



RESEARCH PAPER

Punishing Delinquency: Views of the Secondary School Teachers to Control Delinquency in Sindh, Pakistan

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ABSTRACT

Juvenile delinquency is an antisocial behavior committed by minor group of people. Being antisocial, family members, law enforcement agencies and school administration are concerned with controlling it. This article provides understanding about it and how it can be controlled in the school context. The structured questionnaire filled by a sample of 345 teachers conveniently selected out of 2540 appointed teachers in a district of Hyderabad and analyzed through SPSS provide an understanding about what delinquent acts take place within schools and how teachers control them. The delinquent acts as lying, physical assault and truancy were observed by the teachers being motivated by social media including mobile phones, TV and Internet, and family and company of friends. The teachers perceived educating process as training and discipline students; however, more emphatically they believed physical punishment as controlling delinquency within the students. This article suggests education process should be delivered with effective manner.

Introduction

Young people and their delinquency have been seriously examined by the authorities of family and state, and for its understanding and prevention, various strategies have been initiated. Delinquency refers to the behavior of the under-age children, forbidden under the law or official authority, and as a result, it requires the official response from the authorities to control and prevent the same (Muncie, 2014). In the European countries, till the eighteenth century, delinquency was unheard of and did not require any lawful response, but later it created many problems for the authorities including parents, school, and state. The state took serious notice of the

behavior of the children and codified some rules to stop such behavior (Shoemaker, 2010). However, the juvenile courts established by the state suggested to reform school curriculum and environment to discipline and rehabilitate juveniles/young people. Since, school and other social contexts have been associated with motivating delinquency, for example, Muncie, (2014) defines crime and delinquency is in conflict with the normal existence of the community, an individual, and society at large. Disruptive behavior by young students has been found in school environment. However, in the context of school, numerous factors contribute to delinquency can be calculated as school atmosphere, teachers' behavior, peer relation, parental lack of attention, and unhealthy environment in the family (Cloete & Stevens, 1990). Education and its institutions are deemed to play their vital role in the socialization, safety, and security of the children within their environment and community. According to the Survey in twenty Western Cape Metropolitan Schools, South Africa, it was found that students were involved in delinquency and violence; they carried weapons in school premises, created a major problem for school administration, involved in fist fighting, defacement of school and pupils (Eliason & Frank, 2000). Naser, Prinsloo & Ladikos (2005) describe that some schools experienced 60% of assault and 50% of gang-related crimes including the acts of theft, robbery, kidnapping, and violent assault are committed by students. Schools the first place after home, which provides socialization and refinement of the children as to be a better future member of society. School teaches the students the values and attitudes as to get on the needs of his personal and societal. The school identifies the behavioral problems and provides a remedy for them. School endows with the knowledge, skills, and personal ability through the curriculum and co-curriculum activities to cope with personal and societal demands (Muncie, 2014).

However, to deliver the curriculum to students for better results, teachers can be good agents to exert their academic role through teaching and showing maintenance of discipline. Teachers can play the exact role of monitoring the behavior of the students in and outside the classroom. They can investigate the students' risk factors of the students to be involved in delinquency. The delinquency of students by the teacher may be intervened and controlled by the counseling, moral punishment if not, report to the school authority to interrupt the student for finding the solution together with the student. This early method of intervention will help find out the problems of behavior and find a suitable solution to control (Muncie, 2014). Individuals are targeted to change concerning their modification in behavior through counseling if it does not work, punishment is the ultimate resort. A behavior that is judged by an authority requires punishment when it conflicts with the rules and regulations of the organization. Punishment is given to children by parents, school teachers, and or criminal justice agents for their behavior which is considered as wrong or evil in nature (Shoemaker; 2010; Muncie, 2014). Delinquency by young either in home, on streets or school deserves serious attention to control. The reviewed literature indicates inconsistencies in understanding and controlling delinquency which demands to know further about delinquency.

