

AN EVALUATIVE STUDY ON
RUMAH TAHAN SENTARA
ASRAMA BUKIT BARU, MALACCA

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LATIHAN ILMIAH BAGI MEMENUHI
SEBAHAGIAN DARIPADA
SYARAT-SYARAT
UNTUK IJAZAH SARJANA
SASTERA MUDA

JABATAN ANTROPOLOGI DAN SOSIOLOGI
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OOI SIEW SIM

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SYNOPSIS

Juvenile delinquency has been on the increase in Malaysia since the last decade except for the drastic decrease in 1982. As one of the measure to counter this problem, the Ministry of Social Welfare has established institution to provide moral reformation and rehabilitation service to upgrade the academic and vocational capabilities of the delinquent juvenile.

However, a juvenile delinquent is not a criminal and therefore, needs special treatment programme to guide and help them to change their anti-social behaviour. In view of this, this study will evaluate the remand hostel as a rehabilitation and character reformation institution for the delinquents and its function to provide moral support from the delinquents.

This study is based on the inmates of Rumah Tahansentera Asrama Bukit Baru in Malacca whose opinions are sought as a means to evaluate the effectiveness of the hostel in providing the necessary requirements needed for the students to change their delinquent way of life.

The first part of Chapter One gives a very brief background of the social welfare services in Malaysia and the establishment of correction institution here. The research design for this study is also discussed in this chapter, namely its purpose, scope of study, method of data collection used and the problems encountered during fieldwork.

Chapter Two, 'Definition of Concepts' introduces the necessary and

fundamental concepts important for the understanding of this study. The various views of a few social scientists who specialize in this field of study were taken. The writer feels it is undoubtedly helpful to be exposed to many different viewpoints.

Subsequently, Chapter Three, gives an account of the Asrama Bukit Baru rehabilitation and reformation activities, the condition and procedure of admission to the hostel and the facilities provided by it. Various aspects of the hostel were also discussed, such as its objective, administration and the Juvenile Welfare Committee.

Chapter Four explores and analyse the background of the student's respondents and the reasons that brought about their detention in the hostel. Aspects that are look into are their family background such as their relationship with their family members, forms of discipline at home and the family income. Also included for discussion in this chapter is the students relationship with their peers and their educational background. The writer feels that these factors have some influence on the students present behaviour and has important implication for how the delinquent will be viewed, treated, and handled by the administration for the treatment programme to be used most effectively. An evaluation on the effectiveness of the hostel is carried out in the fifth chapter. Concentration is placed on the students response towards the activities carried out, their relationship with the staff and their interaction with fellow hostelmates.

Finally, the last chapter ends with the conclusion of what have been

discussed in this study. Suggestion by the writer to the hostel and issues that must be dealt with if the control, handling and treatment of the delinquent youngster is to be meaningful and effective are also discussed here.

Salah satu langkah yang diambil bagi mengatasi masalah ini oleh Kementerian Kebajikan Sosial adalah penubuhan institusi yang memberikan pemulihan akhlak serta perkembangan rehabilitasi, untuk meningkatkan kesedaran masyarakat terhadap masalah remaja delinquen.

Sungguhpun demikian, seseorang remaja delinquen bukanlah seorang penjenayah dan dengan itu memerlukan program pemulihan istimewa bagi memandu serta mengubah mereka mengikut tabiat anti-sosial mereka.

Melihat kepada penterangan ini, kajian ini akan menilai Akademi Tahansentara sebagai satu institusi rehabilitasi dan pemulihan peribadi untuk menangani delinkuen-delinquen serta bagaimana ia memberikan sokongan akhlak kepada delinkuen-delinquen.

Kajian ini adalah berfokus kepada pengenal-pengenal dalam Akademi Tahansentara Arau dan di Melaka di mana pendapat-pendapat daripada pengurus sebagai salah satu cara bagi menilai keberkesanan program itu dalam membekalkan kemahiran-kemahiran asas yang diperlukan oleh penuntut-penuntut itu bagi mengubah cara hidup delinkuen mereka.

Bahagian pertama Bab Satu memberikan satu latarbelakang yang ringkas mengenai perkembangan perkembangan remaja di Malaysia serta peranan institusi pemulihan di sini. Bentuk penyelidikan bagi kajian ini juga dibincangkan dalam Bab ini, termasuklah tujuan, scope kajian, cara-cara pengumpulan data yang digunakan dan masalah-masalah yang dihadapi semasa

SINOPSIS

Juana delinkuensi semakin meningkat di Malaysia sejak dekad yang lalu, kecuali pada tahun 1982 di mana terdapat penurunan yang drastik. Satu-satunya langkah yang diambil bagi mengatasi masalah ini oleh Kementerian Kebajikan Sosial adalah penubuhan institusi yang memberikan pemulihan akhlak serta perkhidmatan rehabilitasi, untuk meningkatkan keupayaan-keupayaan akademik dan vokasional juana delinkuensi itu.

Sungguhpun demikian, seseorang juana delinkuen bukanlah seorang penjenayah dan dengan itu memerlukan program penjagaan istimewa bagi memandu serta membantu mereka mengubah tabiat anti-sosial mereka. Melihat kepada pandangan ini, kajian ini akan menilai Asrama Tahansentara sebagai satu institusi rehabilitasi dan pemulihan peribadi untuk delinkuen-delinkuen serta tugasnya dalam memberikan sokongan akhlak kepada delinkuen-delinkuen itu.

Kajian ini adalah berdasarkan kepada penghuni-penghuni dalam Rumah Tahansentara Asrama Bukit Baru di Melaka di mana pendapat-pendapat dipungut sebagai salah satu cara bagi menilai keberkesanan asrama itu dalam membekalkan keperluan-keperluan asas yang diperlukan oleh penuntut-penuntut itu bagi mengubah cara hidup delinkuen mereka.

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kerja luar.

Bab Kedua iaitu 'Definasi Konsep-Konsep' memperkenalkan konsep-konsep asas dan yang diperlukan bagi pemahaman kajian ini. Pelbagai pandangan ahli-ahli sains sosial yang mengkhusus dalam bidang kajian mereka telah diambil. Penulis berperasaan bahawa adalah penting untuk melihat kepada pandangan-pandangan yang berlainan.

Berikutannya, Bab Ketiga memberikan satu penjelasan mengenai aktiviti-aktiviti rehabilitasi dan pemulihan Asrama Bukit Baru, kelayakan dan cara kemasukan ke asrama serta kemudahan-kemudahan yang dibekalkan olehnya. Berbagao aspek asrama itu juga diperbahaskan seperti objektifnya, pentadbiran dan Jawatankuasa Kebajikan Juvana.

Bab Keempat menerokai dan menganalisa latarbelakang penuntut-penuntut kajian itu serta sebab-sebab yang membawa kepada penahanan mereka ke dalam asrama itu. Aspek-aspek yang diperlihatkan adalah latarbelakang keluarga seperti perhubungan mereka dengan ahli-ahli keluarga, bentuk-bentuk disiplin di rumah dan pendapat keluarga. Perbincangan bab ini juga mencakupi perhubungan penuntut-penuntut itu dengan rakan sebaya mereka dan latarbelakang pelajaran mereka. Penulis berpendapat bahawa faktor-faktor ini sedikit-sebanyak ada pengaruh ke atas tabiat penuntut-penuntut yang ada kini, serta membawa implikasi penting yang mana delinkuen itu akan dipandang, dilayan dan diawasi oleh pentadbiran supaya program rawatan boleh digunakan dengan berkesan.

Suatu penilaian ke atas keberkesanan asrama itu diselenggarakan dalam Bab Kelima. Konsentrasi diberikan ke atas tindak-balas penuntut-penuntut

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terhadap aktiviti-aktiviti yang dijalankan, **perhubungan** mereka dengan pihak pekerja-perkerja serta interaksi mereka dengan rakan-rakan seasrama.

Akhir sekali, bab terakhir memberikan keputusan ke atas segala yang telah diperbincangkan dalam kajian ini. Saranan-saranan oleh penulis kepada asrama dan hal-hal yang mesti dijelaskan jikalau kawalan, pegangan dan rawatan pemuda-pemuda delinkuen hendak dijalankan dengan bermakna dan berkesan telah juga diperbahaskan di sini.

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CHAPTER ONE

INTRODUCTION

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1.1 BACKGROUND

In Malaysia, the Social Welfare Services started after the Second World War, in the year 1945. As Malaysia was one of the British Colonies, the social and rehabilitation programmes for the correction of juvenile delinquents is also a heritage from the British.

After First World War, there was widespread unruly behaviour and antisocial action among the adolescents. These had aroused the interest and concern of the Government and many legislators, judges, social workers and sociologists.

CHAPTER ONE

INTRODUCTION

GRAPH I : Total juvenile delinquency cases in Malaysia presented to the juvenile court from 1981 to 1985

TOTAL OF CASES



Graph I shows a clear increase relating to juvenile delinquency in Malaysia. Except for the drastic decrease in 1982, cases of juvenile offences presented to the local court have been on the increase since

CHAPTER ONE INTRODUCTION

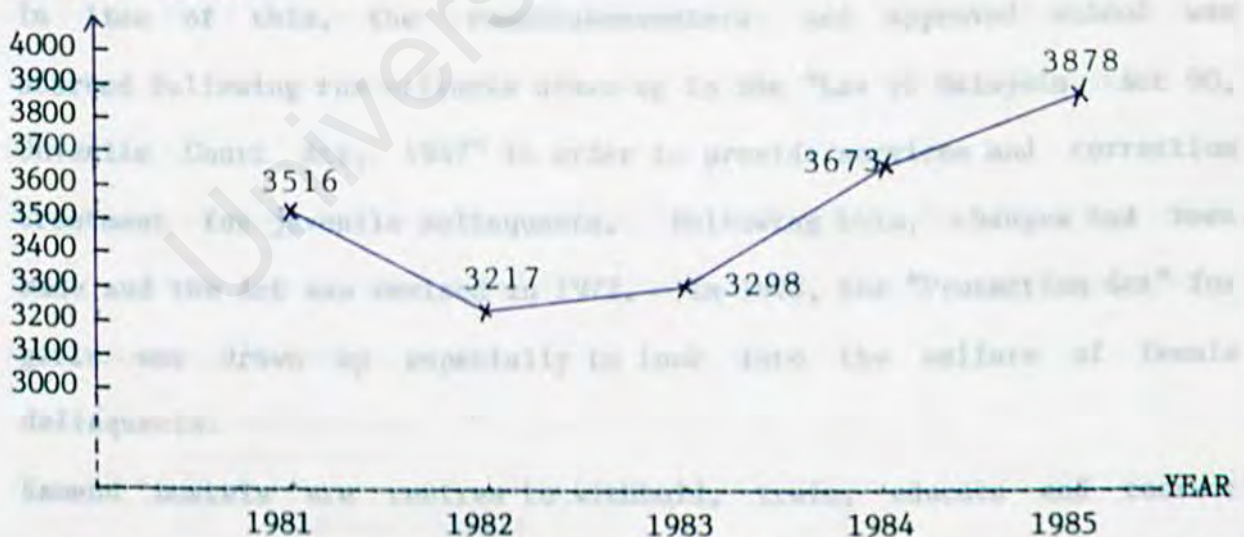
1.1 BACKGROUND

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GRAPH I : Total of new juvenile offence cases in Malaysia presented to the juvenile court from 1981 to 1985

TOTAL OF CASES



Graph I shows a clear increase retaining to juvenile delinquency in Malaysia. Except for the drastic decrease in 1982, cases of juvenile offences presented to the local court have been on the increase since

1983. If nothing is to be done, then the future development of the nation will be affected.

In order to curb those behaviour and activities which lean more to the negative side, some kind of laws and regulation are needed. The Malaysian Government had tried very hard to overcome these problems in upgrading discipline in school and educating parents and general public through the media.

Another problem faced by the Government was where to place the juvenile delinquents who have been sentenced by the juvenile court for correction treatment. Can we place them together with adult criminals in the various correction institution? In New York, a study by Leonard U. Harrison and Pryor McNeill Grant, Youth in the Toils, published in 1938, criticized the destructure effect of committing adolescent youth to reformatories and prison with hardened adult criminals.

In lieu of this, the rumahtahansentara and approved school was started following the criteria drawn up in the "Law of Malaysia, Act 90, Juvenile Court Act, 1947" in order to provide services and correction treatment for juvenile delinquents. Following this, changes had been made and the Act was revised in 1972. In 1973, the "Protection Act" for girls was drawn up especially to look into the welfare of female delinquents.

Remand hostels are centres to withhold, train, educate and correct juvenile delinquents aged below 18 years who are sentenced by the juvenile court to undergo correction programme. It is an institution to detain and rehabilitate:

- 1) juveniles who are involved in crimes
- 2) juveniles who need care and protection
- 3) juveniles who are uncontrollable.

By the word "juvenile" we refer to an individual who is above 10 years of age but below 18 years old.

The Ministry of Social Welfare in Malaysia provides the correction services with the objective to:-

"rehabilitate the elements in the society whose behaviour are considered as delinquent in order that they can adjust themselves again into the society and behave within the social norms expected of them" (these norms are usually criteria set up by the society in which they live in)

The purpose of remand hostel is to guide the juvenile so that he or she can become a useful citizen. It also hopes to educate the juvenile to lead a better and more meaningful and quality life through improving and correcting his or her behaviour and raising his or her standard of ability

It is hoped that this can be achieved through undergoing the programmes drawn up by the hostel, consisting of rehabilitation and reformation activities as follow:-

1) Rehabilitation

- a) Academic classes
- b) Vocational classes

2) Reformation

- a) Counselling and Guidance
- b) Religious classes
- c) Recreation

3) Care and Protection

All institutions have a fixed daily schedule such as time for waking up, study hour, practical work, meal, recreation and bedtime.

Punishment is administered when needed through excluding the wrongdoer from some special facilities for a certain period of time.

1.2 PURPOSE OF RESEARCH

As have been mentioned earlier, remand hostels are centres to detain, train, educate and correct juvenile delinquents. It is hoped that through all these programmes and guidance, the juvenile can be guided to become a useful citizen and to lead a better and more meaningful life with a higher standard of living.

The rehabilitation schools have been a phenomenon in Malaysia for almost half a century. Many adolescents have gone through the programmes drawn up there. In some cases, the course gone through by the individuals have proved successful in turning these boys and girls into responsible and well-adjusted adults. Nevertheless, many a time an individual may have gone through the programme once, or in some cases, a couple of times but still the programme seemingly fail to have any effect on him or her. Needless to say, some of these unsuccessful cases finally ended up in the

adult prison throughout the nation.

Through this studies, the writer intend to look into the programmes and services provided in the Asrama Bukit Baru rehabilitation school for the following reasons:-

- 1) to evaluate and determine how effective these programmes and services are in fulfilling its objective as a rehabilitation centre.
- 2) to evaluate how the rehabilitation school can play its role as a substitute for a family in relation to the purpose of rehabilitation.

