



Effects Of Juvenile Delinquency On Students' Social Adjustments At Secondary School Level In District Lakki Marwat

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ABSTRACT- Teenage students easily become delinquent. The researcher focused on the effects of juvenile delinquency on students. The study was a blend of different methods for which convergent parallel design (Quantitative and Qualitative) was applied. All Secondary school students, their parents, and teachers were the population of the study. The main purpose of the study was to probe the causes of juvenile delinquency and its adverse effects on the academic as well as social adjustment of students. For all Secondary School delinquent students (three boys and three girl schools) in Lakki City, their parents and teachers were the populations of the study. The sample of the study for the quantitative phase comprised of all the delinquent students mentioned by the school principals with a total of 72, less than 100. Data was delimited to district Lakki Marwat. For the qualitative phase, the sample included twelve teachers and twelve parents of juvenile delinquents whereas the same sample was taken for non-delinquent students and their parents for comparison. A self-developed questionnaire was used for juvenile delinquent students while open-ended interviews were used for teachers and parents to know their perceptions regarding causes of juvenile delinquency and its effects on students' academic performance and their social adjustment. Quantitative data were analyzed through SPSS by using descriptive statistics including percentage, frequency, Arithmetic Mean and Standard Deviation while Logistics Regression was used as inferential statistics by the researcher. Results and conclusions were drawn by revealing that juvenile delinquency had negative effects on students' academic performance and social adjustment.

Key Words: Juvenile Delinquency, School Students, Academic Performance, Social Adjustment, Lakki City.

I. INTRODUCTION

Juvenile Delinquency is commonly referred to as teenage crime. It is just like any crime all human beings commit but these crimes differ because they are committed by young people. This is why the judicial system doesn't punish young offenders like they punish adults (Byrne, 2017). Children who are at growing age make the foundations of society. The future of a nation depends on its youth. They become responsible citizens when they are given proper care, nourishment, training, and values along with materialistic necessities. It brings disastrous results in the form of malnourished and mal nurtured youth which can harm not only themselves but society at large too (Ali, Malik & Farooqi, 2018). Juvenile delinquency offence committed by minors who exhibit antisocial behavior and defy the accepted and established norms of society thus they are liable to create anarchy and unrest in larges sense (Span, 2002). There are many types of research in the world conducted on the same topic and they tried to explain the behavior and define the term. It is simply called children who defy the laws (Ozanne, Hill, & Newell, 1998). Definition of Juvenile delinquency by Merriam Webster is "a conduct by a juvenile characterized by antisocial behavior that is beyond parental control and therefore subject to legal action" and "a violation of the law committed by a juvenile and not punishable by death or life imprisonment". However, teenage offending can be taken as normative adolescent behavior (Steinberg, 2008). This is because the majority of teens irrespective of the country to which belong usually indulge in non-violent crimes in the name of adventure, thrill, and sometimes without any preplanning. If they repeat them or indulge in violent

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crimes it is a red signal. They are developing into hard-core criminals (Moffit, 2006). The fear of violence is also associated with several negative outcomes which include avoidance behavior such as bunking school, overprotective behaviors such as carrying a weapon to school, low academic achievement, and competency and decreasing transition into post-secondary education (Joana, 2001).

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The safety climate of a school can affect student fears. Being targeted and bullied by others is an important contributor to fear according to researchers, it greatly increases student's beliefs that they are in danger at school. Risky lifestyle, perceptions of danger from others, and personal psychobiological factors all combine to make a student highly fearful of his safety within school premises (Richard, 1998).