In Pakistan, young people become involved in antisocial activities ranging from less serious like truancy, drug use and pickpocketing to highly serious acts like physical assault, robbery and murder (Kausar, 2016). However, it is highly presumed that if the behavior of a child is controlled and curtailed in its early stage, there will be fewer chances for it to become serious causing harm to individuals and society. How to control delinquent behavior of young people especially of young people in school environment is persistent question for researchers and it is due to limited research on such serious issue. Most of the literature in Pakistan has focused on understanding antisocial behavior of young people; however, very limited attention has been paid to how to control it especially in the context of schools. Moreover, some studies like drawing understanding from quantitatively analyzed data discuss role of parents as encouraging and controlling the behavior (for example, see Kausar, et al., 2012; Kausar, 2016), yet very little is known from the perspectives of teachers that what methods should be used to control the delinquent behavior of young people, especially students in the school context.

Literature Review

Controlling Delinquent Behavior: Role of School, Teachers, and Family

Delinquency is a social fact of our society which needs utmost attention from social scientists including educationist, criminologists, sociologists, and health experts. Delinquency as antisocial behavior within young people not only jeopardizes the life of young people but also related social surroundings, school environment, family, and street culture. Travis Hirschi believes that human is essentially a moral being who wants to obey rules and wants their behavior as law-abiding. However, for working and regulation of the social and law-abiding behavior, there needs to be consistent and potential pressure from social institutions and self-moral ideology (Agnew, 1991; Burki, 2009; Nisar, et al., 2015). Strain theorists believe that delinquency and crime very essentially emerge from cultural values and morally internalized goals and norms (Agnew, 1991; Brown, 2005; Muncie, 2014).

Contrary to some assumptions of strain theory that crime gets motivated from lower social class and low educational background, Travis Hirschi (Hirschi, 1995/2002) argues that antisocial behavior doesn't need to have such causes, but low social control and absence of strict disciplines can also contribute to the emergence of such behavioral features. 'Moral human' is taken to questionable level by believing that morality is subjective to social and cultural conditions, as cultural deviance theories content that people including young cannot act on delinquent and deviant acts by their own choice and standards. Since they believe in the presence of the criminal motivational pressure of social conditions and social interactions, people learn their criminal and delinquent behavior (Brown, 2005; Nisar, et al., 2015). Moral values and learning become more impressive and lasting if an attachment with others becomes weak and temporary, as Merton (Hirschi, 1995) believes that long-term attachment with educational institutions like school, social institutions like

family and working place it exists there, there are least chances for individuals to become motivated to criminal pressures and involvements. This point has received criticism also that these separate attachments may have different impressions and impacts on the life of individuals including young for their criminal, delinquent, and deviant behavior. Agnew (1991) argues that desires to getting an education and a social career also define attachment, and attachment with any single parent can vary within different ages of young people.

Parents and their emotional relationships with children have been found as an influential factor for the behavior of young people. It is largely understood in the social research context that low attachment with parents and other family members can motivate young people to be deviant and delinquent, and such behavioral characteristics remain for a longer time with the life of young individuals (Brown, 2005; Muncie, 2014).

It is believed that strong and meaningful attachment of children with parents and family environment can control young people from involving in criminal and antisocial activities (Junger & Marshall 1997; Özbay & Özcan 2006). It means those involved in criminal and unlawful activities have suffered from a weak bond with family members and cooperation from their family members, as was found in Pakistan. Drawing from qualitative and quantitative data from a sample of delinquents and criminals, it was revealed that they lacked cooperation and mutual understanding with their family members (Brown, 2005; Kauser, 2016; Ali & Masood, 2018). Some Pakistani researchers (e.g., Kauser, 2016) further discussed that many of the delinquents and some adult criminals (Ali & Masood, 2018) admitted that they were treated harshly and strictly in their family by their elder family members, and some of them were beaten by their fathers, which caused an increase in their aggression and hostile attitude later in their life that they became involved in criminal and violent acts against others. Equally, as an attachment with a parent or family members, attachment with the school has been found as important for the social behavior of young people. However, academic grades, level of performance, and relationship with teachers have been observed as crucial for the good and social behavior of young people. In the reference to the social control theory, it has been researched that attachment with school and school-related activities like homework, obedience to teachers, and obedience to school or class rules play a decisive role in the development of delinquent acts (Shoemaker, 2010; Nisar, et al., 2015). Along with such acts of delinquency, other acts like telling lies is the breaking of the norm, stealing is the violation of the rights of one's property, and running away from school is the breaking of the rule of the school (Brown, 2005; Muncie, 2014).