Much has been said nowadays about the importance of a family in raising up a child. The family has always been regarded by many social scientists as the basic structure of a society. It can be said that a family plays a very important role in the upbringing and moulding of an individual. In fact, it is the very first place in which a child gets his or her first impression of the world to come. It is also the place where he receives his earliest education and guidance on his future social interaction with the family. Therefore, in this study, the writer will look into the angle of how the institution can play its role as a family substitute. Are the programmes and services sufficient for the sound development of a juvenile towards becoming a well balanced, responsible and matured adult after having gone through a period of "rehabilitation and reformation" in the institution?

1.3 SCOPE OF RESEARCH

This graduation exercise is a study carried out at the "Asrama Bukit Baru" boy's rehabilitation home in Malacca. (ABB) The centre has an average of 30 - 40 male juvenile delinquents currently residing there, either for a period of one year or for temporary probation while waiting for the Juvenile Court trial.

For the purpose of this study, the writer will be referring to the Asrama Bukit Baru boys' delinquent as "students" in the subsequent writing. This is because the writer feels that "student" is a better word to use than either "delinquent" or "inmates".

This Field-work will focus on approximately 20 students who are currently residing there and a few ex-students who have completed their one year programme. They are now working with employers near the hostel.

For this exercise, the writer will limit her scope and look only into their background variables such as:-

- 1) Family
- 2) Peer Group
- 3) School - education

Due to lack of time, information and space, other variables such as psychological, racial and economical factors which might have some influence in moulding the students into what they are now will be excluded.

1) FAMILY

The writer will be looking the students' family background and how their

families play a part in their lives will be studied.

Do these students have an intimate and close relationship with their parents and other siblings? Or is it a cold and indifferent relationship? More will be elaborated about the family, its role and function in the Second Chapter.

2) PEER GROUP

As children enter into the adolescent stage, usually, their relationship with their family will undergo a slow process of change. As they enter into schooling age, more of their time will be spent away from home and on other activities. Therefore, less time will be spent at home. When this happens, their time spent with people outside their own family circle will naturally increase.

Most of the time spent away from home is usually spent with friends and peers around the same age group. These peer groups usually exert great influence indirectly on their members.

3) SCHOOL - EDUCATION

The school plays an important part in the lives of an individual. Approximately between one-third to half of his waking time is spent in school.

The individual's relationship with the rest of the school community (i.e. the other students and teachers) will determine the kind of experience they have in school, such as:-

- 1) Does he feel accepted among his classmates

- ii) His ability or inability to follow the education curriculum
- iii) His rapport with the teachers
- iv) The teachers' interest in their job
- v) How far he can keep himself within the school disciplinary live.

Besides this, the scope of this study also includes an analysis into the supervision programmes and services designed by the institution in order to evaluate their functions in rehabilitation and reformation the juvenile delinquents.

Another aspect of the research deals with the relationship between the staff and the students as this will have an effect in the success rate of this programme.

Lastly, the writer will look into the attitude of the students towards the staff and the programme and services designed by the institution. This attitude will determine the respond and progress of the students in the effort to reform their antisocial activities.

The final aspect of this study deals with the evaluation of other factors that might influence the success or failure of this programme.

1.4 RESEARCH PROCEDURES

The Fieldwork and Methods of Data Collection

In doing this graduation exercise, many visits and follow up were made to the Asrama Bukit Baru, Melaka in order to acquire sufficient datas for the writing of this thesis. The frequent and repeated visits were used

for the purpose of gaining the confidence and trust of the students.

Suitable methods were used to collect the relevant and necessary data such as the use of existing literature which are related to this study. The writer also study into the personal files of the respondents and conduct formal and informal interview on both the students and staff of the institution. The writer personal observation and perception of events happening around the institution also provide a rich source of information. These different methods of data collection are used at different times whenever applicable in a particular situation.

1.4.1 SAMPLE SELECTION

Around 20 students who are currently residing there were chosen at random for this study. A few special and interesting cases were referred to the writer by the warden of the institution.

Most of these students are between 10 to 18 years of age. Many of these boys no longer attend any formal education institution at the time of their arrest and had been working in various jobs for the past few years. Usually they were involved in jobs that do not require a high academic qualification.

As majority of the students are from the Malay ethnic group, therefore, most of the respondents are from the Malay group with only a few Indians and Chinese.

TABLE I : The distribution of respondents classified according to their ethnic group

Ethnic group	Total of students		Total of interviewed respondents	
	Total	Percentage	Total	Percentage
Malay	29	69.04	14	70.00
Chinese	7	16.67	3	15.00
Indian	6	14.29	3	15.00
Others	-	-	-	-
	42	100.00	20	100.00

TABLE I shows that most of the students are from the Malay ethnic group (69.04%) follow by 16.67% from Chinese ethnic group and 14.29% from the Indian ethnic group. For this study, the writer tried to select the respondents from different ethnic groups so that they correspond to the total distribution. A total of 20 respondents were interviewed, 14 Malays (70%), 3 Chinese (15%) and 3 Indians (15%)

1.4.2 REVIEW OF RELATED LITERATURE

Literatures related to this study and purpose of this research were used. Most of these literatures were obtain from the library of University Malaya, Antropology and Sociology Department library, publications from

the Ministry of Social Welfare and Asrama Bukit Baru and past work of students. Many trips have been made and much time spend in these places in order to obtain the necessary information. Without these invaluable literary information it would be almost impossible for the winter to produce this graduation exercise.

1.4.3 USE OF PERSONAL FILE

With the permission and approval of the Ministry of Social Welfare in the state of Malacca and the kind and helpful assistance from the Warden of Asrama Bukit Baru, the writer was able to have full access to the personal files of the students in the Hostel.

Through the recorded document in the file and the police and social welfare officer report, much important and personal information of each respondent could be obtained. Each file will have a record of the police report or the crime committed, the social welfare officer report of the family background and academic achievement and the type of offence committed. The behaviour and improvement of the students while in the hostel were also recorded inside by the Warden and other staff of Asrama Bukit Baru responsible of these students.

These informations were later used to double check the response given by the respondents during the interview.

Usually, the writer would get to know the name of the respondents first through casual conversation with them during her early visit. After obtaining their names studied into their personal files were made. With these information, the writer felt more equip in interviewing these

respondents and to handle each of them individually and personally. In this way, the writer can be more tactful during the interview and in her relationship with them.

This is very important as the respondents are usually very weary and sensitive to any question being ask from them. If they felt that the writer understand their situation, usually they became more open and free in their conversation with her. This give the writer an opportunity to gain invaluable insight into their background and their thoughts.

1.4.4 INTERVIEW

Interview was one of the ways which information about the respondents and what goes behind the formal structure of the Institution were obtained. Both the formal and informal ways of interview were carried out on the staff and respondents. From these two, most of the finer details and sentiments were collected from the informal interview.

(1) FORMAL INTERVIEW

This method of research was carried out to obtain the necessary basic information and data.

STAFF

A brief questionnaire for the staff was prepared and questions was divided into 3 sections.

SECTION A - Academic background and working experience.

SECTION B - Opinion of the causation of delinquency among the students

SECTION C - Opinion of the Institution effectiveness as a rehabilitation centre and suggestions for improvement.

RESPONDENTS

For the respondents, very little formal interview was done on them. They became very tense whenever any questions in a formal setting were asked and usually give very brief and guarded reply.

(2) INFORMAL INTERVIEW

This was carried out in the form of casual conversation during the course of fieldwork.

STAFF

Whenever the writer observed that the staff have been working for quite a long stretch of time on paperwork and seems to need a break, she will approach them or make herself available in the office. Sometimes, the conversation started with the writer asking a few questions about the Institution activities. Many a times, they are the one that begins off the conversation. Usually they are quite relief, to take a few moments off from their work to attend to the questions. The guards while on duty were also glad to have someone for company. Many a times, the writer observed them playing chequers with the students and built good rapport with them. Through this relationship sometimes the students would come to them to confide their problems and for informal counselling. Through the guards, much valuable information about the personal situation of some of the students could be obtained.

RESPONDENTS

The writer involvement with the Asrama Bukit Baru did not start only when she carried out the fieldwork for her graduation exercise. One of her relative house is just in front of the institution. Many times during vocation, the writer stayed there. During the first year long vacation, the writer together with a few friends used to go to the hostel and play badminton and table-tennis with the students there. Therefore, the writer have the opportunity to get to know some of them on a friendly and games-mate basis even long before she started doing her fieldwork. Those that still remain in the Institution became the "bridge" between the rest of the students and herself. Sometimes, the writer was introduced by them to the new students as their old friends. (something which she really hope to be to them.) This give her a very good start for her fieldwork.

Most of the conversation with the respondents were carried out while they were doing their duties around the hostel and during breaks interval, the writer will help them with their duties and "chit-chat" with them at the same time.

Usually she made herself accessible to them by sitting at the lounge by herself and doing some written work or reading. The students as well as the staff will come around and talked, they might have felt that the writer was lonely, which she sometimes do and keep her company. These are the moments when the writer can here the opportunity to talk to them in depth and heartistically. It was also during these beautiful moments that she has the rare privilege to gain on insight into their past life,

their feelings about their present situation and their determination and resolution when they come out from the centre.

In the evening, both the students and some of the staff will have game sessions together, i.e. football and volleyball, the writer sometimes join in. Through the games, the writer could manage to know more of the students and be their games team-mate, although many a times, because of her, they lose some points. These games provide the opportunity for her to know them better and creates the relationship that will enable her to reach out to them.

1.5 PROBLEMS ENCOUNTERED DURING FIELDWORK

During the course of this fieldwork, it was not smooth sailing all the way. Many a times, there were obstacles.

1. One of the main setback was the communication barrier between the respondents and the writer. As majority of the respondents are Malay, it was difficult to communicate with them in the way they were used to due to our different background, culture and mother tongue.

2. Insufficient literatures, reports and publication materials from the institution and Welfare Services Department hampers the writer in obtaining sufficient secondary data. Many times, the writer had to rely on the memory of the staff to obtain informations and past history of the institution. This deprived the writer of some crucial information. and affect the credibility and accuracy of this writing.

3. Another great setback was the lack of response from some of the respondents. They were suspicious about the objective of this study and were reluctant to talk. The writer tried her best to explain to them the purpose of this study to try to eliminate their fear.

A number of the respondents had the tendency to give inaccurate answers especially in relation to their arrest and offence committed. Many of them faced difficulties in expressing their ideas and views because of their limited education. The writer suspect the possibility of inaccurate and unreliable informations from the respondents. To overcome this problem, an extensive studies into their file had to be done to counter-check their informations.

4. One of the disadvantage faced by the writer during the course of her fieldwork was the fact that she was doing her research on boys. Sometimes, they were shy and embrass to reveal out part of their personal details to a member of the feminine sex. This cause the writer to loose on valuable information. She was also unable to participate more actively in their daily activities in order to gain deeper understanding of the situation.

CHAPTER TWO DEFINITION OF CONCEPTS

2.1 BACKGROUND

An important pre-requisite in all research and writings is to define clearly its fundamental concepts. The main concepts that need to be defined in this study are the terms "Juvenile Delinquency", who they are, "Family", its function and role in the upbringing of a child.

2.2 CONCEPT OF JUVENILE DELINQUENCY

The concept of juvenile delinquency is so broad and widely defined that there is no universal agreement as just what constituted the term. The lack of precise definition for the term is due to the various pre-conception or assumption given by those who deal with the problem of juvenile delinquency and their contrasting review of the subject.

Nevertheless, an examination of literature of the subject and laws pertaining to it indicates that the concept of "Juvenile Delinquency" has a legal status.

2.2.1 THE LEGAL VIEW OF JUVENILE DELINQUENCY (IN PENINSULA MALAYSIA)

Under the Juvenile Court Act, the term, "Juvenile" is defined as follows:-

"... a person who has attained the age of criminal responsibility prescribed in Section 82 of the Penal code and is under the age of eighteen." (1)

(1) Law of Malaysia, Act 90, Juvenile Court Act, 1947 (Revised 1972) Part 1, Section 2.

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To further elaborate, Cavan refers to the delinquent behaviour as those acts which infringe the federal or state laws of municipal ordinance and may require official action. (2)

2.2.2 JUVENILE DELINQUENCY FROM A SOCIAL CONTEX

Though "Juvenile Delinquency" is a legal term, it can also be defined in the cultural or social context. From a sociologist approach, the delinquent is viewed as a juvenile member of the society whose behaviour deviates or contradicts with the value demands of the dominant or conventional culture within which he lives. He is seen as a disruptive force in the smooth flow of organised social life.

An example, Albert K. Cohen (3) defines deviant behaviour as:-

"... Behaviour which violates institutionalised expectations, that is, expectations which are shared and recognised as legitimate within a social system."

Another definition given to explain the term delinquency states that:-

"... Delinquency is defined by acts, the detection of which is thought to result in punishment of the person committing them by agents of the larger society." (4)

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- (2) R.S. Cavan, "Reading in Juvenile Delinquency" (3rd Edition), J.P. Lippincott Co., Philadelphia, N.Y. 1964, Pg 5.
 - (3) Albert K. Cohen, "The Study of Social Organisation and Deviant Behaviour", in Robert K. Merton, "Et Al", "Sociology Today", N.Y. Basic books, 1959, PG 462, Richard A. Cloward & Lloyd E. Ohlin, "Delinquency and Opportunity", New York Free Press, 1960, Pg. 3.
 - (4) Foong Yuet Kuen, "Broken Home and Juvenile Delinquency, University Malaya, Thesis 1982/83.

To understand it more, Richard A. Cloward & Lloyd E. Ohlin aptly stated that:-

"the delinquent act --- is behaviour that violates basic norms of the society, and, when officially known, it evokes a judgement by agents of criminal justices that such norms have been violated" (5)

Thorstein Sellin & Mervin E. Wolfgang gave a holistic and detailed account for the term juvenile delinquency. They say, the words "delinquent child"

- (a) A child who has violated any law of the commonwealth or ordinances of any city, borough or township;
- (b) A child who, by reason of being wayward or habitually disobedient, is uncontrolled by his or her parent, guardians, custodian, or legal representative;
- (c) A child who is habitually disobedient, truant from school or home;
- (d) A child who habitually so departs himself or herself as to injure or endanger the morals or health of himself, herself or others. (6)

Therefore, the definition shows that juvenile delinquency is something undesirable and unacceptable in society and it has been given considerable attention by the authority concern as a major social problem.

2.3 WHO ARE THE DELINQUENTS

On what criteria or aspects are those juveniles regarded as delinquents?

A simple but precise definition of the term was that put forward by

Paul W. Tappen. (7)

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- (5) Richard. A. Cloward & Lloyd E. Ohlin, Delinquency and Opportunity, New York Free Press (1960) Pg 3.
 - (6) Thorstein Sellin & Marvin E. Wolfgang, "The Legal Basis of Juvenile Delinquency", in Rose Giallambardo, Juvenile Delinquency - A Book of Readings (3rd Ed), Wiley & Sons, N.Y., London, 1976, Pg 28-29.
 - (7) Paul W. Tappan, "The nature of Juvenile Delinquency", in Rose Giallambardo, Juvenile Delinquency - A Book of Readings (2nd Ed), John Wiley & Sons, Inc., N.Y. London 1972, Pg 13.