II. LITERATURE REVIEW

(Brown and Tayler, 2008) found that Social process theory focuses on social interaction patterns between individual and surrounding environment influences that can lead to offensive behavior. In 1970 Sutherland and Cressey presented Differential Association Theory which states that delinquency is a learned behavior (Junger et al., 2004). When criminal behavior is learned, the learning includes 1-techniques of committing the crimes, 2-the specific direction of motives, drivers, and attitudes. This process of learning offensive behavior by interaction with criminal and anti-criminal patterns involves all of the stages that are involved in any other learning (Klein et al., 1997). This explanation also has a positive appeal as it promises that youngsters are changeable and can be taught prosaically behavior too. Socialization process as caregivers, behaviors such as nurturing, protecting, and helping with household chores are based on gender differences. Such established socialized behaviors that girls begin learning in childhood and associating with mothering characteristics may potentially serve as protective factors averting or limiting criminal activity (Jean, 2001). (Sanni et al., 2010) investigated that boys are formally brought up and socialized to be risk-takers in childhood whereas girls are limited to serve as caregivers, were more likely to be restrained to the indoor tasks, and were also more likely home responsibilities. It is suggested that gender is linked to offense and delinquency by way of these gendered socialization processes. Gendered routine activities and gendered mechanisms for coping with strain.

There are various social problems in the family-like gender discrimination, age discrimination, racial discrimination, child labor, or violation of animal rights. Youth learn what they observe in their family (Michael, 2015). There are many rich families having child servants under their command thus their children could not understand that child labor is against society and morality. Social problems cause stress and due to stress teens get involved in violence. The broken homes have various reasons in the background including changes in social factors which lead to dysfunctional structures. When parental relationships deteriorate into regular fights, break-ups, and step-parenting, delinquency is likely to take root (Byrne, 2017). There are numerous methods to prevent school crime but they have failed to significantly reduce violence and its negative consequences. There are, for example, locking doors to control general access, and broad performance security approaches such as using closed-circuit TV (CCTV) but all these monitoring systems have shown to be less effective to minimize violence and therefore do little to affect student fear and unrest (Joana, 2001). Violent behavior includes bullying, fighting (e.g. punching, slapping, and kicking) weapon use, cyberbullying, and gang violence according to (Zain, 2002), it's a bitter reality that youngsters who are involved in anti-social acts are mainly from struggling families. World Youth Report shows that people who are on the verge of becoming culprits and seasoned criminals often come from difficult circumstances. The drastic changes in different societies like uncontrolled population growth, the sickening status race, the indifference to other's problems are some of the major reasons for this social monster. (Juvenile Delinquency, World Youth Report, 2003).

III. CONCEPTUAL FRAMEWORK

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Figure: Conceptual Framework

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IV. STATEMENT OF THE PROBLEM

Juvenile delinquency negatively influenced students at the secondary school level. So, the main reason behind this research study was to know the causes of juvenile delinquency and its adverse effects on academic as well as social adjustment of students in district Lakki Marwat.

V. RESEARCH METHODOLOGY

The researcher has used convergent parallel design in the study. In this method, both qualitative and quantitative methods were used at the same time. According to (Creswell & Plano Clark, 2007), such studies verily focused on collecting, analyzing, and mixing both qualitative as well as quantitative data into a single (integration) platform. In this regard, this study composed of interviews with open-ended questions (Qualitative data) and a survey (questionnaire) containing Likert Scale questions (Quantitative Data). Six main Secondary Schools in Lakki City were selected for the study because Lakki city represented the mainstream of the whole district so the researcher generalized it as a whole. Out of six secondary schools, there were three boys and three girls' secondary schools to meet the objectives of the study. Only Secondary level (9th and 10th) classes' students punished due to delinquency, their parents and teachers were focused as the population of the study comprising delinquent students along with the same number of randomly selected non-delinquent students at the secondary level (9th and 10th classes students) in the main six secondary schools of Lakki city, Southern KP. The purposive sampling technique was used to select respondents as samples of the study. A list of delinquent students was obtained from principals of the schools. Seventy-two students were taken as samples according to John Curry (1984) sample size rule of thumb:

Table showing the population of the study

Total Respondents	Total in Number	Male	Female
Students	6739	4061	2678
Teachers	1182	796	386
Parents	6739	4061	2678
Total Sample:	14660	8918	5742

Source: data KP E&SE Department, School Statistics

John Curry (1984) sample size rule of thumb

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Population	Sample Size
10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000+	1%

VI. DELIMITATIONS OF THE STUDY

Due to local traditions, customs, and sensitivity of the topic, the study was delimited to those juvenile delinquents (Secondary level students in District Lakki Marwat), whose strength was provided by Secondary school principals, teachers, and parents of the students willingly the part of the research.