Believing that school environment and attachment to school do influence behavior of young people, however, self-control as a personality characteristic equally contribute to the development of morally wrong and delinquent behavior (Gottfredson & Hirschi 1990; Nisar, et al., 2015). In controlling and developing of delinquency of children, structural variables have been largely ignored in social research. Sampson and Laub (1993) and Palardy (2013) lament that social scientists

including educationists and criminologists do not commonly consider that structural conditions like conditions of poverty and income levels of parents or within the family can cause change behavior of children and parents to become harsh and deviant. In this reference, some other researchers contend that low socioeconomic conditions can weaken the family process of supervision, discipline, and attachment of parents with children (Palardy, 2013). It can be rightly said that there controlling delinquent behavior of young people is a serious concern for educationists, sociologists, and criminologists to know how to devise a concrete and effective preventive and controlling strategies for the delinquent acts of young people in Pakistan. Observations by professionals and concerned social scientists have found that young people including students are increasingly involved in delinquent acts which are a major problem for the school, teachers, administration, parents, and community. Criminological and sociological research has much focused on juvenile delinquency, its causes, and treatments. Education which is a vast field has also allocated ample literature on such issues related to the behavior of children in class and school. It is a growing need for education to understand delinquency, find out the triggering factors to delinquency, and suitable treatment meted to children as to be in the positive behavioral attitude change.

It is strongly believed that teachers are the key components of the school and related affairs who possess true knowledge regarding the issues of the students and their solution. They observe and analyze the behavior of the students and think their delinquent behavior can be modified to a positive level if suitable methods are applied to bring positive change in their behavior. In order to better know the problem of delinquency in school and how to control it, we developed the following objectives, as to explore the nature of the delinquent acts in the Government Secondary Boys' Schools of Latifabad District, to find out the causative factors of delinquency in the school context, and to find out the preventive methods allied by teachers to control delinquency.

Material and Methods

The data for this study were collected from the different Government Secondary Boys' Schools located in Latifabad District. There were about 2540 High School Teachers (HST) present in the Government Boys Secondary Schools located in the Latifabad district, Hyderabad and the sample size which was calculated through the Yamane Formula (1967) was 345 out of the total number. The sample of teachers was approached through convenient sampling technique. We all know that teachers are truly observant of the acts/behavior of the students in the class and overall in school. As teachers are educated and well knowledgeable of the impact of education on the behavior of the students, their insight with the range of experience is appreciable for a better understanding of the strategies of prevention of delinquent acts. For data collection, we collected responses of the teachers about the selected delinquent acts we learned from them occurring in their respective classes or school which came be known as, fight, assault, and theft, while there were three are a minor