"The juvenile delinquent is a person who has been adjudicated as such by a court of proper jurisdiction though he may be no different, up until the time of court contact and adjudicated at any rate, from the masses of children who are not delinquent... but it cannot be measured as delinquency until a court has found the fact of delinquency to exist."

However, in order to define those people who are the real delinquents, necessary criterias need to be looked into:-

- (1) The seriousness of the behaviour.
- (2) Its frequency.
- (3) The attitude of the offender towards a lawfully constituted society.

From the above analysis, we can see the difficulties involved in pin-pointing and drawing the line in determining who is the delinquent and who is not. A particular behaviour by a juvenile member of a society in one community may be considered as deviant and in need of rehabilitation whereas in another community, the same behaviour may receive nothing more than just a rebuff. The reaction of the community will depend on the nature, seriousness and frequency of the behaviour.

Furthermore, the final determinant of the behaviour will depend on the discovery of the delinquent activities by the authority concerned and the subsequent judgement by an agent of criminal justice.

However, for the purpose of this research, I will only focus my scope on juvenile delinquents to those whose behaviour had been discovered by the relevant authorities and are either waiting for or had already received judgement by an agent of criminal justice.

2.4 THE PROCESS OF DELINQUENCY PROGRESSION

The process of delinquency progression and persistence has been studied both at conceptual and empirical levels by sociologists like Frank Tennonbaum, Howard S. Becker, Edwin Lemert, E.H. Suther;and, Marvin E. Wolfgang and others. K.S. Shukla divides this process into three stages of development:-

- (i) Socialisation Stage
- (ii) Drift Stage
- (iii) Criminalisation Stage (8)

(I) Socialisation Stage

The socialisation of children in a given culture is almost uniform. However, there are minor variations in cultural norms from one family to another. The differentiation in the nature and pattern of these norms have a concomitant influence on recipients exacting from them a similar behaviour. The impact of these situations on an individual is according to the pressures operating on every family.

Obviously, the existence of these pressures makes an individual anxious affecting his adjustment process. A tension-ridden and mal-adjusted child is under stress and is always in search of

(8) K.S. Shukla, "Adolescent Thieves", A study in Sociol-Cultural Dynamics, 1st Edition, Leeladevi Publication Delhi-110035 (1979), Pg 18-20.

avenues to resolve the stress. Different children resolve these stresses and strains in accordance with environmental factors. In some cases, the tension gets resolved when they turn into social deviants.

(II) Drift Stage

Determination on the part of an individual to deviate is not sufficient. He must have favourable opportunities for deviance. Occasional deviance will take the shape of regular deviance only when there are avenues for continued deviance. These opportunities are provided by the already existing delinquent associations. If these associations are available then the deviant proceeds towards still higher levels of deviance, otherwise he falls back. The continued association with delinquent companions culminates in the acceptance of deviant roles; and the acceptance of deviant roles, at times, creates conflicts. A deviant resolves these through different modes in accordance with the norms of the deviant group or that of the conventional milieu as per the situation.

(III) Criminalisation Stage

The acceptance of deviant roles leads to the assimilation of criminal values, patterns of behaviour and sub-culture of the delinquent organisation. The more a deviant gets engrossed in transgression of property norms, the more he gets involved in a

variety of other delinquent activities. Versatility in delinquent ways leads to greater expenditure, stigmatisation, alienation and rationalization, etc. These in turn, close opportunities available to a delinquent in the legitimate social order.

However, he may change his mode of activity or operation in accordance with his further interactions. The modification, if any, in the trait or mode is more limited to delinquent than non-delinquent ways, ie. from a pocket-picker he may become a house-breaker or a gambler, but he may not be able to arrange a legitimate employment. Another shift that he can hope to have is that of a border-line trade like becoming a petty-trader.

It has been subsumed that pressures towards deviance emanate at the family level. However, the nature and pattern of these pressures may differ and their impact may vary. The phenomenon of pre-dispositional aspects of the families towards deviance has been examined in terms of familial structure and psycho-cultural atmosphere at home in chapters three and four respectively.

Having been prone towards a life of deviance, a child takes to delinquency only when situations favourable for delinquency progression are available. These factors determine both the evolution and persistence processes as reinforcing factors in the immediate environment or the sub-culture. The phenomenon of delinquency progression, germinate and flourish through five successive stages:-

- (i) Exposure,
- (ii) Socialisation in delinquent values,
- (iii) Internalisation of delinquent norms,
- (iv) Criminal action, and
- (v) Criminalisation.

Any or all of these stages could be transformed at the companion-ship or gang level during field operations and inter-personal communication. Exposure leads to attraction; attraction leads to creation of interest groups, which, in turn, facilitates socialisation in delinquent values; socialisation leads to internalisation of delinquent norms; internalisation leads to value permissibility resulting in criminal action. Continued involvement with criminal activities leads towards variety of favourable (delinquent norms) and unfavourable (conventional norms) situations. Depending upon the dominance of a particular situation, it will lead towards the evolution and persistence of the delinquent sub-culture.

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- (9) A. Hansen, "The Identification of Conceptual Frameworks Utilized in Family Study", *Marriage and Family Life*, 1965, Pg 296-311.
 - (10) Eliot J. Goss, "The Family: The Structure and Function, New York: Macmillan 1974, Pg. xv.
 - (11) Ibid, Pg. xv.

2.5 FAMILY

Most people know intuitively what they mean by "The Family". They have known families throughout their lifetime and intuitive definitions are sufficient for everyday conversation. However, in order to de-limit our area of analysis of the family as a social institution, we must formulate a more vigorous definition.

Sociologists have developed several interpretive approaches to variations in family life, each one generating unique understanding about family organisation while at the same time emphasizing a different aspect. (9)

A study of the family as an institution must relate it to the context of the particular society in which it functions, because relationship within the family and its pattern of life must to some extent be congruent with the demands that the community makes upon its member. (10)

As an example, if the family place a strong emphasis on institution achievement as the basis of social status, especially common among the middle class, the values of individualism and achievement will guide the family's concerns in relating to its young members. For it is in the family, that the next generation is prepared for the roles to be occupied in the society at large. (11)

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- (9) A. Hansen, "The Identification of Conceptual Frameworks Utilised in Family Study", *Marriage and Family Link*, 1968, Pg 299-311.
- (10) Rose Laub Coser, "The Family: The Structure and Function, New York Macmillian 1974, Pg xv.
- (11) Ibid, Pg xv.

While it might be true that from the point of view of institution, the family is the first institution to which they are exposed, it is important to remember that from the point of view of society, the family is a mediator of social values.

According to Eric Fromm, he aptly stated that:-

"In spite of institution differences that exist in different families (of the society), the family represents primarily the content of society; the most social function of the family is to transmit this context, not only through the formation of opinions and point of view but through the creation of a socially desirable attitudinal structure.

To understand it more simply, the French Anthropologist, Claude-Levi Strauss defines the family as:-

"A group manifesting the following organisational attributes:-

- (i) It finds its origin in marriage.
- (ii) It consists of husband, wife and children born in their wedlock, though other relatives may find their place close to this nuclear group.
- (iii) The group is united by moral, legal, economics, religions and social rights and obligations (including sexual rights and prohibitions as well as such society patterned feelings as love, attraction, piety and awe. (13)

Representing the Universal-Functions approach, Murdock posits four Universal functions.

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- (12) Eric Fromm, "Sozialpsychologische Teil" in *Autorität und Familien*, Max Horkheimer, ed., Paris, Librarie Alcan, 1936, Pg 87.
 - (13) Claude Levi-Strauss, "The Family", in *Man, Culture and Society*, Harry L. Shapiro, ed, N.Y. Oxford University Press, 1960.

- (a) Sexual
- (b) Reproductive
- (c) Economic
- (d) Education/Socialization (14)

Murdock argues that without the sexual and reproductive functions, society would become extinct; without economic cooperation among family members, life would cease; without the education of children, culture would end.

That the family is a universal institution cannot be explained simply by its manifest functions. Moreover, the family does not serve exactly the same functions in every society or at any time. (15)

Nevertheless, Coser stated that though the manifold characteristics of families are as diverse in structure as the cultures in which they are embedded, one feature stands out universally. The family helps place institutions into a patterned network of inter-weaving social relationships.

It does this in two ways:-

- (i) Principle of Reciprocity

regulating social alliances between families.

- (ii) Principle of Legitimacy

by acting as an agent of social placement for the members of society.

(14) G.P. Murdock, Social Structure, New York Macmillan, 1949.

(15) Coser, opcit. Pg xv.

2.6 FAMILY ENVIRONMENT AND ITS RELATION TO THE DELINQUENT CHILD

According to Murdock, one of the function of a family is to socialize the child and acts as a mediator of social. How the child behave as a member of the society and his later development depends greatly on his upbringing by his family. During the past decade, knowledge of delinquency and some of its causes has grown and proved that children are not "born to be criminals". (16)

The causes of delinquency are complex and variable. Results from research done by social scientists indicated that destructive influences of home life are major factors leading to crime:-

- the disorganised, divorced or separated family in which children are mistreated or neglected causes delinquency;
 - illegitimate children who grows up without proper care are part of this group;
 - families with quarrelling, disunited parents who are in disagreement about education and discipline;
 - living in adequate housing without sufficient privacy for the members of the family are another factors leading to anti-social behaviour.
- (17)

(16) Walter A. Friedlander, Introduction to Social Welfare (2nd Ed), Prentice-Hall of India Pte Ltd, New Delhi, 1967, Pg 438.

(17) Ibid, Pg 439.

2.6.1 FAMILY TENSION

A psychologically broken home where tension and hostility exist are good fertile breeding ground for future delinquents. Such a home and unhappiness, inconsistencies of discipline and numerous forms of strains and tension. Dissension occurs when members of the family cannot reach workable unity and are in constant disagreement. Feelings of insecurity, unrest and rejection may flow out of bickering and quarrelling on the part of parents and the mistreatment of children. In addition, conflict of values and interests may arise when ideas of the children differ from that of their parents. Emotional shock often grows out of the feeling of being rejected. Thus, constant quarrelling and serious dissension and conflict produce social crisis and disorganisation in the home. These feelings of insecurity, unrest, rejection and conflict of values will have deep and lasting effect on the future years and behaviour of the child. If a rejected or neglected child does not find love and affection, as well as support and supervision at home, he will often resort to groups outside the family, frequently those groups are of a deviant nature.

A finding by R. Jenkins stated that:-

"parental rejection had a direct effect on the child's ultimate development and growth of a conscience. The lack of an adequate conscience structure, combined with feelings of hostility for being rejected, led to general unsocialised aggression. (18)

(18) Richard L. Jenkins, "Motivation and Frustration in Delinquency", American Journal of Orthopsychiatry (1957, Pg 528-37).

Many professionals in the fields of both psychology and sociology agree next open rejection and hostility can directly affect youngsters and ultimately produce delinquency and that the family insitution has the greatest influence on the youngster's behaviour in the community. (19)

A positive atmosphere in the homes is conducive to effective modelling by the parents and also increases the amount of influence that parents extent over the children.

2.6.2 PARENTAL EMOTIONAL STABILITY

Delinquent behaviour can often be directly traced to behavioural disturbances and emotional instability in one or both parents. Parents who have their oven emotional instability frequently transmit it to their children.

When the marital relationship between parents is not positive and the child is the recipient inappropriate and exaggereated emotions, when he is being used as an object by one or both parents to vent their hostility on each other, he soon becomes greatly confused. Situation where tension, hostility and displaced emotions exist, the family environment willl not be conducive to producing children who are themselves stable and who can fuction effectively. Moreover, the child's formation of an adequate conscience within himself is affected.

(19) Robert C. Trojanowicz, "Juvenile Delinquency: Concepts and Control", (2nd Edition), Prentice-Hall, Inc., Englewood Cliffs, New Jersey (1978) Pg 78

Children who come from families where either or on both parents have emotional instability often suffer from mistreatment and abuse by either one or both parents. These situations are often the causes of delinquency among the youngsters. Experts have shown a clear relationship between child abuse and neglect and adolescent and adult criminality. A sad but undeniable remark by Karl Menninger stated that:-

"Every criminal was unloved and maltreated as a child." (20)

Many studies had discovered that child abuse results in adolescent and adult criminality. At a hearing of the New York State Legislative's Select Committee on Child Abuse and Neglect in December of 1971, Dr Shervert H. Frazier, Jr reported that his study of ninety murderers revealed that as children, them had been "victims of remorseless brutality". A Family Court Judge Nanette D. Embitz made the following observation before the same committee.

"A child growing up in a situation of indifference to his well-being and of violence, cannot respect himself or others. It is as natural for a maltreated child to grow up to carry a knife as it is for a loved and cared-for child to carry a pen or pencil. (21)

Another "eye-opening" observation made by Dr Irving Kaufman in R. Trojanowicz book discussed some of the psychiatric implications of the physical abuse of children in relation to their parents emotional

(20) Ibid, Pg 187

(21) Vincent J. Fontana, "Somewhere, a child is crying" (New York: New American Library, 1976) in R. Trojanowicz, Ibid, Pg 187.

stability:-

"For a full-grown adult to perceive the child or infant as a suitable target for its rage, anger and abuse to the extent of injuring, sexually assaulting or killing the child, implies that the child is not perceived as a child but some symbolic or delusional figure --- these people attempt to handle the over-whelming anxiety they feel within themselves, which they fear will over-whelm and destroy them, by externalizing this destructive force and attacking or killing..."
These violent outbursts or rage express a sense of inner dissatisfaction and frustration, and the child is used as a means of expressing it...
They project much of their difficulty onto their child and feel that the child is the cause of their troubles. In this way, they attempt to relieve their anxieties by attacking the child instead of facing their own problems. (22)

Parental emotional stability is indeed another crucial important aspect of the environment of the family. It can have a far-reaching and marked effect on how the child ultimately reacts in the community.

2.6.3 METHODS OF PARENTAL CONTROL

Just as tension and parents emotional stability can affect the stability of the family structure, forms of discipline administered by the parents can play a part in the development of delinquent behaviour.

Inconsistent discipline and lack of cooperation between parents, often resulted in the absence of an adequate control structure within the home. Finally, the child loses respect for the process of control utilised by

(22) Irving Kaufman, M.D., "Psychiatric Implication of Physical Abuse of Children", in Protecting the Battered Child (Denver: Children's Division, American Humane Association, 1962) Pg 17-20.

his parents and consequently often rejects the entire sphere of parental influence.

A study done by Mc Cards and Zola found that lax or erratic discipline involving punitive methods was strongly related to delinquency whereas, consistent discipline, either by punitive or love-oriented methods was significantly related to non-delinquency. The erratic nature of discipline, not the amount involved, was the major variable in producing the delinquent behaviour.

