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Study on Juvenile Delinquency among Adolescents in Secondary Schools

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Abstract: Today, more than ever, the problem of juvenile delinquency pricks at the conscience of many societies, and India is not an exception. In this study, the researcher discusses the experiences and views of teachers of secondary schools regarding juvenile delinquency and the apparent moral decline among their learners. The problem was investigated from the perspective of socio-education, a field of research which, amongst others, studies the role of social factors that feature in the development of children and youth during their growth to adulthood. In Indian schools, the problem of juvenile delinquency is a issue. In his article on discipline in the Free State township schools, Masitsa (2008: 234- 236), cites a number of newspaper reports of juvenile delinquency among school children. This problem is not unique to South Africa, but affects many industrialised countries today (Rossouw, 2003: 416). De Wet's study (2004: 206) on school vandalism, which is an example of antisocial behaviour, reveals that the problem also affects Britain, USA, Canada, France, the Netherlands and Australia, amongst others.

MATERIALS AND METHODS: The research design for this study was a combination of quantitative and mainly qualitative, descriptive and interpretive enquiry, thus a mixed method research (MMR) approach. The study conducted on 91 samples. Data was collected using questionnaire and focus group interview.

RESULTS: The delinquency rates in selected schools are very high. In addition, it was found that male learners, more than female learners, exhibit the most antisocial behaviour. In general, both genders, at varying rates disrespect authority, have the habit of lying, engage in theft, vandalism, truancy, substance and alcohol abuse, inappropriate sexual behaviour resulting in teenage pregnancy, and gangsterism, amongst others. The variable of location indicates that schools in formerly disadvantaged areas such as townships, squatter and rural areas experience the most antisocial behaviours by learners, as compared to their counterparts in formerly advantaged areas. Most teachers' personal encounters of the problem in city schools seemed to be minimal. Some teachers of schools that are situated in middle class areas in townships shared similar sentiments to those of their city counterparts. Although the rate of learner misconduct is alarming, it can be contained as evidenced by behavioural changes witnessed in those learners who are remorseful. This suggests that intervention strategies do play a positive role in curbing unacceptable behaviour.

Conclusion: The findings of this study suggested that the majority of teachers in secondary schools are aware of the huge challenge posed by delinquent learners with regard to teaching and learning. The major perceptions the study gathered were that the dawn of a democratic dispensation in 1994 worsened adolescent delinquency and rendered many previously disadvantaged schools dysfunctional..

Keywords: Juvenile, Delinquency, Adolescents, School children

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