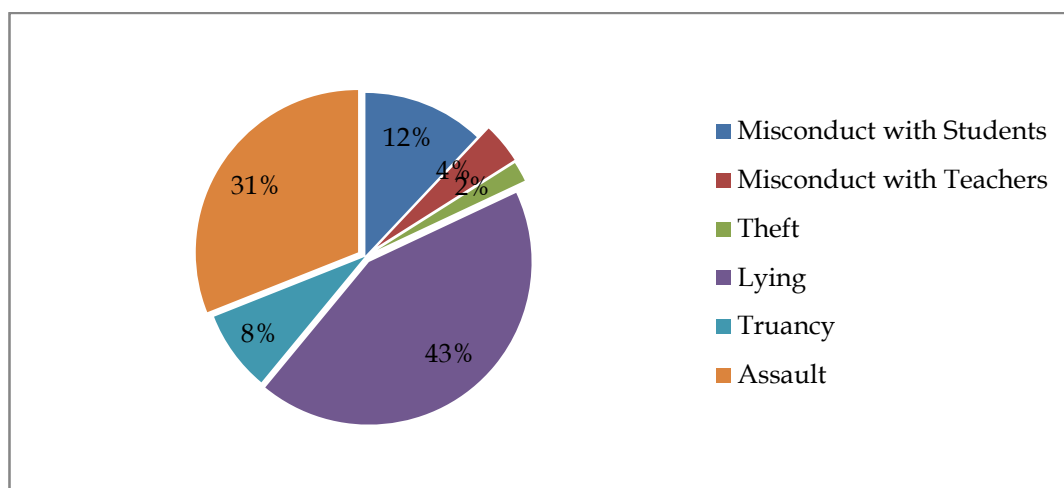
type of acts like lying, misconduct with teachers, misconduct with students, and truancy. After a good survey of literature and initial talk with the teachers, we constructed a structured questionnaire. The Pilot study was conducted to calculate the reliability of the questionnaire. A Cron-bach alpha method was adopted to calculate the reliability of the questionnaire which came out as reliable as 0.8. For checking the validity of the questionnaire, the 'Expert validity method' was applied. After, getting feedback on questionnaire from experts, the modified questionnaire was administered and circulated among the respondents. The questionnaire was analyzed through quantitative methods percentage (Rosenberg and Gleit, 1994; Hubbard and Pratt, 2002). In order to carry out the analysis process, the SPSS (ver 22). Pie graphs as representing quantitative data are some of the appropriate analytical methods used to present data in social sciences (Hubbard and Pratt, 2002; Derzon, 2009), this is how in this research, pie graphs are used to display results.

Results and Discussion

Delinquent Acts: Nature and Seriousness

This study has found that 43% of the teachers have observed students lying in the school/class, 31% of students were found involved in an assault, 12% in misconduct with students, 8% in truancy, 4% misconduct with teachers while 2% students were involved in a theft in class (Graph1). Misconduct may include threat, dropping of remarks, physical contact, and/or any form where a person feels awkward. According to Gottfredson, et al. (2000), 42% of the teachers' experienced obscene remarks and gestures from the students, 28% damage their property, 21% threatened, and 3% physically attacked by students. McAra (2004) reported that truancy is prevalent in primary and secondary schools, this report finds 18% truancy in primary school level and 44% truancy in secondary school. Truants were involved in delinquent acts like using drugs, fights in the streets, and smoking.

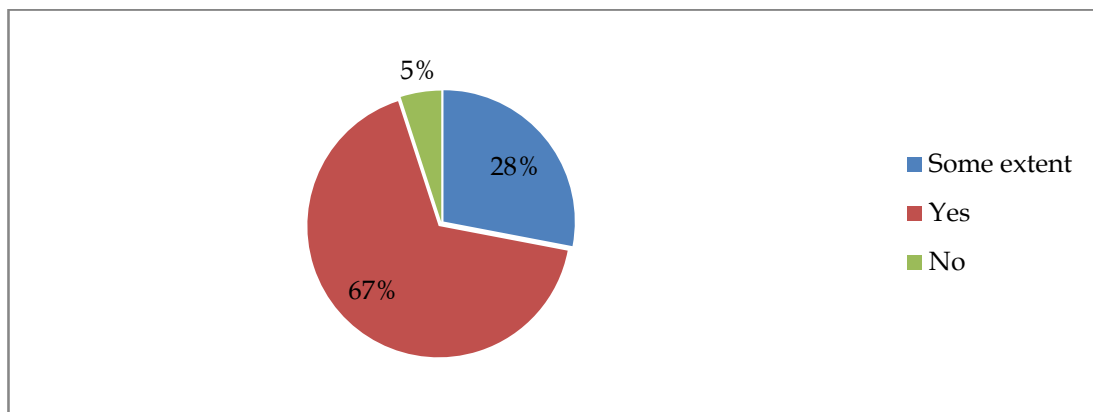
Graph 1 Delinquent Acts in the Schools



Responsibility of delinquency

Whether students are responsible for their delinquent acts and their knowing involvement in antisocial school-based activities, teachers expressed their views in affirmation. Graph 2 indicates that a vast majority of the teachers' respondents as 95% of the total (67% is yes) (while 28% to some extent) claimed that students are responsible for their delinquent behavior in school. While a very nominal number (5%) of the respondents disagreed about the responsibility of the students being involved in delinquent school-based activities.