"Contrary to our expectation, we found no evidence that consistently punitive discipline leads to delinquency. In fact, we were surprised to discover that 14 children who had been severely but consistently treated, has the lowest rate of crime. Consistent use of love-oriented techniques also seems to proceude non-criminality. These figures indicate that the consistency of parental behaviour is more important than the methods parents use for enforcing their demands. (23)

- (i) Love-oriented discipline - in which reasoning is used with the child and punishment involves withholding rewards or privileges;
- (ii) Punitive discipline - in which a great deal of physical violence is used and there is a great deal of anger, aggression and threat;
- (iii) Lax discipline - in which neither parents exerts much control;
- (iv) Erratic discipline (love-oriented and lax) - in which one parent uses love-orientd methods and the other is lax or wavers between the two types;
(love-oriented, lax and punitive) - in which both parents waver in using the three methods, so that all three are combined;
(punitive and lax) - in which one parent is punitive and one parent is lax, or both parents waver between the methods.

(23) R. Trajonowicz, Op Cit. Pg 79.

From the above observation, it is very obvious that the key word towards effective and correct method of discipline is consistency. Consistency is extremely important, and a united approach by parents is desirable.

2.6.4 FAMILY ECONOMICS

Family economics can be a contributing variable to delinquency although it might not be a direct variable. Usually, those parents who are immature, unstable, lowly education will naturally not have the ability nor stability to provide a sound economic that can fulfil the need of the child and the family. These inability to provide for the material needs of the youngster can create insecurity and affect the amount of control that the family exerts over the youngster.

Other theorists have pointed out that the homes of delinquents are often physically deteriorated, which can affect the boy's perception of himself and the attitude of the community towards his family.

According to Peterson and Becker:-

"The homes in which delinquents live tend to be dirty and run-down ... are often disorderly and cluttered, present routines are weakly fixed, physical space is at a premium and privacy can best be had by leaving the house ... As a physical social stimulus, the typical delinquent home acts mainly as a repellent, driving people away." (24)

(24) Gordon H. Barker and W. Thomas Adams, "Glue Sniffers", Sociology and Social Research (1963), Pg 298-310.

Although it is probably one of the least meaningful variables that is directly related to delinquent behaviour, family economics can play a part when combined with other factors.

In conclusion, the difference between families of delinquents and families of non-delinquents are :-

- disruptive homes with a great deal of tension and hostility.
- parental emotional instability.
- ineffective methods of parental control.

A remark by Tait and Hodges gave a very clear picture of the difference between these two families:-

"In healthy families, the youngster has a secure atmosphere and can learn socially acceptable modes of behaviour and a life-style that will help him adjust effectively in the community. Conversely, in homes of delinquents, the family fails both the youngster and ultimately the community because it does not provide the proper atmosphere for helping the youngster to develop into a productive citizen. (25)

2.7 PEER GROUP

Groups can be classified in an almost infinite number of ways. As patterns of inter-personal relationship endure over a period of time, the individuals involved begin to see themselves as belonging together, come to expect certain reactions from the others, and realise that the others expect certain things of them.

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- (25) Downing Tait Jr, and Emory F. Hodges Jr, Delinquents, Their Families and the Community, Springfield, Ill: Charles C. Thomas (1962), Pg 90.

A clear definition of a social group by John W. Kinch stated that:-

"A social group is a collection of two or more persons who interact and share common norms and whose social roles interlock." (26)

The three conditions that define the group are:-

- (a) interaction
- (b) shared norms
- (c) interlocking roles

(A) Interaction

Interaction is considered as the central concept in de-limiting the group. The group exists in-so-far as the individuals are responding and are being responded to, that is, interacting. Shibutani emphasize the importance of this dimension by suggesting that a group be regarded as consisting of "man acting together as a unit". (27)

The emphasis is on the action, not on the collection of persons and the study of group ought to center not so much upon membership as upon participation.

(B) Shared Norms

A simple but precise definition of the term was put forward by Kinch,

(26) John W. Kinch, "Social Psychology", Mc Graw-Hill Book Co., Copyright (1973), Pg 95-96.

(27) Tomotsu Shibutani, "Society and Personality", Prentice-Hall Inc, Englewood Cliffs, New Jersey (1961), PG 32-39.

"the rules or standards for behaviour that are shared by the members of the group or the society." (28)

Norms can be perceived from the viewpoint of as the way persons are expected to behave as a member of society and can range from simple etiquette to complex laws.

The shared norms constitute a part of every group and affects the group operation. In order for the group to exist the members or participants must share common norms, that is, they must have sets of standards or expectations that will govern their behaviour and will allow them to predict how others will behave. The group members may bring these expectations with them as they come into the group so these expectations may reflect a larger cultural milieu or expectation may enlarge over a period of initial interaction in which the norms are formulated on the basis of the actions and reactions of the participants.

(C) Interlocking Roles

Roles can be defined as:-

"those norms that refer to expectations for individuals because of some characteristic that and individual possesses or a position he holds in the group or society." (29)

For example, when we speak of the role of the male in Malaysian Society, we are referring to those sets of expectations that society

(28) Kinch, Op Cit, Pg 43.

(29) Ibid, Pg 97.

places in an individual who is recognised as possessing the characteristic of being male.

Roles are a special type of norms that do not apply universally to all members of the group but rather apply to those members who occupy particular positions. What has been added in the definition of the group is that the roles must be interlocking; that is, the particular set of expectations that are directed towards an individual who occupies a particular position. This includes prescription for how he is expected to behave, not just on his own, but in relation to the other members of the group.

2.7.1 PEER GROUP IN RELATIONS TO JUVENILE DELINQUENCY

As a child enters into the school-going and adolescent stage, influence from sources outside of the family increases. Youngsters begin to group together, forming gangs with other youngsters of roughly the same age group in their activities. They no longer limit their scope of relationship within the family circle only. Because of the extended period of adolescence, the youngster often looks to the group or the gang for the security and at least some definition of a role and expected behaviour. This is even more accentuated if the family does not provide the needed structure and guidance.

Youngsters involvement with gangs have a strong correlation with family environment. In view of this, August Aichhorn stated that:-

"When a great deal of tension and hostility exists in the home, the youngster is often forced to find 'peace of mind' in group outside the family environment...When the youngster seek relief from the constant bickering and quarrels within his family, he often flees and 'takes refuge in the street'. (30)

The gang or peer group, provides the youngster with at least an orientation and often a role. This can be a substitute for his needs for identification during the turbulent and nebulous adolescent period. (31) Many people do not have the strength to resist the pressures of the gang or group, not only during the adolescent period but even in later years. This is even more true if the adolescent cannot obtain satisfaction from his home. The maturity level of these individuals are thus retarded, and they often have difficulty adjusting to the adult world of expectation, demands and responsibility. The group then can exert a great deal of influence on the youngster, and group involvement can be usual and beneficial. The group involvement can be devastating, however, if the group is negatively oriented and contributed to the youngsters becoming a delinquent.

An observation regarding youngsters involvement with gang by Martin R. Haskell and Lewis Yoblongsky noted that:-

(30) August Aichhorn, Wayward Youth (Pg 3) in Robert C. Trajonowicz, Op Cit, Pg 75.

(31) Ibid, Pg 97.

(32) Martin R. Haskell and Lewis Yoblongsky, "Juvenile Delinquency", McGraw-Hill Book Company, Boston, 3rd Edition (1960), Pg 171.

(33) Robert C. Trajonowicz, Op Cit, Pg 97.

"One constant in gang structure is that there has been a variety of juvenile gang available to youths growing up in urban areas. Some comprise youths in a close, friendly association, as in athletic clubs. At the other extreme, are delinquent and violent gang. Gangs of this type are extremely negative socializing agents that train youths into delinquents and violent patterns of behaviour." (32)

If the youngster cannot obtain satisfaction from his home from socially acceptable group, he may be attracted to individuals who have similar problems and needs, and many times, this takes the form of a gang. If the gang exerts a great deal of influence over him, he will begin to utilize their standards and value system. This value system is often in contrast to that of his parents and community. If the value system greatly vary, serious delinquent behaviour may result.

The group can exert a great deal of influence on the youngster. Robert Trajonowicz wrote that:-

"Almost all youthful delinquents act are committed by groups rather than by individuals. If a youngster is looking for some type of structure and guidance and support that he cannot find in his family, but can find in the group or gang, he will evidently take on the characteristics of the gang, identify with it, and abide by its codes." (33)

As a conclusion, children involvement with groups and the dynamic processes that take place are very much a part of their adjustment phase. Parents have to recognise this and make effort to know their friends. Through this, they can prevent their children's involvement with undesirable company.

(32) Martin R. Haskell and Lewis Yoblonksy, "Juvenile Delinquency", Houghton Mifflin Company, Boston, 3rd Edition (1980), Pg 171.

(33) Robert C. Trajonowicz, Op Cit, Pg 97.

The school, as a part of society, and together with all other agencies in society, has the responsibility to help adjust school and society to the needs of the individual child so that he may build up self-respect, self-confidence, and a hopeful orientation to his life.

A definition given by Edward H. Stullken regarding the purpose of modern education stated that:-

"The schools are insitutions established to help young people realise their best potentialities and to develop into wholesome personalities and useful citizens. Public schools are instruments of the state, organised so that all children of all the people can receive a good common school education." (34)

This implies that schools deal in education, a process by which the behaviour of people is improved so that they may think, feel, and act differently than they did before.

Every child has a need for a sense of achievement and an opportunity for creative expression. Therefore, one school must provide a learning situation where he can succeed and can express himself. Teachers must encourage pupils who feel defeated; and school work should make it possible for each pupil to express his own individuality even though pupils vary widely in interest and abilities.

Just as every child has a need for a sense of achievement and freedom for greativity, the need for discipline in every child is equally important.

(34) Edward N. Stullken, "The School and the Delinquency Problem", in Sheldon Gluek, "The Problem of Delinquency", Houghton Mifflin Co., Boston, Copyright (1955), Pg 154-155.

Stullken further elaborates on the responsibility of the school towards the child by saying that:-

"Schools must develop the child's sense of responsibility and capacity for self-discipline. Teachers must use methods which will transform imposed discipline into self-discipline and students should be provided with opportunities to learn from experience in student government." (35)

The basic needs enumerated above are typical of many that affect the social adjustment of pupils but they are fundamental factors which, if properly met, help the school in doing its share to prevent delinquency.

Jessie F. Biuford, Superintendent, Juvenile Protective Association, Chicago, gave another dimension of the school's responsibility towards the students apart from those mentioned before. He quoted:-

"The primary concern of the school is rather one of understanding the problems of each child, physical, mental, emotional and conducts, whether these problems become apparent through delinquency or not." (36)

He goes to emphasize that:-

"The school is the first institution outside of the home which has the opportunity to perceive and analyse the problems of children. Parents accept the school to which they entrust their children while they are still young and that fact increases its opportunities and importance.... It goes without saying that all teachers should be trained that they can perceive and understand the physical, intellectual, educational, social and emotional needs of every child." (37)

(35) Ibid, Pg 157.

(36) Ibid, Pg 161.

(37) Ibid, Pg 161.

This indicates that school especially the teachers involved, play an important and major role in the socialisation and nurturing of a child that can affect the boy's perception of himself and how it ultimately reacts in the community. The school can curb with the students from drifting into committing future delinquent acts and anti-social behaviour through early detection of potential delinquents among the students population. Teachers can perceive the state of mind of the child through the progress of his academic performance and his achievement. Research done by Sheldon and Eleanor Clueck indicated that to a much greater extent than the non-delinquents, the delinquents expressed violent dislike for school, resentment at its restrictions, lack of interest in school work. The few delinquents who dislike school, on the other hand, did so largely because they were unable to learn and felt intellectually inferior. The school attainment of the delinquents was far below that of the non-delinquents. This would seem to indicate a greater degree of mal-adaptation to school. In their inter-personal relationships with school-mates, the delinquents were more unfriendly and pugnacious. (38)

In respect to school conduct, the Gleucks discovered a marked differences between the two groups. They noted that:-

"More than nine-tenths of the delinquents seriously or persistently mis-behaved in school at one time or another as compared to less than a fifth of the non-delinquents..."

(38) Sheldon and Eleanor T. Gleuck, "Unravelling Juvenile Delinquency", Harvard University Press, Copyright (1950), Pg 153-154.

Truancy was the first and most frequent manifestation of mal-adjustment among the 478 delinquents who mis-behave in school." (39)

The various indications of mal-adaptation and mis-conduct occurred at a much earlier age among the delinquents than among the very small group of non-delinquents who mis-behave. This indicates the relative deep-rootedness of the motional difficulties of the delinquents. In view of these findings, it can be concluded that an early detection of potential juvenile delinquents and immediate and effective steps taken to counsel and guide the child involved by the school administration can greatly curb the development of the child into a full-fledge delinquent.

2.9 CONCLUSION

Family, school and peer groups play an important role in the development of a child. Children are not born a criminal, they are what the society made them to be. Viewed symptomatically, all delinquents behaviour, whatever specific form it may take, has the common denominator of mal-adaptation of the individual to the demands of a social code, be it to the rules of family life, school life, or life in the large society which is protected by a system of law. (40)

(39) Ibid, Pg 154.

(40) Sheldon and Eleanor Gleuck, "Unraveling Juvenile Delinquency", Harvard University Press, Cambridge, Massachussets, 5th Edition (1968), Pg 13.

CHAPTER THREE REMAND HOSTEL (RUMAH TAHANSENTARA ASRAMA AKHLAK)

3.1 INTRODUCTION

The Ministry of Social Welfare started three different categories of institution for the purpose of achieving its objective to provide moral reformation and rehabilitation services. These institutions are classified as follows:-

- (a) Remand Hostel (Rumah Tahananentara)
- (b) Approved School (Sekolah Akhlak)
- (c) Centre for the Protection (Institut Pemeliharaan Akhlak bagi Perangtuan)

CHAPTER THREE

REMAND HOSTEL

(RUMAH TAHANSENTARA ASRAMA AKHLAK)

However, since our central research and discussion is on the remand hostel, namely Rumah Tahananentara Asrama Akhlak, we should only concentrate on the remand hostel.

The remand hostel is not merely a place of detention nor punishment for the past offences as a place of discipline, which means to educate, to correct and to train them to become useful and law-abiding citizen. It also provides facilities for the delinquents to adjust themselves again into the society. This process of education is achieved through the various rehabilitation and reformation programmes set-up by the institution.

At present, there are 12 remand institutions and reformation hostels in Malaysia, 11 in West Malaysia and 1 in Sabah. They are namely:-

(I) Asrama Pokok Sena

(II) Asrama Paya Terubong

(III) Asrama Silibin

3.1 INTRODUCTION

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- (c) Centre for the Protection (Institusi Premulihan Akhlak bagi Pesalah Perempuan)

However, since our central research and discussion is on the remand hostel, namely Rumah Tahansentara Asrama Bukit Baru, Melaka, we should only concentrate on the remand hostel.

