05$) of secondary school students in Ibadan North Local Government Area of Oyo State. The finding is in tandem with the work of Kimani, (2010) who opined that all the family categories except the intact unit displayed the highest correlation of crime in substance abuse category. The children in an intact family had a lower prevalence to go to

the streets and also take cannabis. In the felony category, all family units exhibited it as the lowest percentage of juvenile delinquency except the intact unit where the prevalence for murder was high. Single family unit structure had a high prevalence of sexual crime like involvement in sex and different cases. The highest percentage of juvenile delinquency was found to be in the school violation with the grandparents' structure showing the highest correlation. He also concluded that parental income has influence on juvenile delinquency among children. The findings also corroborated the work of Ekpo and Ajake (2013) on the influence of family socio-economic status and delinquency among senior secondary school students in Calabar. It further revealed that there was significant relationship between socio-economic status and juvenile delinquency and that students from low socio-economic parents are more delinquent than those from high socio-economic status.

Finally, the findings indicated that there was a significant relationship between parental occupation and delinquent behaviour ($r = .429^{**}$ $p < 0.05$) of secondary school

students in Ibadan North Local Government Area. The finding is supported by existing literature with the consensus being that occupation is one of the predictors of delinquent behaviour. Low income families have been found to experience higher levels of stress – and invariably delinquent behaviour in their children than middle and high income families (Gureje, Lasebikan, Kola & Makanjuola, 2006; Ponnet, 2014, as cited in Cronin, Becher, Christians, Maher & Dibb, 2015; Grant, Compas, Thurm and Gipson, 2004). Another study by Heinrich (2014) on the influence of occupation on delinquent behaviour, based on comparison of mothers who work versus those who do not, avowed that employment influences delinquencies in opposing ways: on the positive side, it provides the financial means to meet parenting obligations while the disadvantage is that it reduces the time available to spend with their children and wards.

Conclusion

It was observed from the results of the findings that there was significant relationship between parental education and delinquent behaviours of secondary school students. Also, parental income was found to have positive relationship with delinquent behaviour of secondary school students. There was also significant relationship between parental occupation and delinquent behaviour of secondary school students. It could be concluded that the financial strength of a family could trigger delinquent behaviour among students. If the parental income is low, it could trigger students to start following their other peers by engaging in some delinquent acts that could fetch them money. In addition, if parents of the students did not have formal education, such parents may not know how to handle their children

properly because they do not know the value that education brings. Also, if the type of job that the students' parents do take their time, they may not have the time to monitor their children and wards properly, this could expose them to delinquent behaviours such as stealing, pilfering, fighting, truancy among others.

Recommendations

The study recommends an intensive orientation and re-orientation of secondary school students and stakeholders on their perception on delinquent behaviour. To this end, teachers, social workers and all other stakeholders must be at alert and sensitive to these growing trends. The implication of this is that it could lead to civil unrest in the society in future. It is against this background that all concerned stakeholders in Nigeria should embark on intensive studies to identify socio-economic status and other factors that could influence delinquent behaviour among secondary school students and to find solution to the factors.

In order to reduce the rate of delinquent behaviour among secondary school students, the following recommendations were made, based on the findings of the study:

- There should be a wide range of public enlightenment through the mass media on the negative effects of delinquent behaviour on the students and the society at large.
- Parents should make sure that they take time out of their busy schedule to monitor their children and wards so as to know the type of behaviour they exhibit and to correct them if they are exhibiting behaviours that are not socially acceptable.

- Parents and caregivers should try as much as possible to meet the needs of their children and wards as this would make them not to engage in delinquent behaviour like truancy, stealing, pilfering, bullying just to mention a few. If some of these needs are met, it would make such children to concentrate on their school work and also shun any form of delinquencies.
- Schools should inculcate in their students morals and values as this would make students to shun any form of delinquent behaviour in order to prepare them for future life challenge.
- Government should make strict laws on delinquencies, as any individual caught in this act should be reprimanded and taken to juvenile home for correction. This will serve as a deterrent to other students who have the minds of engaging in these acts.
- Schools curricula must be re-designed to include the teaching of the causes, effects and preventions of delinquencies among children. This will familiarise the children with, especially, the evils inherent in turning to delinquency.
- Clubs and associations like Boys Scout, Boys Brigade, Girls Guild, Red Cross, Rotaract Club just to mention a few, must be encouraged among adolescents and youth. This will dissuade them from delinquency and equally provide the opportunity to learn spirit of good behaviour.
- Every school must have formidable counselling units to assist the

children who have one problem or the other.