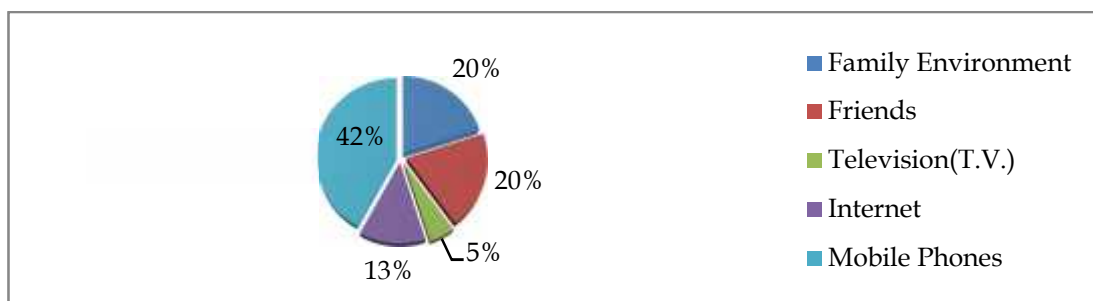
Graph 2 Students responsible for their behavior



Responsible Factors of Delinquency

Teachers presented their views regarding the different factors responsible for the delinquency of young students in school. They expressed that social media including mobile phones, family environment, company of friends, television, and use of internet become underlying factors of motivating young people to delinquency. Graph 3 indicates that the most significant factor the teachers shared as encouraging young people to delinquency is a mobile phone (41%), while family conditions (20%) and the company of friends (20%), and use of the internet (13%) and television (5%) account for responsible components of delinquency within young people.

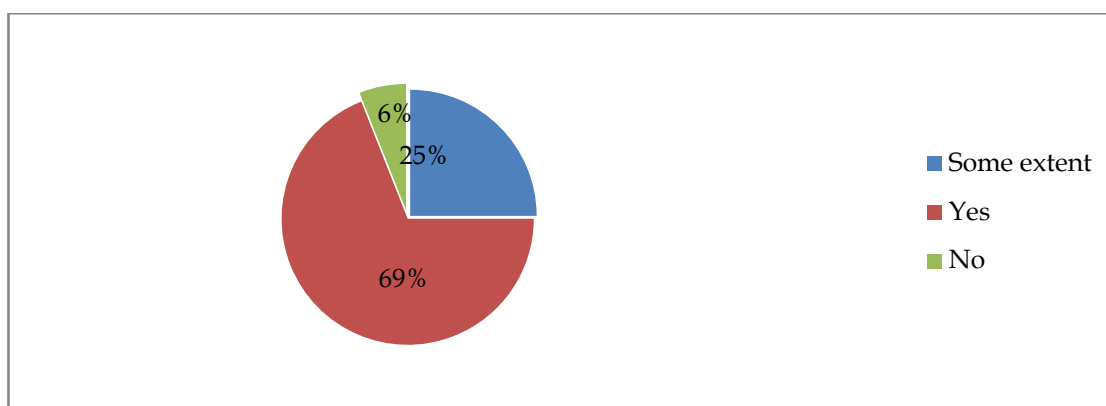
Graph 3 Responsible Factors of Delinquency