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At present, there are 12 remand institutions and reformation hostels in Malaysia, 11 in West Malaysia and 1 in Sabah. They are namely:-

- (i) Asrama Pokok Sena
- (ii) Asrama Paya Terubong
- (iii) Asrama Silibin

- (iv) Asrama Bahagia (Female Delinquents)
- (v) Asrama Bukit Baru
- (vi) Asrama Bukit Senyum
- (vii) Asrama Rusila
- (viii) Asrama Kota Kinabalu
- (ix) Asrama Datuk Keramat
- (x) Asrama Subang Jaya
- (xi) Asrama Johor Bahru
- (xii) Asrama Sentosa

Except for the rest, Asrama Bahagia, Asrama Datuk Keramat, Asrama Johor Bahru and Asrama Subang Jaya are reformation hostels. The period of detention in these various hostels depends on the court case. For those juveniles who are placed under probation order, their period of placement in the institutions will not exceed 12 months. Usually, they serve the whole period of 12 months in the hostel.

As this research was carried out in Asrama Bukit Baru, the next part of Chapter Three will focus mainly on this particular institution.

The purpose of these hostels are:-

- (i) to provide remand facilities for juvenile delinquents who are waiting for the court case,
- (ii) to give care, education and training for juvenile delinquents who are under probation order,
- (iii) to provide remand facilities for juvenile delinquents while waiting for admission and transfer to the approved schools,

(iv) to provide training and a place to stay for juveniles who were released from approved schools under licence/probation and parole or after-care and are in the process of adjusting themselves back to their families.

In the year 1983, a total of 928 students were sent to the various hostels around the country for remand.

Table 2 gives a comparative statistic between the total number of students under remand and those that were given the probation order.

TABLE 2: Statistic of total juvenile offences sent to the remand hostel and those that were actually given the probation order

YEAR	Cases sent to remand hostel	Cases under probation order	% of actual cases under probation order
1981	612	89	14.54
1982	864	89	10.30
1983	848	88	10.38
TOTAL	2324	266	11.45

From the above table, we can see that out of the total delinquents sent to the various remand hostels, only a very small percentage (11.45%) were those under probation order. In all three years, consecutively, the number of probation students who were under the condition to stay in the hostels remain static. Many students detained in the hostels were under remand while waiting for their court case. Some of them were transfer-

cases placed there while waiting for admission into other specific rehabilitation and reformation institutions. Another reason for the great difference is that many of the students consist of illegal immigrants awaiting to be sent back to their country of origin.

3.2 RUMAH TAHANSENTARA ASRAMA BUKIT BARU, MELAKA

Asrama Bukit Baru, Melaka, is a residential remand hostel for male delinquents between the age of 10-18 years old. It is situated at Jalan Melor, Bukit Baru, Malacca.

During the course of this research, the hostel was undergoing a change of warden. When the writer first started her field-work, the warden of the hostel was Encik Johari bin Haji Anuar. He retired in August 1987 after many years of dedication and hardwork to the hostel.

From September 1 to November 30, 1987, the new warden in-charge was Encik Sulaiman Baba. Encik Sulaiman Baba was with this hostel before in 1984 was a Welfare Officer.

His position was replaced by a Lady Warden, Puan Hasiah from December 1, 1987. She is an experienced Social worker in the field of rehabilitation and was stationed in Ipoh prior to her assignment here.

3.2.1 THE CONDITIONS OF ADMISSION TO THE HOSTEL

According to the Juvenile Courts Act 1947 (Amended in 1972), the court has the absolute authority to make an order under Section 12, Section 36 and Section 37 in sending a juvenile to a remand hostel. The Sections of this

Act used for making an order are:-

- (i) Section 12 for criminal offenders,
- (ii) Section 36 for those in need of care and protection,
- (iii) Section 37 for those beyond control.

However, not all the juvenile of the above-mentioned background are sent to remand hostels. The court has the unquestionable authority to determine which alternative should be taken out of few that are stipulated in particular Section of the Act.

- (i) About 16% of the population of remand hostels are sent under this Section. When a juvenile is arrested for committing an offence, he will be judged in a juvenile court unless he commits the offence with an adult. In such a case, the case will be brought to an open court. The juvenile court consists of a magistrate assisted by two advisors.(41) According to Section 12 (1) of the Act, when a juvenile court is satisfied that an offence has been proved, the court shall, in addition to an other powers exercisable by virtue of this Act or any other law for the time being in force, have power -----
 - (a) to admonish and discharge the offender.
 - (b) to discharge the offender upon his entering into a bond to be of good behaviour and to comply with such order as may be imposed.
 - (c) to commit the offender at the care of a relative or other fit person.
 - (d) to order his parent or guardian to execute a bond to exercise proper care and guardianship.
 - (e) without making any order, or in addition to an order under paragraph (c) or (d), to make a probation order under Section 21.
 - (f) to order the offender to be sent to an approved school or Henry Gurney School.

(41) Juvenile Court Act, 1947 (Amended in 1972), Section 4 (2).

- (g) to order the offender to pay a fine, compensation or costs; and
 - (h) where the offender is a young person and the offence is punishable with imprisonment, the Court may subject to Section 15 (2), impose upon him any term of imprisonment which could be awarded by a Sessions Court or if the Court considers that its powers are inadequate, commit him to the High Court for sentence.
- (ii) Section 35 (1) of the Act defines a child or a young person in need of care or protection as a person who is -----
- (a) a child or a young person who, having no parent or guardian or a parent or guardian unfit to exercise care and guardianship, or not exercising proper care and guardianship, is either failing into bad associations, or exposed to moral danger, or beyond control; or
 - (b) a child or a young person who -----
 - (i) being a person in respect of whom any of the offences mentioned in Chapter XVI of the Penal Code or any offence of the nature described in Part II of the children and Young Persons Act, 1947, has been committed;
 - (ii) being a member of the same household as a child or young person in respect of whom such an offence has been committed; or
 - (iii) being a member of the same household as a person who has been convicted of such an offence in respect of a child or young person,

requires care and protection.

When a child or young person is found destitute, or is found wandering without any settled place of abode and without visible means of subsistence, or is found begging or receiving alms (whether or not there is any pretence of singing, playing, performing or offering anything for sale), or is found loitering for the purpose of so begging or receiving alms, shall be evidence that he is exposed to moral danger. (42)

(42) Juvenile Court Act, 1947 (Amended in 1972), Section 35 (2).

(iii) Where the parent or guardian of a child or young person proves to a Juvenile Court that he is unable to control him, the Court, if satisfied -----

- (a) that it is expedient so to deal with the child or young person; and
- (b) that the parent or guardian understands the results which will follow from and consents to the making of the order,

may order the child or young person to be sent to a remand hostel. (43) Otherwise, other more suitable measures will be taken.

3.2.2 PROCEDURE OF ADMISSION

The students can only be admitted to Asrama Bukit Baru, Malacca, through a court order. The students are from Malacca, Negri Sembilan, Muar and Segamat.

The official documents needed for the admission of the students into the hostel are as follows:-

- (i) case report,
- (ii) court order,
- (iii) medical report, and
- (iv) a letter of approval signed by one of the parents or guardian to acknowledge the admission of the son into the hostel.

3.2.3 STUDENTS POPULATION

According to the constitution of this hostel, the maximum number of

(43) Juvenile Court Act, 1947 (Amended in 1972), Section 37.

students allowed is 30 students. Nevertheless, the actual number of students who reside there during the period of my result totalled slightly more than 40.

The students who are there are usually under 3 categories:-

- (i) those under probation order.
- (ii) those under remand.
- (iii) those under transfer cases.

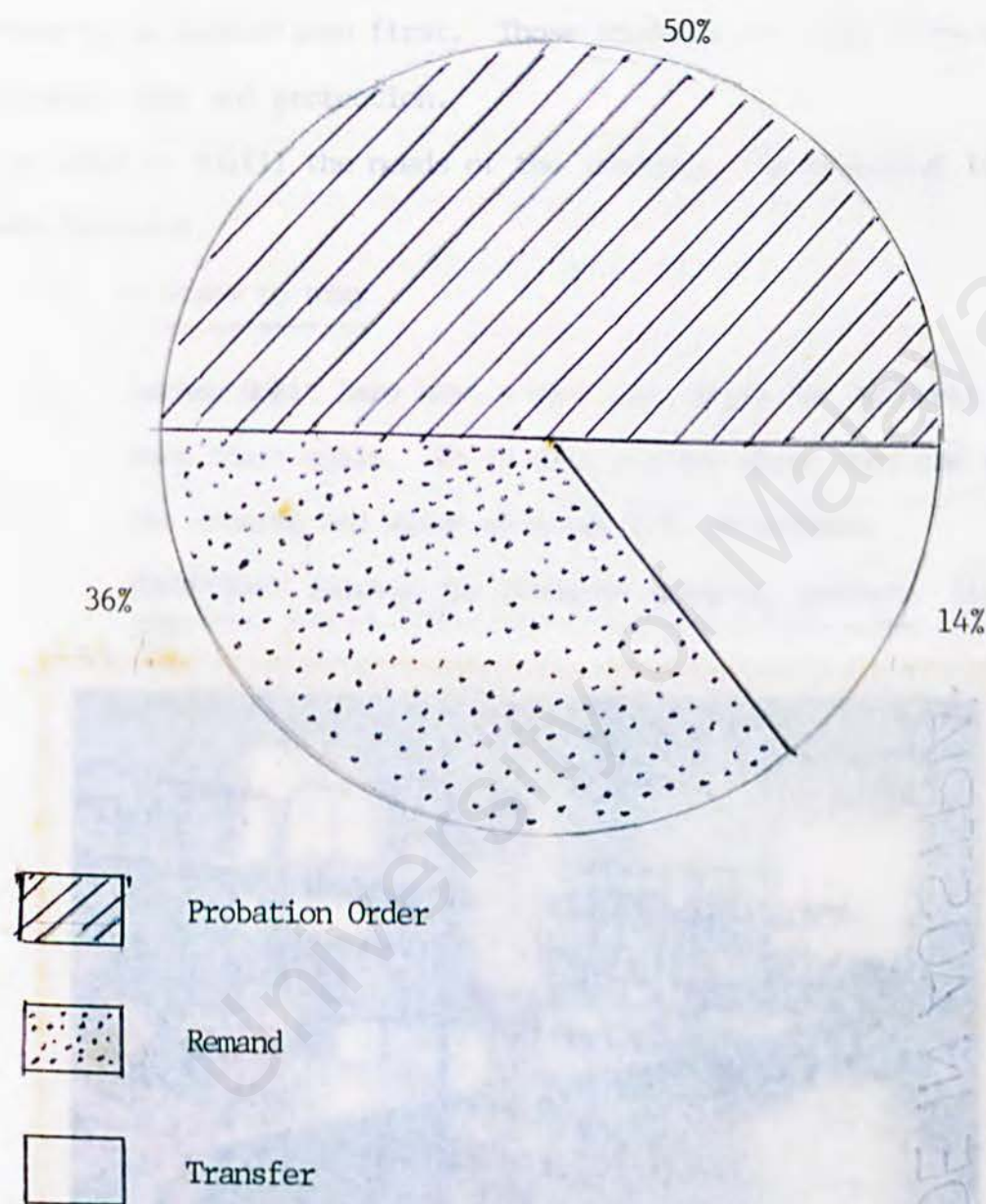
Usually, the students who are under probation order will have to stay in the hostel for a period of 12 months. However, many of them had been in the institution under remand for a couple of months while waiting for their court case and sentence. As a result, the actual period of the time spent in the hostel for these students usually comes to more than 2 months.

The total number of students who are under remand and transfer changes from day to day.

The pie chart below shows the different categories of students in relation to their reasons for being held in the hostel.

It indicated that of the total students detained in the hostel, half of them are under probation order.

PIE CHART 1 : The categorisation of students in relation to their detention



3.2.4 THE OBJECTIVES OF ASRAMA BUKIT BARU

The objectives of Asrama Bukit Baru are to provide services and facilities for those juveniles whose behaviour are considered as delinquent by

members of their society to adjust themselves back again into the society.

In order for it to achieve its objectives, the welfare of the students have to be looked into first. Those students who stay there need to receive care and protection.

In order to fulfil the needs of the students, the following facilities are provided.

(i) A place to stay

Asrama Bukit Baru have a main hall where the students gather and have their meals. It is also a place where they can relax in the evening and watch selected T.V. programmes.

PHOTOGRAPH showing the students sleeping quarters (1)



All the students slept in a common sleeping quarter equipped with double-decker beds. They are each allotted to a bed and a blanket.

The students slept on planks placed on top of the bed without any mattress.

(ii) Food

The hostel employs a full-time lady cook to prepare food for the tea break and main meals. Altogether each day, the students have 2 main meals (lunch and dinner), breakfast and 2 tea-breaks. Warm drinks are provided for just before bed time.

(iii) Clothings

The students are free to wear their own choice of attire as long as it is considered decent by the staff. Usually, the students' families will bring their clothing for them. The hostel also received contribution of clothings which are distributed to the students during festive occasions.

(iv) Health and Medical Care

On the whole, the health of the students' population staying in the hostel is satisfactory and well taken care of. Most of the time, the students were only down with slight fever, headaches, toothaches and other minor injuries sustained during games or fights with other students.

Any need for medical attention will be looked into by the welfare officer on duty. When necessary, the students will be taken for treatment at the Malacca General Hospital, escorted by a staff of the hostel.

(v) Security

The students' security are well taken care of by the welfare officers and security guards. There are guards on duty for 24 hours at every entrance in the hostel.

3.2.5 THE ACTIVITIES OF THE HOSTEL

The activities of the hostel are carefully designed to meet its objectives of reforming the students' behaviour and guiding them back to become a good citizen. There are 5 major activities carried out that can be classified into these two categories:-

(1) Rehabilitation

- (a) Academic classes
- (b) Vocational classes

(2) Reformation

- (a) Counselling
- (b) Religious classes
- (c) Recreation

(1) Rehabilitation

(a) Academic classes

(i) Internal education

The purpose of this academic classes is designed for the very poorly educated or illiterate students to acquire basic academic skills. The students are

taught how to read, write and converse in Bahasa Malaysia. However, due to lack of experienced staff, these classes is not carried out at present in the hostel.

(ii) External Education

A very small number of students are allowed to study in the school nearby (St David Institution). Usually, only those students who were still receiving formal education at the time of the arrest are given the opportunity to continue their education.

To guarantee their success in the academic field, they are encouraged to study at night after dinner until 10.00 pm. Once in a while, the welfare officer will look into their progress.

(b) Vocational classes

Vocational classes are specially designed to give the students on opportunity to learn and acquire new skills and trades.

Through their participation in these classes, it is hoped that they will be more equipped when they are released from the hostel and develop a sense of responsibility in their future activities. The instructors are hired on full time and part time basis.

The various vocational classes provided by the hostel are:-

(i) Carpentry

Part time instructor: Tuan Haji Mansor bin Mohd.