VII. RESEARCH OBJECTIVES OF THE STUDY

This research aimed to (1) probe juvenile delinquency at the Secondary School level, (2) examine the effects of juvenile delinquency on students' social adjustments at the secondary level in District Lakki Marwat, KP. Pakistan, (3) suggest some valuable suggestions regarding the effects of juvenile delinquency on students' social adjustments.

VIII. RESEARCH QUESTIONS OF THE STUDY

The research question was (1) how does juvenile delinquency affect students' social adjustment in school at the Secondary level?

IX. HYPOTHESES OF THE STUDY

The research hypothesis of the study was (1) there was no significant effect of Juvenile delinquency on students' social adjustment at the secondary level.

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X. PURPOSE OF THE STUDY

The main purpose of this study was to probe the causes of student's delinquent behavior at the school level. The exploration of multiple dimensions of effects of juvenile delinquency on academics was also an important objective of the study because it affected students in many ways and the students were unable to produce desired outcomes of learning. Certainly, the delinquent behavior never produced desirable academic result

XI. RESEARCH RESULTS AND DISCUSSION

The results of the current study revealed in the light of the interviews taken from the interviewee (respondents) that there was the fatal and negative impact of juvenile delinquency on students' social adjustments at the Secondary School level in District Lakki Marwat. According to the interviews of the respondents, delinquent students were found criminal-minded, cheater, thieves, and lazy in their school activities. According to the previous study by (Coley and Medeiros, 2007) that juvenile delinquency is a grave problem in the school setting which results in poor student academic scores, high dropout rates, teacher turnover, and spillover of juvenile crime into the community. (Yerin, Erdur and Akbaba, 2006) revealed that juvenile delinquency is the intentional use of physical force or power against another person, group, or community with the behavior likely to cause physical or psychological harm. Persons between the ages of 8 and 20 are typically included in juvenile delinquency, although pathways to youth violence can begin in early childhood.

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XII. RESEARCH CONCLUSIONS

The researcher concluded in the light of the results and discussion by keeping in view the objectives of the current study that juvenile delinquency hurt students' social adjustment. The researcher concluded that delinquent students always disrespect their teachers; they show laziness in all school and academic-related activities, and they are criminal-minded. Their negative addictions like theft, rape, cheating, stealing, smoking, and lying are also highly developed due to their juvenile delinquency.

I. SIGNIFICANCE OF STUDY

The study had the following certain significances for the students, parents, teachers, policymakers, educationists, scholars, philosophers, and government to take insight from it:

1. Offensive but seemingly harmless misbehavior of children is taken as less seriously as it can be the red signal of potential for violence in the future.
2. Timely consistent efforts to rectify and modify students' disruptive behavior may redirect more serious behaviors that may endanger our safety in the future.
3. The study is very significant for the parents to keep a keen eye on their children regarding all those activities of their children that may push them towards juvenile delinquency.
4. The study is very helpful for the education department to provide a safe and peaceful environment to the students to avoid juvenile delinquency at the school level.
5. The study is quite significant for the government to reduce delinquent cases at the school level by implementing disciplinary and strict rules and regulations.
6. The study is very significant for the policy and decision-makers to ensure better policies regarding the sensitive issue (juvenile delinquency) and to make successful decisions for the attainment of this objective.

XIII. RESEARCH SUGGESTIONS

The following recommendations were drawn by keeping in view the objectives and results of the study:

1. The government may launch psychological corners in each secondary school to avoid juvenile delinquency.
2. The parents may keep sensitive behavioral checks and balances on their children keeps safe their children from juvenile delinquency.
3. The teachers may teach their students to aware of the drawbacks and harmful effects of juvenile delinquency.
4. The education department may arrange and conduct special workshops for students in schools related to juvenile delinquency.

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