References

- Ahmad, K. and Naeema, B. (2013). Influence of socioeconomic and educational background of parents on their children's education in Nigeria. *International Journal of Scientific and Research Publications*, Volume 3.
- Ahmar, F., and Anwar, E. (2013). Socio-economic status and its relation to academic achievement of higher secondary school students. *IOSR Journal of Humanities and Social Science*, 13(6), 13-20
- Amin, M., and Naseer, R. (2013). Pakistan-US mistrust and regional security challenges in South Asia: a prolonged indecisive, futile war seeks end. *Margalla Papers*, 17(1), 153-176.
- Bandura, A. (1973) *Aggression: A social learning analysis*. New Jersey: Prentice-Hall; 1973.
- .Chauhan, N.S., (2007). Family violence, television viewing habits, and other adolescent experiences related to criminal violence. *Criminology*, 24, 235-267.
- Cronin, S., Becher, E. H., Christians, K. S., Maher, M., & Dibb, S. (2015). *Parents and stress: Understanding experiences, context and responses*. St. Paul, MN: University of Minnesota Extension.

- Du Preez, N and Luyt, W. (2011). Fundamentals and developmental psychology in youth corrections. (2nd ed) Pretoria: Unisa Press.
- Ekber, T. & Gokhan, P. (2013). The effects of socioeconomic characteristics of students on their academic achievement in high education. *American Journal of Educational Research*, Volume1, Issue 10.
- Ekpo, T. E., & Ajake, U. E. (2013). Family Socio-Economic Status and Delinquency Among Senior Secondary School Students in Calabar South. *Cross River State, Nigeria*.
- Falaye, A. (2012). Perceived susceptibility to HIV/AIDS of adolescent girls in selected endemic areas in Nigeria *Journal of Research in Development*.
- Femi, O. L., Ibrahim, A., and Aliyu, S. (2012). Clinical profile of parkinsonian disorders in the tropics: Experience at Kano, Northwestern Nigeria. *Journal of Neurosciences in Rural Practice*, 3(03), 237-241.
- Goldson, B. (2011). Youth in crisis? 'Gangs' territoriality and violence. London & New York: Routledge: Taylor & Francis Group.
- Graber, J. A., Brooks-Gunn, J., and Petersen, A. C. (2006). Transitions through adolescence: Interpersonal domains and context. Mahwah, NJ: Lawrence Erlbaum.
- Gureje, O., Lasebikan, V. O., Kola, L., & Makanjuola, V. A. (2006). Lifetime and 12-month prevalence of mental disorders in the Nigerian Survey of Mental Health and Well-Being. *The British Journal of Psychiatry*, 188(5), 465-471.
- Hoge, R.D. (2001). The Juvenile offender: theory, research and application. Boston, Dordrecht & London: Kluwer Academic Publishers.
- Irwin, C. E., Burg, S. J., and Cart, C. U. (2012). America's adolescents: Where have we been, where are we going? *Journal of Adolescent Health*, 31, 91-121.
- Kimani, G. N., Kara, A. M., & Njagi, L. W. (2013). Teacher Factors Influencing Students' Academic Achievement in Secondary Schools.
- Ladokun, A.O. (2010). Geographies of juvenile crime: a study of crime in selected high schools in East London. Master of Science. South Africa: University of Fort Hare.
- Mayor, M. (Ed). (2009). Longman dictionary of contemporary English. Pearson Education India
- Memo, G. R. Muhammad, F.J & Muhammad, A.K. (2010). Impact of parental socioeconomic status on students' educational achievement at secondary schools of district Malir, Karachi, *Middle East Journal of Scientific Research*, Vol. 6. No. 6..
- Mulvey, Edward P., Carol A. Schubert, and He Len Chung. (2007) "Service use after court involvement in a sample of serious adolescent

- offenders." *Children and Youth Services Review* 29, no 1-4: 518-544.
- Musgrave, T. D. (2000). Self-determination and national minorities. Oxford University Press.
- Nanyangwe, L. (2013). Familial correlates of delinquent behaviour among school going adolescents in Chingola, Zambia. A dissertation submitted in partial fulfillment of the requirements for the degree of Master of arts in child and adolescent psychology.
- Saifullah, S. (2011). Effect of socioeconomic status on students' achievement, *International Journal of Social Science and Education*, Vol. 1, issue 2.
- Sanni, K., Udoh, N., Okediji, A., Modo, F., and Ezech, N (2010). Family types and Juvenile delinquency Issues among secondary school students in Akwa Ibom State, Nigeria: Counselling implications. *Journal of Social Sciences*, 23 (1), 21 -28.
- Sheryln, T. (2008). The Effects of Family on Juvenile Delinquency. Retrieved On April20th, 2011 from [Http:// www. Marshal uniedu/essay/htm](http://www.Marshalluniversity.edu/essay/htm). PDF.
- Suresh, K. P., and Chandrashekara, S. (2012). Sample size estimation and power analysis for clinical research studies. *Journal of Human Reproductive Sciences*, 5(1), 7.
- Ugwuoke, C. (2010). Criminology: Explaining crime in the Nigerian context:Nsukka :Great AP Publishers Ltd.
- Vishala, E.M. (2008). Externalizing in preschoolers and early adolescents: A cross-study replication of a family model. *Development psychology*, 29: 3-18.
- Mulvey, Edward P., Carol A. Schubert, and He Len Chung. "Service use after court involvement in a sample of serious adolescent offenders." *Children and Youth Services Review* 29, no. 4 (2007): 518-544.