Classes are carried out from Mondays to Fridays from 8.00 am to 12.00 noon. The average number of students following these classes is around 10. They are usually students under probation order. These students are taught various carpentry skills. Some of the hostel furniture were made by the students during their classes.

PHOTOGRAPH showing the Instructor and his carpentry class (2)



(ii) Sewing classes

Temporary instructress: Puan Saleha Baba

Classes are carried out in the afternoons from 2.30 pm to 4.30 pm every Mondays to Thursdays. There is an average of 5 students following this course.

Theory and practical lessons are carried out in the class. They are taught to handle the sewing machine, mending, sewing on buttons and others. Some of the products produced by these students are pillow cases Malay clothes. All products are for the use of the students.

(iii) Hairdressing

Temporary instructor: Encik Salbi Abna Hassan

Classes are held twice a week, on Saturdays and Sundays from 2.00 pm to 4.00 pm. There are approximately 5 students attending the course. They are taught hairdressing skills according to the trend and fashion and methods of using the various hair-dressing equipment. New students to the hostel who have to have their hair trimmed serve as models for the apprentice. A definition given by Nikely pointed

(iv) Others

Training in the field of agriculture, welding and handicrafts are carried out of the hostel. Twelve students under probation order work on a part-time basis from Mondays to Fridays in these different areas.

The students involved are those who have been in the hostel for more than 3 months and have good report.

AGRICULTURE - Students work in a government project named "Paya Ikan" from 8.00 am to 1.00 pm. They receive a small amount of allowance for their work.

HANDICRAFTS - This is a home industry run by a family in their house situated behind the hostel. The students are trained in making ratan furniture and work from 8.00 am to 1.00 pm from Mondays to Fridays. Allowances are also given to the students.

WELDING - The owner of the shop knows the warden of the hostel (Encik Johari) and let the students receive training in welding. These students receive monthly salary up to nearly \$300/-. They work from 9.00 am to 5.00 pm daily.

(2) Reformation

(a) Counselling and case work

The main objective of counselling is to assist the student to handle their problems. A definition given by Nikely pointed out that:-

"the counselling procedure involves the client's understanding of his immediate situation and the solving of a problem which affects him and others.

--- When a person needs re-orientation to a particular situation, counselling is indicated." (44)

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- (44) Arthur G. Nikely, "Basic Process in Psychotherapy, Techniques for Behaviour Change", Springfield III: Charles C. Thomas (1971), Pg 28.

Due to shortage of experienced and trained personnel in this field, counselling sessions are not carried out effectively. It is only conducted occasionally by the welfare officers who are usually not specialised in this field. Usually, the students are counselled only when they have been caught mis-behaving. Once in a while, the students are called into the warden's office for individual counselling. Counselling is a very important aspect of reformation in resolving tension and worries and helps the students to change their attitude. It is hoped that in future, more finance and attention can be put into improving this service.

A new system was started recently in the hostel whereby new students are given personal counselling by the welfare officer on their first day in the hostel. It is hoped that through this, the students will be able to adjust better into the hostel life. A briefing covering the rules and regulations of the hostel was also given during this meeting to orientate the new students. This gives the students a clear idea about the hostel discipline and where to draw the line. The meeting also provides the opportunity for the welfare officer and the students to get acquainted.

(b) Religious classes

Temporary Islamic Teacher: Tuan Haji Idris bin A. Hamid
Presently, only religious classes for Islamic teaching is carried out. This is due to the small number of students

from other religious background and difficulty in getting a teacher for their respective religion. Classes are conducted in the afternoons from 2.30 pm to 4.30 pm from Mondays to Thursdays and is compulsory for all Islam students. Religious classes are of great importance for they play a crucial role in instilling good morals and values in the students. The students are also given an opportunity to learn more about the teachings of their own religion. They studied Mukadham and Al-Quran, Ilmu Fizah, Tauhid and Islamic ways of prayers.

(c) Recreation

To prevent the students who stay in the hostel from feeling bored, recreation activities like games and sports are carried out. Students are given the opportunity to participate in outdoor games like football, badminton, volleyball and "Sepak Takraw" and indoor games such as ping pong, carroms and chess. Students are also encouraged to participate in outside games and sports events. Usually, besides the students, staffs and outsiders will join in the games. This gives an opportunity for them to mix around informally and build better relationship. Besides this, students who have proved themselves to be trustworthy are brought out for shopping at the night market nearby on Monday nights, picnics, trips, movies, talks and other social gatherings by the social worker.

Three times a week in the evenings after dinner on Wednesdays,

Fridays and Sundays, all the students are encouraged to join in practising "kompang". The instructor is Encik Minhat Makdan. The kompang team from this hostel had rendered much services to the public through invitation to play in wedding ceremonies, opening ceremonies and other official functions. All payments and contributions received from their services are used to improve the kompang facilities, buy new kompangs and also for the personal expenditure of the students.

3.2.6 TIME-TABLE -----

The daily time-table of the hostel as shown. However, for weekends and public holidays, there are some variation as the students do not go out for outside jobs and vocational classes are not carried out. On these days, students stay back to watch television programmes, play games and soemtimes, go for outings.

A breakdown of the daily time-table for a usual week-day shows that about one third of their time awake is used up for vocational classes. The Muslim students have 2 hours of Islamic classes daily. All students except those who are handicapped or sick are subjected to 3 hours of recreation in a day.

However, there is no time allotted for counselling and case-work. No class is held for non-Muslims, moral education and education for the poorly-educated and illiterate to acquire some basic reading and writing skills.

DAILY TIME-TABLE

T I M E	A C T I V I T I E S
5.30 am	Wake-up, Prayer (for Muslims)(Sunday & Holiday - Wake up at 6.00 am)
6.00 am	Assembly, Morning exercise
6.20 am	Rest
6.30 am	Breakfast
6.45 am	Morning Duty
7.30 am	Flag-raising ceremony & Recitation of "Rukun Negara"
7.45 am	Assembly and checking of duty
8.00 am	Vocational class and other work
10.30 am	Rest & Refreshment
11.00 am	Continuation of vocational classes and other work
12.00 nn	Wash-up, Lunch and rest
1.50 pm	Assembly and duty
2.30 pm	Classes (Sewing, Religious class for Muslims, Hairdressing, etc)(Except for Sundays & Holidays)
4.30 pm	Prayer, Tea-Break
5.00 pm	Games and sports
6.00 pm	Lowering of flag ceremony, water plants, wash-up and Mahgrib prayer
7.00 pm	Dinner
7.30 pm	Night activities (Mondays & Tuesdays - Flute class) (Wednesdays, Fridays & Sundays - Kompang) (Thursdays & Saturdays - Watch TV)
9.00 pm	Prayer & Refreshment
9.00 pm	Bed-time

3.2.7 THE ADMINISTRATION OF THE HOSTEL

Teh staff play an important role in determining the success or failure of the rehabilitation programme. The situation of the staff are as follows:-

POSITION -----	NUMBER -----	NAME -----
Warden	1	En. Sulaiman bin Baba
Welfare Officer	4	Puan Salmah bte Ibrahim En. Mohd Isa bin Amran En. Nawawi bin Hj. Hashim En. Anuar bin Ismail
Security Guards	5	En. Mohd Salleh bin Mahmud En. Mohd Said Hj. Latiff En. Sahar bin Othman En. Hussein bin Said En. Gregory De Roche
Clerk	1	En. Yahya bin Ahmad
Cook	1	Cik Salbiah
Temporary Staff:-		
Carpentry Instructor	1	Tuan Hj. Mansor Mohd
Hairdressing Instructor	1	En. Salbi bin Abu Hassan
Sewing Instructress	1	Puan Saleha bin Baba
Kompang Instructor	1	En. Minhat bin Makdan
Islamic Teacher	1	Tuan Hj. Idris bin Hamid

The staff working in the hostel are not merely wage earner, but people who care and are interested in the welfare and progress of the students.

An observation by Donald Sinclair gives a clear picture of this:-

"the nature of the relationship between the staff and the children is probably the most important factor in the establishment not only of a positive

(65) Donald Sinclair, "Training Schools in Canada" in Mr. Grath W.T., Editor and Its Treatment in Canada, Mr. Hillan Co. of Canada Ltd., 119651, Pg 260.

system of discipline, but also of a healthy climate within the school." (45)

PHOTOGRAPH showing Encik Sulaiman bin Baba in his office (3)



PHOTOGRAPH showing Asrama Bukit Baru's Office and one of the staff (4)



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- (45) Donald Sinclair, "Training Schools in Canada" in Mc Grath W.T., Crime and Its Treatment in Canada, Mc Millan Co. of Canada Ltd, (1965), Pg 264.

Besides this, the staff must be consistent in disciplining the students as inconsistency often bring about a disastrous result. The staff should also be dedicated in their duties and truly interested in helping the students and cultivate an understanding and caring nature.

3.3 RELATIONSHIP WITH FAMILY

Students are encouraged to maintain family ties as much as possible through writing letters, and special permission to go home for holidays during festive seasons. Besides this, family members of the students are allowed to visit them in the hostel in the evening. One of the social worker commented that visits from members of the family affect the progress of the students considerably in a positive way. The students who received regular visits showed marked improvement in their behaviour and overall performance. Meetings with their family members create an opportunity for the students and their families to build a closer relationship. This is a key factor in determining the success or failure of the rehabilitation programmes. Visits from their family members give the students the straight reason to overcome their delinquent behaviour.

3.4 JUVENILE WELFARE COMMITTEE

The Juvenile Welfare Committee is a voluntary body whose members, such as teachers and lawyers are selected personally by the Minister of Welfare Services in accordance with the provision in the Juvenile Court Act 1947.

The responsibilities of this Committee are:-

- (a) To assist the probation officers to find guardians or foster parents for the juveniles under their supervision;
- (b) to assist the probation officers to seek jobs for the juveniles under their supervision;
- (c) to assist the probation officers in supervising juveniles under probation order as most of the probation officers are over-burdened.
- (d) to ensure that Remand Homes/Probation Hostels in the area or region under the Committee are managed according to the "Kaedah-kaedah Tempat Tahanan, 1950";
- (e) to provide, if possible, "half-way houses" to train probationers with skills that are geared to the demand of the market;
- (f) to encourage the public to assist the probation officers in the work of supervision and to participate in crime prevention among juveniles;
- (g) to advise the Minister in relation to policy-making and necessary changes in policies pertaining to the welfare of the juveniles.

3.5 CONCLUSION

Remand hostels have an important responsibility to help juvenile delinquents correct their anti-social behaviour and become fruitful citizen. It is hoped that the facilities and activities carried out can provide the necessary discipline, skills and guidance that are crucial to the rehabilitation and reformation of the students.

CHAPTER FOUR ANALYSIS ON STUDENTS' BACKGROUND

4.1 INTRODUCTION

In this chapter, the writer will look into the background of the students. A brief and simple analysis will be done on their families, peer group relationships and school performance. It is hoped that through this analysis, we could have an inkling of the factors that might have influence the present behaviour of the students.

4.2 PERSONAL DETAILS OF THE STUDENTS

CHAPTER FOUR

This section will focus on the age of the students in the hostel and the types of crime they had committed

ANALYSIS ON STUDENTS' BACKGROUND

4.2.1 PRESENT AGE OF STUDENTS IN THE HOSTEL

Table 3.1 Frequency distribution of students' age

AGE RANGE	NO. OF STUDENTS	PERCENTAGE (%)
10 - 12 YRS OLD	3	15.00
13 - 16 YRS OLD	13	65.00
17 - 18 YRS OLD	4	20.00
TOTAL	20	100.00

Majority of the students are from the age group of 12 to 16 years old, in their early teens. These are the age when youngsters begin to identify

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Majority of the students are from the age group of 12 to 16 years old, in their early teens. These are the age when youngsters begin to identify

more with peer groups rather than parents. Psychologically, youngsters reach puberty at this age and are in a transitional period between being a child and an adult. This period is usually a time of stress, tension and conflict for the youngsters as society and parents demand that they no longer behave like little children and yet at the same time depriving them of the status of an adult. The youngsters might experience emotional confusion and their feeling of hostility for being rejected and reacted by producing anti-social behaviour towards the community and parents.

4.2.2 TYPES OF OFFENCE COMMITTED

Offences committed by the students in the hostel are related to property, other people, breaking the Kastam and Eksais Act, in need of care and protection and those beyond control.

Table 4: Statistic of students in relation to the offences committed

OFFENCE COMMITTED	NO. OF STUDENTS	PERCENTAGE (%)
Related to properties	9	45.00
Related to other people	5	25.00
Breaking the Customs & Excise Act	4	20.00
Care and Protection	1	5.00
Beyond Control	1	5.00
T O T A L	20	100.00

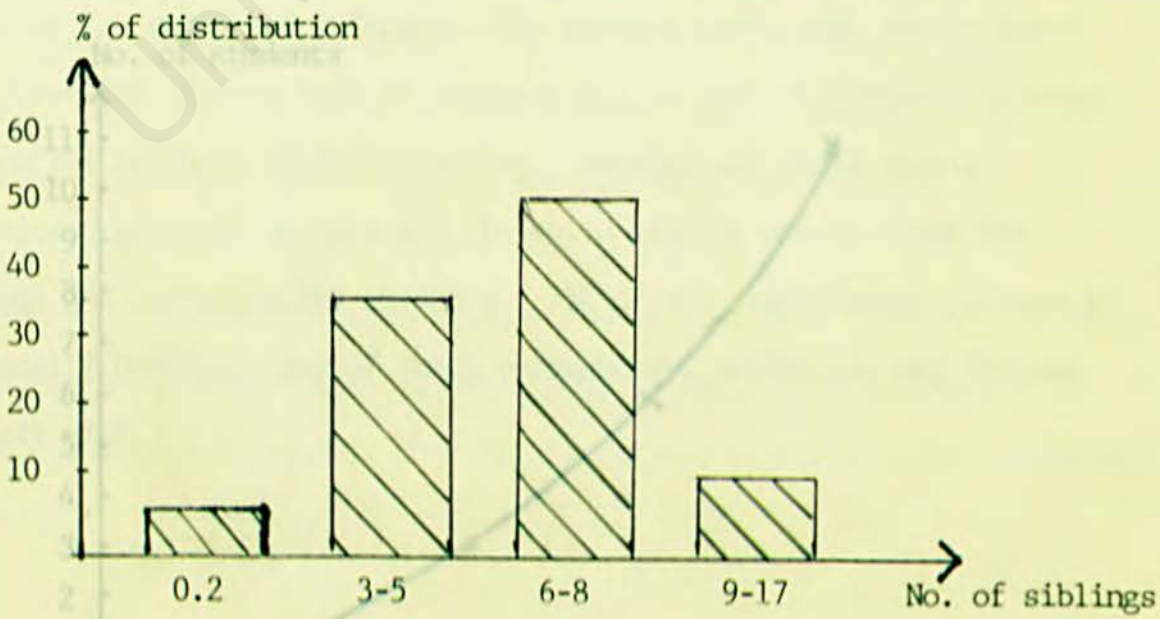
Almost half the offences committed were related to properties. There is only 1 student in each category of care and protection and beyond control, which takes up only about 10% of the total respondents. About 20% of the offences counted were because of stealing cigarettes and tobacco from shops. This is because they are habitual smokers and steal in order to obtain their supply of cigarettes as they do not have enough pocket money to buy cigarettes.