Education as a Preventive Factor of Delinquency

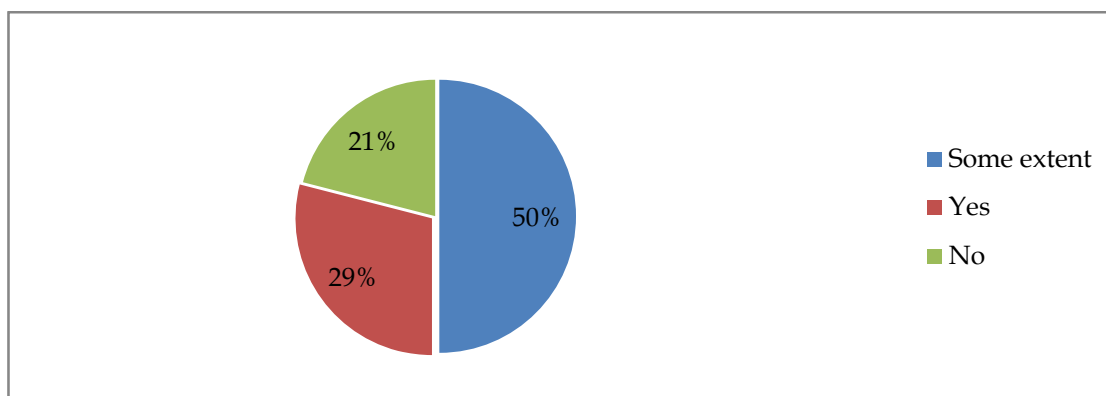
Teachers shared that education is a catalyst component of making students law-abiding and constructive members of this society. As Graph 4 displays that 69% of the teachers viewed that education can play a positive role to prevent delinquency in students, 6% said No for the role of education while 25% of the teachers were of this opinion that education may play its role to prevent delinquency in students. Hog & Andrew (1999) explains that education is a protective factor against delinquency in students/children. Some other studies (e.g., Mortimore et al 1988; Smith and Tomlinson 1989) conducted on educational field related to delinquency have found that academic achievement of the students depends on the level of education and the parents' interest in their children getting an education in their school. It means if the students are getting an education with interest and developing their academic performances, there will be less likely chances of delinquency among those students.

Graph 4 Education: A Preventive Method of Delinquency

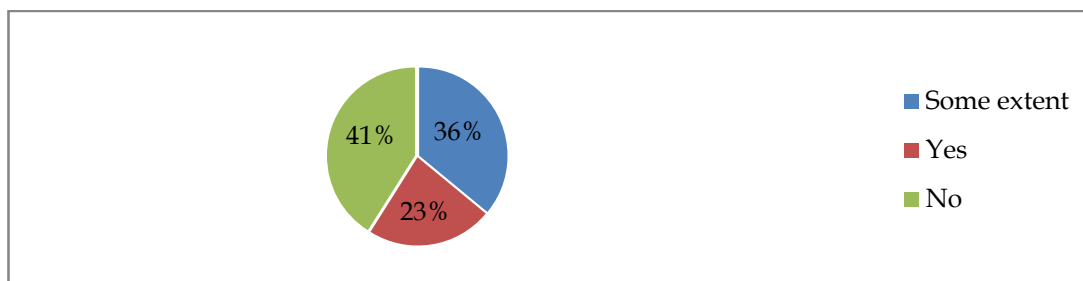


Punishment as a Method of Prevention of Delinquency

Teachers opined for the role of punishment for prevention of the delinquency in students, 50% of the teachers said that punishment to some extent can prevent the students from delinquency, 21% said No for the role of punishment while 29% said yes for the role of the punishment for prevention of the delinquency in students (Graph 5). It means that the maximum number of the teachers were in 50/50 for the role of the punishment for the prevention of delinquency in students. According to the research report conducted in 2006 by the University of the Freestate, School of Education in South African Schools that 28% of the teachers are using corporal punishment in schools and Clacherty G, Donald D & Clacherty A (2005) describes that low-income families' children experience a more severe type of corporal punishment beaten with a belt or other objects than the rich or affluent families' children.

Graph 5 View of how teachers perceive physical punishment**Punishing Delinquents: Teachers' Perspective**

