

## ATTITUDE TOWARDS SCHOOLING AMONG THE JUVENILE DELINQUENTS

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### **Abstract**

*The purpose of this research was to study the attitude towards school of juvenile delinquents. The sample of this study consisted of 150 juvenile delinquents selected by the purposive sampling. The instrument used in this research was three levels closed end of scale questionnaire on the attitude towards school. Means (M), Percentage, Standard Deviation (S.D), were used to analyze the data. The findings indicated that the attitude towards school of the juvenile delinquents was at good level.*

**Key words:** *Attitude towards school, juvenile delinquents.*

### **Introduction**

Attitude can alter every aspect of a person's life, including their education. Student attitudes on learning determine their ability and willingness to learn. If negative attitudes are not altered, a student is unlikely to continue his education beyond what is required. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitude and using this information to bring about change. Students need to feel accepted by their classmates as well as by their teacher. Although this need has been popularized in recent years through the cooperative learning movement, its importance has been recognized for decades in the research on the social aspects of learning. Students must also believe that they won't be victimized by other students in direct or indirect ways, and that if they are, teachers will immediately intervene.

It is notoriously difficult to demonstrate the absence of something, especially from such a wide-ranging but inevitably partial search. This is why social science adopts a principle of parsimony or simplicity, meaning that the explanation must not make any assumptions for which there is no clear evidence unless no other explanation is possible. Nevertheless, the conclusion of this review has to be that there is no evidence for a causal link from extra-curricular participation, per se, to improved educational outcomes. This is not to suggest that ECA, sports and after-school activities do not have other benefits or that evidence of improved.

### Objectives of the Study

1. To measure attitude towards schooling among the juvenile delinquents
2. To find out the significant difference in attitude towards schooling of juvenile delinquents with reference to certain population variables.

### Hypotheses of the Study

1. Attitude towards schooling among the juvenile behaviour is moderate.
2. There is a significant difference in the attitude towards schooling among the juvenile delinquents in terms of religion.
3. There is a significant difference in the attitude towards schooling among the juvenile delinquents in terms of community.
4. There is a significant difference in the attitude towards schooling among the juvenile delinquents in terms of residence.
5. There is a significant difference in the attitude towards schooling among the juvenile delinquents in terms of house type.
6. There is a significant difference in the attitude towards schooling among the juvenile delinquents in terms of bedrooms.
7. There is a significant difference in the attitude towards schooling among the juvenile delinquents in terms of ownership.

### Analysis of Data

#### 1. Attitude towards Schooling among the Juvenile Delinquents

Empirical value is 85.82, while the theoretical average is also 76. Hence the juvenile delinquents have high level of attitude towards schooling.

#### 2. Delinquents and Religion

Variable	Sub-Variables	N	M	SD	't' Value	Significant difference at 0.05 level
Religion	Hindu	142	86.120	14.590	1 .073	Not Significant
	Non-Hindu	8	80.500	10.170		

(at 5% level of significance the table value is 1.96)

From the above calculated value, it is inferred that there is no significant difference in the attitude towards schooling among the juvenile delinquents in terms of religion.

#### 3. Delinquents and Community

Variable	Sub-Variables	N	M	SD	't' Value	Significant difference at 0.05 level
Community	BC	139	86.058	14.812	0.716	Not Significant
	SC/ST	11	82.818	7.692		

(at 5% level of significance the table value is 1.96)

From the above calculated value, it is inferred that there is no significant difference in the attitude towards schooling among the juvenile delinquents in terms of community.

#### 4. Delinquents and Residence

Variable	Sub-Variables	N	M	SD	't' Value	Significant difference at 0.05 level
Residence	Urban	73	87.466	13.944	1.365	Not Significant
	Rural	77	84.260	14.774		

(at 5% level of significance the table value is 1.96)

From the above calculated value, it is inferred that there is no significant difference in the ATTITUDE towards schooling among the juvenile delinquents in terms of residence.

#### 5. Delinquents and House Type

Variable	Sub-Variables	N	M	SD	't' Value	Significant difference at 0.05 level
House Type	Concrete	133	85.790	14.878	0.072	Not Significant
	Others	17	86.059	10.473		

(at 5% level of significance the table value is 1.96)

From the above calculated value, it is inferred that there is no significant difference in the attitude towards schooling among the juvenile delinquents in terms of house type.

#### 6. Delinquents and Bedrooms

Variable	Sub-Variables	N	M	SD	't' Value	Significant difference at 0.05 level
Bedrooms	Separate	6	84.833	15.145	0.171	Not Significant
	No Separate	144	85.861	14.441		

(at 5% level of significance the table value is 1.96)

From the above calculated value, it is inferred that there is no significant difference in the attitude towards schooling among the juvenile delinquents in terms of residence.

#### 7. Delinquents and Ownership

Variable	Sub-Variables	N	M	SD	't' Value	Significant difference at 0.05 level
Ownership	Own	36	83.417	13.832	1.085	Not Significant
	Rental	114	86.398	14.511		

(at 5% level of significance the table value is 1.96)

From the above calculated value, it is inferred that there is no significant difference in the attitude towards schooling among the juvenile delinquents in terms of ownership.

Some behavioural issues such as counselling for bad or risky behaviour, and mere attendance at school, generally do not have much evidence linking them causally to school outcomes, even though changes in any of these areas may be desirable for other reasons, or in their own right. The evidence on interventions to improve poor behaviour at school is somewhat more promising, and could be worth further attention and development. An important aspect of progress here, as with several attitudes, aspirations and behaviours in this report, is to untangle the impact of attention to poor behaviour from the impact of teaching styles and approaches adopted to deal with it.

The environment or climate of a school is determined by more than its physical characteristics. Among the other factors affecting school environment are the school's philosophy, students, communications, teachers, discipline, parents, support services, issuance of awards, and special programs. A positive school environment can be fostered by establishing a school philosophy stressing that children come first and emphasizing love, pride, and the encouragement of pluralism. Student activities that focus on students' social and emotional growth help support a positive environment.

Such activities include student government, student safety patrols, special recognition events, and opportunities for student involvement in school operations. Maintaining awareness of the school's interest in the students and the availability of activities is a primary role of internal communications. Teachers can be involved professionally and socially in efforts to enhance the environment. Finally, parents, parent-teacher organizations, and community supporters can all become active in developing positive attitudes toward the school.

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