4.3 FAMILY BACKGROUND

From the second chapter of this research, the importance of a family in the upbringing of a child can be seen. Factors like the distribution of the family size, family income, relationship with parents and other siblings will be looked into.

4.3.1 FAMILY SIZE

Chart 1: Frequency of distribution of the family size

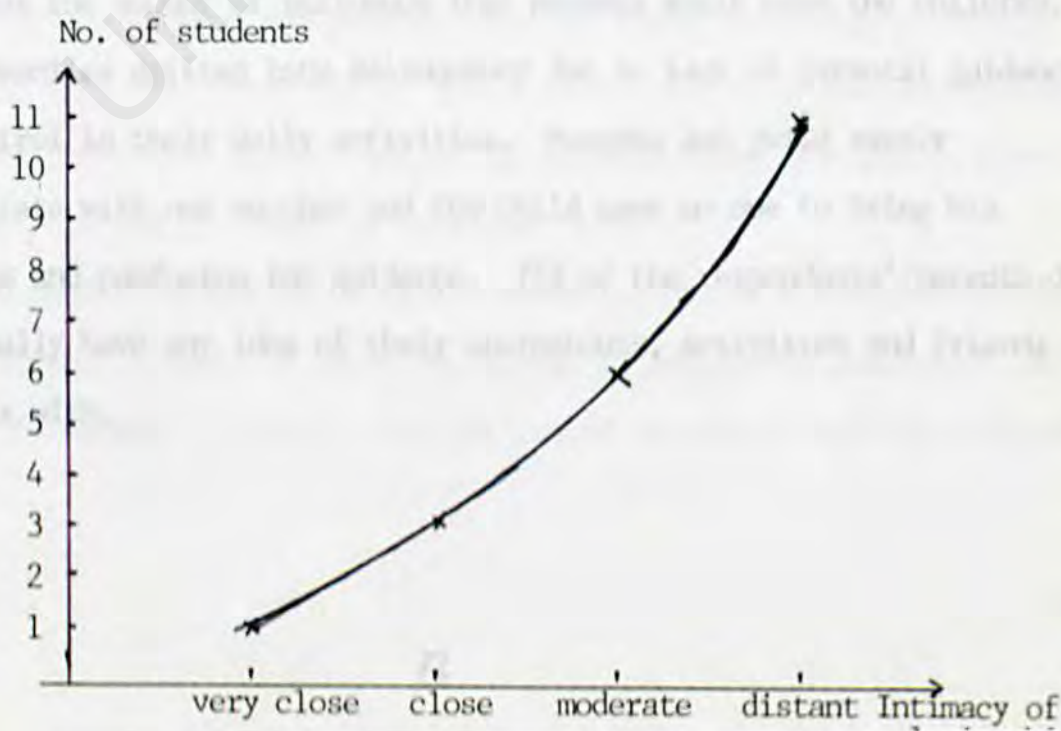


The above chart indicated that half of the respondents come from large families with six or more siblings. Only 1 student out of the 20 respondents interviewed come from a family where there is only him and another elder brother. Parents who have too many children to handle, especially the mothers may be unable to give sufficient individual attention to everyone of her children. The child, on the other hand, may feel insecure, neglected, lack of love, affection and support from the parents. These feelings, as well as insufficient supervision and discipline from the parents at home might drive the child to resort to groups outside the family and led to general unsocialised aggression.

4.3.2 THE RELATIONSHIP BETWEEN STUDENTS AND THEIR FAMILIES

The students were asked about their relationship with other members of the family. The graph below shows the response given by the students to this.

Graph 2: Intimacy relationship between students and other members of their families



The above graph indicated that as the relationship between the family and the students grow more distant, the number of delinquents increases. For majority of the students (65%) and other siblings are distant. There are the three cases in which the students no longer stay with members of their family at the time of their arrest. They worked as labourers to support their expenditure. One of them mix with a gang which hangs around nightclubs and support himself through protection money obtained from the owners of these places.

The only students who have very close relationship with his family is in the hostel under care and protection. His father is seriously sick with tuberculosis and the mother is already dead. Prior to being brought to the hostel, he was working as a labourer to support his father and 2 younger sisters.

Relationship between family members is very important. A positive and warm atmosphere in the home and close relationship between members of the family is conducive to effective modelling by the parents and increases the amount of influence that parents exert over the children. Many juveniles drifted into delinquency due to lack of parental guidance and control in their daily activities. Parents and child rarely communicate with one another and the child have no one to bring his problems and confusion for guidance. 75% of the respondents' parents do not usually have any idea of their whereabouts, activities and friends they mix with.

4.3.3 FAMILY ECONOMICS

A study into the students' family income were made and the result is as follows:-

Table 5: Frequency distribution of Family Income

INCOME RANGE (\$)	FREQUENCY	PERCENTAGE (%)
0 - 200	2	10.00
201 - 400	5	25.00
401 - 600	6	30.00
601 - 800	3	15.00
801 - 1000	2	10.00
1001 onwards	2	10.00
T O T A L	20	100.00

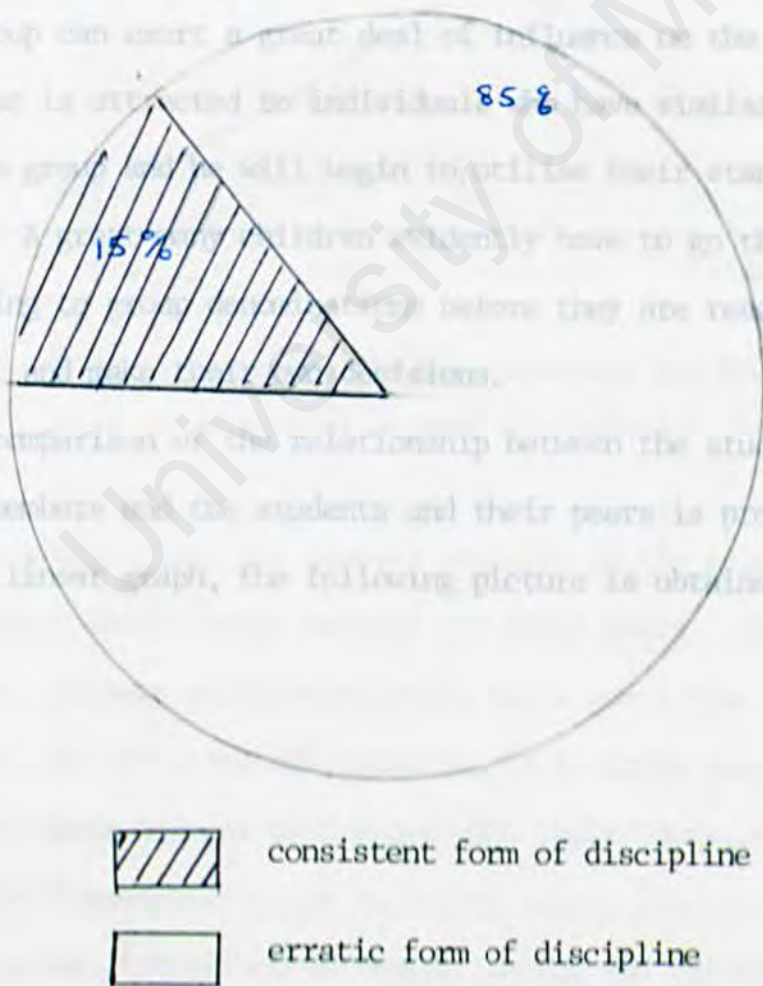
The difference between the highest and the lowest frequency of family income is only 20%. Majority of the students' family income are between \$200/- to \$600/- per month. 10% of the students come from family where the family income per month is more than \$1000/-.

Family economics though not a direct variable, can be a contributory factor to delinquency. Families where the income is low create insecurity and affect the amount of control that the family can exerts over the youngster.

4.3.4 METHODS OF PARENTAL DISCIPLINE

A study in the control structure within the home was made to evaluate the forms of discipline administered by the parents of the students. Pie Chart 2 categorised the forms of discipline, be it consistent, either by punitive or love-oriented methods or erratic in nature in which all three methods of love-oriented, punitive and lax discipline is administered at the same time or any two of these.

Pie Chart 2: Forms of discipline administered by parents



From the above observation, it is very obvious that erratic form of discipline by parents produce a very high percentage of delinquent behaviour. Consistency is extremely important in the discipline of a juvenile.

Nevertheless, a great way children evidently have to go through the process of submitting to group domination before they are ready to stand on their own feet and make their own decisions.

4.4 PEER GROUP RELATIONSHIP

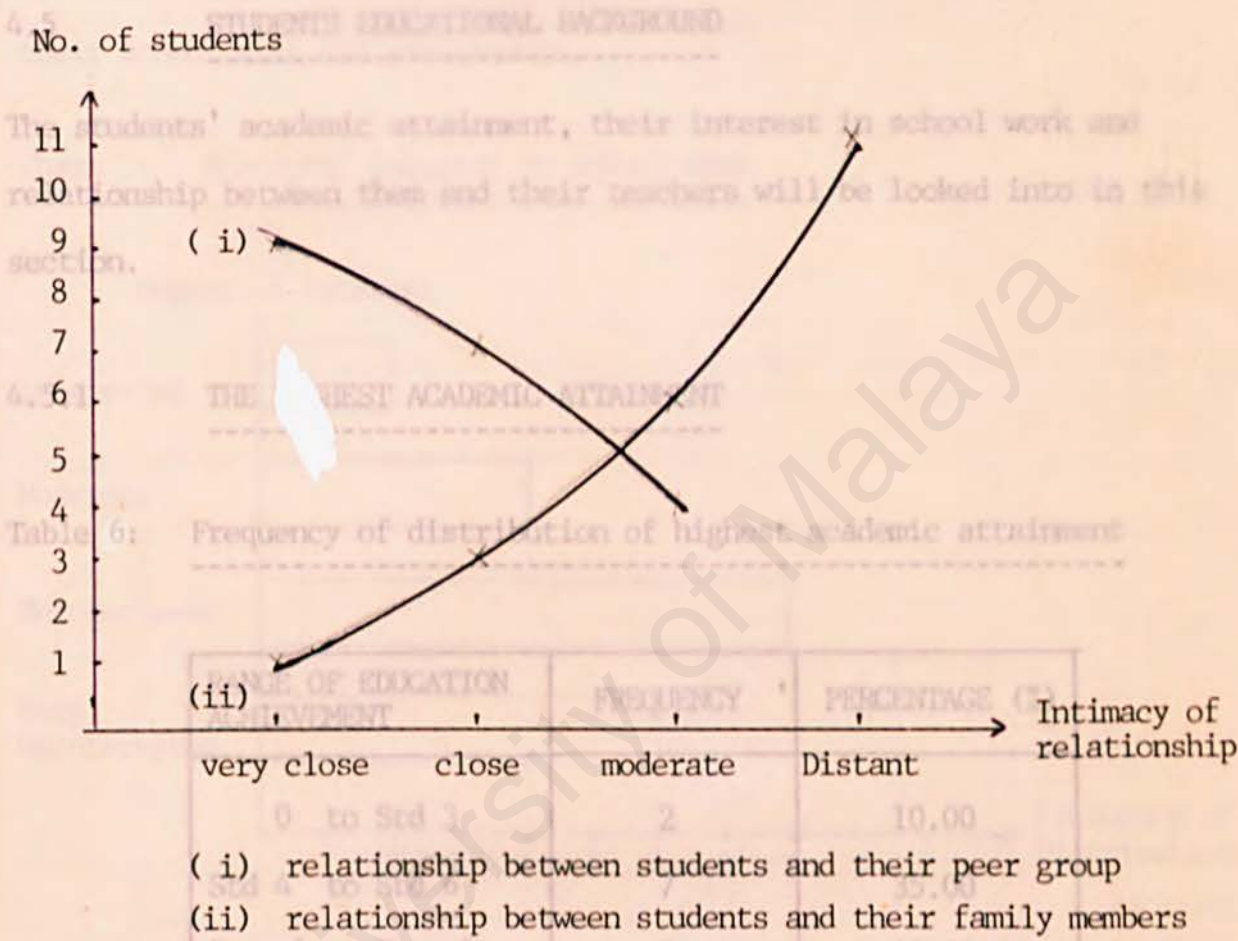
Peer group can exert a great deal of influence on the youngster. The youngster is attracted to individuals who have similar problems and needs and form group and he will begin to utilise their standards and value system. A great many children evidently have to go through the process of submitting to group denominations before they are ready to stand on their own feet and make their own decisions.

When a comparison of the relationship between the students and their family members and the students and their peers is projected out in the form of linear graph, the following picture is obtained.

have between their family members and their peers. The students have a much more intimate relationship with their peers than members of their families. In fact, research has shown that many of the students considered their peers as a group with their peers, usually with boys older than themselves.

In conclusion, the affectionate relationship and reformation of the students, effort to improve the relationship between students and their family

Graph 3: Comparison of relationship between students and their family members and students and their peers



There is a very clear and obvious contrast in the relationship the students have between their family members and their peers. The students have a much more intimate relationship with their peers than members of their families. In fact, through research, it is found that many of the students committed their offence as a group with their peers, usually with boys older than themselves.

In conclusion, for effective rehabilitation and reformation of the students, effort to improve the relationship between students and their family

members and to decrease undesirablepeer group influence should be made.

4.5 STUDENTS EDUCATIONAL BACKGROUND

The students' academic attainment, their interest in school work and relationship between them and their teachers will be looked into in this section.