Teachers presented their views regarding physical punishment as a constructive method of limiting and controlling delinquency among the students. As Graph 6 shows that 41% of the teachers were against (No) of the use of physical punishment, 23% expressed that physical punishment was a necessary tool to control the delinquent activities of students, while 36% of teachers said some extent physical punishment can prevent students from delinquency. If we conclude ('Yes'-23% and 'Some extent'-36%) it becomes 59% which means they were in favor of physical punishment and they applied physical punishment to control and limit the delinquent activities of their students. It means physical punishment was considered (Graph 5) and used (Graph 6) as a method of controlling delinquency in the schools. Punishment responses from the school may be corporal punishment, moral punishment, school detention, making the students stand in front of the principal office, assigning more work to do, or suspension from school. Gottfredson, et al. (2000) reveal that secondary school gave 17% corporal punishment, 89% suspension orders of a student from school, 72% after-school detention, and 70% assignments. For the use of counseling in school for delinquency prevention, 61% of the teachers were of this opinion that counseling is helpful for prevention of delinquency, 8% said No while 31% were of this opinion that to some extent physical punishment can prevent delinquency in school.

Graph 6 Application of Physical Punishment by Teachers

Conclusion

Controlling delinquency is an essential requirement of current time within the school, on streets, or in homes. Uncontrolled delinquency can be harmful not only for young people but also for others like schools, homes, and street environments. Literature indicates that young people including students become involved in different antisocial delinquent activities in schools, homes, and on streets for a variety of reasons. As we saw from this study that students are involved in theft, lying, and running away activities in schools, however, on the streets are involved in more serious activities like assault, killing, kidnapping, and violent fighting. This is possible that they are not educated and instructed how to behave positively and constructively from their early life. School and family environment, some scholars believe, if provide harsh and very strict discipline there are chances that young people become resistant and grow in conflict. Consequently, scholars those study delinquency about schools find that as the result of resistance and conflict by young people, those young people break their bond with the school and home and home, and find shelter in delinquent activities. Moreover, such type of young people show weakened self-control and become vulnerable to antisocial activities. This study found that students do not have good relationships with their parents so they spend most of their time on the technology of social media, mobile phones, and the internet.

School and education are considered as playing positive roles in shaping constructive and positive behavior of young people, however, as we find in this study that teachers find students run away from school and become involved in theft and lying behaviors which indicate that the school environment is not healthy and productive for these students. Moreover, the education system has not played its decisive role to change the behavioral characteristics of these students that they like and love their schools and stay required time within there. Therefore, it can be safely said that the school environment in Sindh is not based on socialization and security that students feel interested, and are inclined to spend much time there.

As this particular study is concerned is limited in data collection and does not have data from a range of schools across Sindh but an area/district. Students of secondary schools in Latifabad are not involved in a serious type of delinquency. Their range of delinquency is lying, assault, truancy, theft, misconduct with teachers and students. Lying and assault have been found at a considerable level in secondary school. The majority of the teachers feel that these acts can lead them to adulthood problems. Mobile phones, family environment, and friends are the most motivating factors for the students' involvement in delinquency so the student himself is not responsible for his behavior. Counseling is considered an important factor to prevent delinquency in students, if not punishment is provided to deter the students from delinquency. It is estimated that education can play a preventive role in delinquency. Brown (2005) explains that schools and school teachers can play their decisive performances to motivate young people to be positive and productive

agents in any given society and their performances can be that much effective to control and limit delinquency for a longer period and the whole life of young people.

This study finds that teachers believe physical punishment is essentially a requirement method to control and minimize the delinquency within students. This can be understood that teachers in Sindh (Hyderabad) act on the traditional practice of controlling antisocial delinquent behavior of students through physical punishment. Though they believe education and its impact can be a positive one for controlling the negative behavior of students, they practically do not act on such practice.

Recommendations

The role of teacher and parents should be ensured as effective that it shows positive effect on the personality of child/student to behave decently and modestly and School administration should create such healthy environment where individuals/students find themselves involved in learning positive activities and behavior.

School administration should be strict to let the students use mobile phones on school premises and parents should not buy their children mobile phones on lame pretexts. Parents should be careful of the company of their children and the home environment should be made friendly and cooperative as children may not learn negative influence in the home.

In some cases, punishment is required because some pupils are stubborn who may be prevented when punishment in soft form. There need to be other ways of punishment rather than physical punishment, like putting the students in social boycott conditions, counseling, and involvement in co-curricular activities. Education should be made so much standardized and productive so that it can play effective role in manufacturing the product of positive and constructive students for the social development and welfare of society.

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