4.5.1 THE HIGHEST ACADEMIC ATTAINMENT

Table 6: Frequency of distribution of highest academic attainment

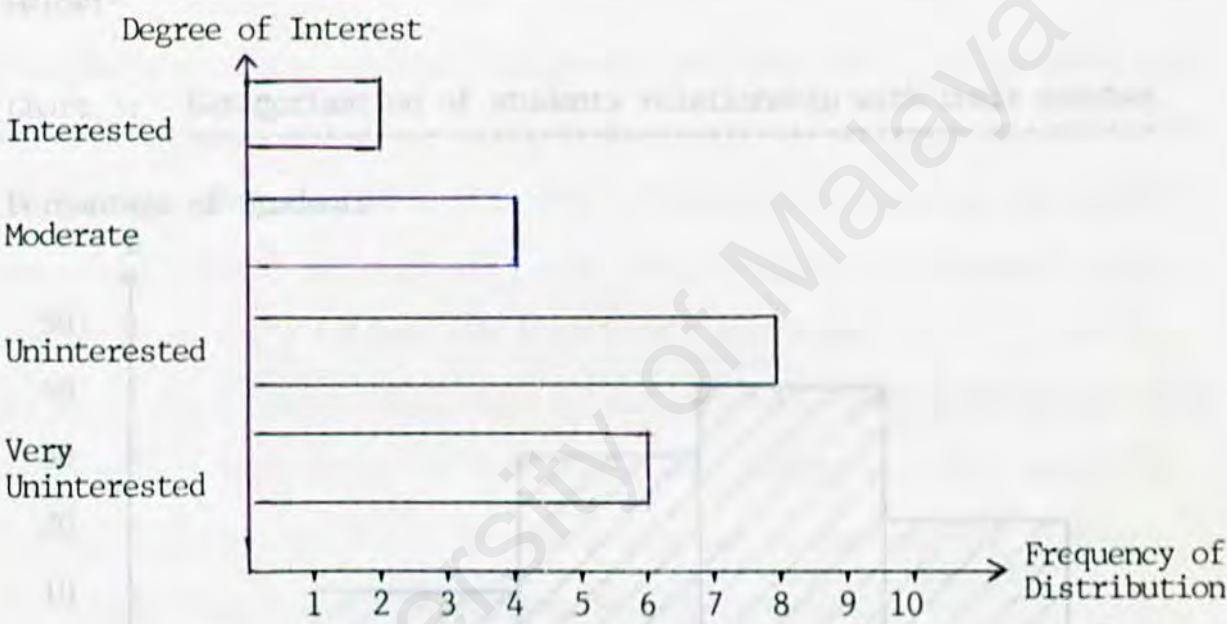
RANGE OF EDUCATION ACHIEVEMENT	FREQUENCY	PERCENTAGE (%)
0 to Std 3	2	10.00
Std 4 to Std 6	7	35.00
Form 1 to Form 3	9	45.00
Form 4 to Form 5	2	10.00
T O T A L	20	100

The highest group of students are from the Form 1 to Form 3 group. However, failures in their SRP exam put a stop to their academic pursue. Only 10% of them have higher secondary school education.

4.5.2 STUDENTS' INTEREST IN SCHOOL WORK

The chart below shows that students show a marked lack of interest towards their school work and performance.

Chart 2: Students' interest in school work



Basically, the students do not show much interest towards their school work. They do not perform well in school and often achieved below average in their exam. As a result, many of them often drop out of the education system in primary school and when they fail in Form 3, Sijil Rendah Pelajaran Exam.

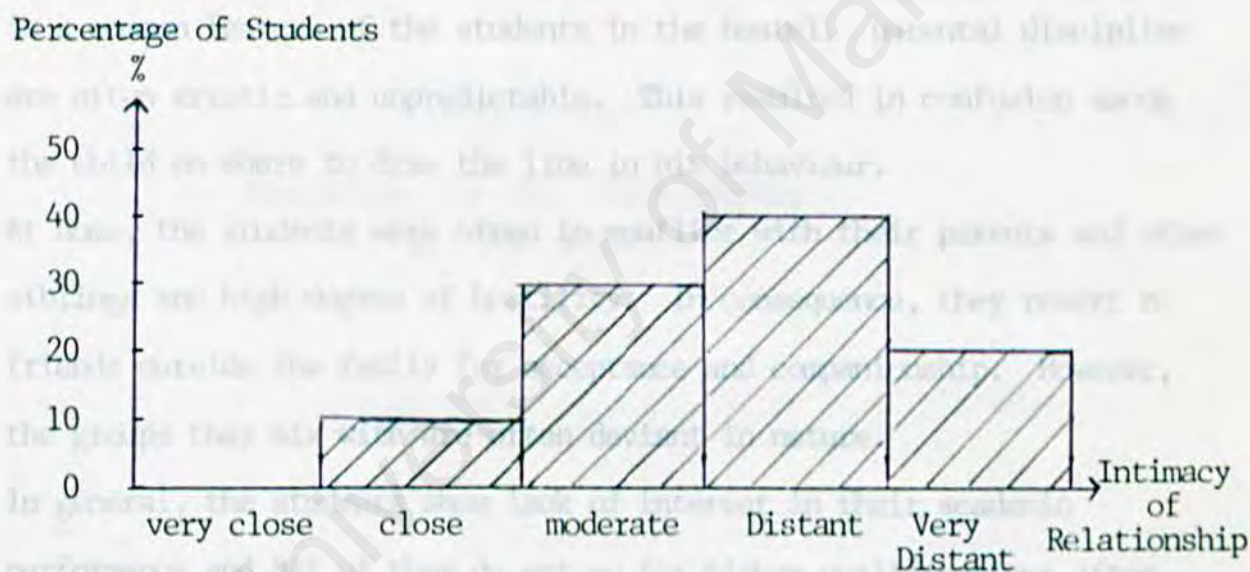
An interesting finding is that all the respondents who are very uninterested in their school work could barely read and write. Their inability to master these two basic skills might cause problems in following their school curriculum and this might be the basic factor that results in

degenerate interest in school work.

4.5.3 RELATIONSHIP BETWEEN STUDENTS AND TEACHERS

The degree of intimacy between the students and their teachers are categorised in their categories and the results can be seen in the table below:-

Chart 3: Categorisation of students relationship with their teacher



More than half of the students either have distant or very distant relationship with the teachers. A surprising high percentage of them answered that they have moderate to close relationship with their teachers. However, this does not indicate that they have a good relationship going on between them. More often than not, their teachers' interest on them are more of a negative nature, that of a

disciplinarian and a trouble-maker. This is due to their poor academic performance in class, indiscipline behaviour and high rate of truancy from school. Sadly none of the respondent interviewed has any teacher in whom he can trust and bring his problems to for guidance and moral support.

4.6 CONCLUSION

The analysis of the students background indicated that poor relationship between students and their family members and low interest in school work is a common feature of the students in the hostel. parental discipline are often erratic and unpredictable. This resulted in confusion among the child on where to draw the line in his behaviour.

At home, the students were often in conflict with their parents and other siblings and high degree of hostility. In consequence, they resort to friends outside the family for acceptance and companionship. However, the groups they mix with are often deviant in nature.

In general, the students show lack of interest in their academic performance and 90% of them do not go for higher qualifications after their Form 3.

CHAPTER FIVE. EVALUATION ON THE EFFECTIVENESS OF THE HOSTEL.

5.1 INTRODUCTION

The scope of discussion for this chapter will be based on the evaluation done in Chapter Four on the students' background and the objectives and activities of the hostel in Chapter Three. The students' relationship with the staff, their attitude towards the hostel and opinions about the activities and services carried out in the hostel will be evaluated and compared with that of their relationship with their parents and attitude towards their home.

CHAPTER FIVE

EVALUATION ON THE EFFECTIVENESS OF THE HOSTEL

This will be able to give us an idea on the effectiveness of the hostel as a whole in the rehabilitation and reformation of the students. This analysis is also to determine how the hostel can be a substitute for a family.

On the part of the staff, their attitude towards the students and opinions about the programmes and activities of the hostel are important factors to consider. The attitude of the staff towards the students can have tremendous influence on the students' mentality of themselves and consequently affect their performance to overcome their anti-social behaviour.

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The form of discipline in the hostel and interaction between students will be looked into.

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5.2. THE STUDENTS' ATTITUDE TOWARDS THE ACTIVITIES IN THE HOSTEL

The activities are designed with the objective to rehabilitate and reform the students. In the rehabilitation programme, academic classes and vocational classes, the former is to equip the students with basic reading and writing skills and the latter is for the purpose of imparting certain skills to the students.

However, the academic classes for students in the hostel was not carried out as there was no teacher to teach the students. This is a great set-back to the students in terms of losing the opportunity to better themselves in the field of basic education. From Chapter Three, more than 309 of the students' knowledge of reading and writing were almost nil. Therefore, the fact that the hostel fail to provide the students with these basic skills means that it fails to fulfil its responsibilities in this aspect of rehabilitation objective.

5.2.1 VOCATIONAL CLASSES

Contrary to the situation with academic classes, great emphasis is placed in vocational training for the students. As can be seen from the time-table, roughly 35% of the time awake is used for classes in vocational training. However, the quantity of time spent in training classes does not determine the quality of skills the students may achieve. The improvement in the students can only be determined by the students' own interest, attitudes and views regarding the particular vocational course and have a positive view and attitude towards the

the importance of the skill.

Table 7: The Students' Attitude Towards The Vocational Classes As A Whole

RESPONSE	FREQUENCY	PERCENTAGE (%)
POSITIVE	10	50.00
NEUTRAL	4	20.00
NEGATIVE	6	30.00
T O T A L	20	100.00

The response from the Table 7 indicated that 10 or 50% of the students give a positive response to the vocational classes and are of the opinion that the training benefited them. They find that they can learn and acquire new skills from the classes which they had no opportunity to learn before. However, they hope that the standard of the lessons can be upgraded and improved so that they can have the qualification to apply for jobs related to their field of training after their detention.

Another reason for the positive response given by the students is that the vocational classes prevent them from feeling bored and provide a way to keep them occupied in the hostel. In this way, their stay there would not be so dragging.

On the other hand, 6 students or 30% of them expressed their disfavour towards the vocational classes. The reason they gave is that they are not interested in the field of training that is taught in the vocational

classes. This is especially true for the sewing classes, which is their opinion, is a feminine past time.

Secondly, the students are of the opinion that the training they obtain from the vocational classes would not be useful and not applicable for them when they look for job after their detention. All six of them express strongly that they would not want to work in jobs related to the training they received in the vocational classes.

Four students prefer to remain neutral in their stand and were neither for nor against the classes. They just follow the instruction that were given to them and join in the daily programmes drawn up by the hostel.

Based on these responses, we can see that more respondents show a favourable attitude towards the vocational classes. The positive response is 20% higher than the negative response. The overall opinion is that the quality of the skills taught in the classes, should be improved and upgraded in order for the skills acquired to be applicable for future job seeking. The students also hope that the Ministry can supply new and up-to-date tools for the use of the vocational classes.

5.2.2 RELIGIOUS CLASSES

As mentioned in Chapter Three, only Islamic Religious classes are held for the Muslim students, due to the difficulty in obtaining religious teachers for other religions and the small number of non-Muslim students. Out of the total respondents for this study, 14 or 70% of them comprises of Muslim students. Questions to evaluate their interest and progress

in their life of faith from following the Islamic classes were asked and their responses are recorded in the table below.

Table 8: The Effect of the Islamic Classes on the Muslim Students

R E S P O N S E	STUDENTS	PERCENTAGE (%)
Aroused interest in their faith.	3	21.42
Learn more about their religion and the ways to practise it.	4	28.57
Made them realise and aware of their wrong doings.	2	14.29
Help them to make new determination to change their way of life.	2	14.29
Do not have any effect at all on them.	2	14.29
Not interested in the classes.	1	7.14
T O T A L	14	100.00

Based on Table 8, 78.57 or 11 students responded positively to the religious classes and said that it is of benefit to them. 21.42% of the students said that the classes have aroused their interest in their faith and hope that they can continue to pursue and learn more about the Islamic religion. They said that before they join these classes, they felt that religion is a waste of time and only for elderly people to practise. In school, they had always tried to escape from attending these

* Some students gave more than one answer.

classes.

4 of the students or 28.57% of them responded that through the classes, they have been able to acquire more knowledge about their religious teachings and the method of practising it. Previously, when they were at home, they did not give much interest in the teaching of their religion and were not serious in practising it. Some of their family members also shared their disinterest in religious way of life and this was the reason for their previous attitude towards their religion.

The Islamic teacher, Tuan Haji Idris bin A. Hamid always stressed about good conduct and moral values during his classes. This had resulted in making the students realised and be aware of their wrong doings. One student said that before this he knew his behaviour was wrong because his parents always complain and lament about his behaviour but he did not realise how seriously the Al-Quran condemn these crimes. Through Tuan Haji Idris's guidance and patience, 2 students or 14.29% of them responded that they have made new determination to change their way of life and to turn over a new leaf.

Nevertheless, there are also students who do not respond positively to the classes. This comprises 21.43% of the total Muslim respondent. Two students answered that the classes do not have any effect on them and one expressed his disinterest in the classes. All of them are of the opinion that the classes are just a routine, and they always feel sleepy in class as it is held in the afternoon after lunch.

In conclusion, although some students do not find these classes beneficial but majority of the students expressed their desire and interest in the

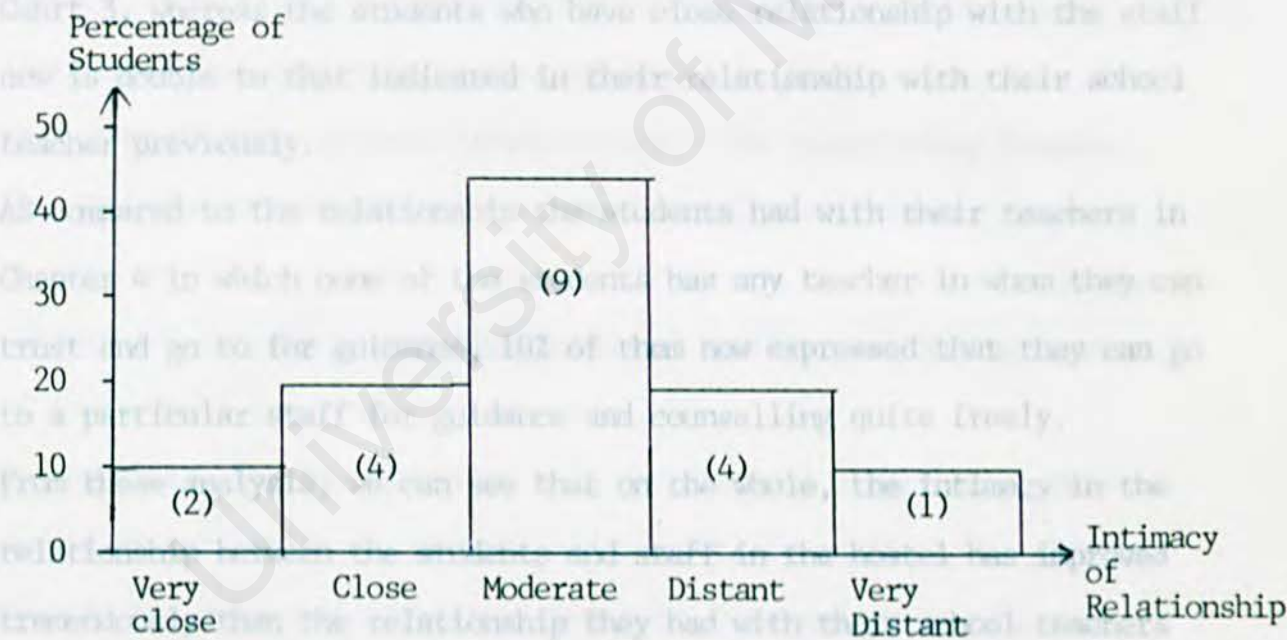
lessons. These show that religious classes play a crucial role in the reformation of the students and the hostel administration and Ministry of Social Welfare should try their best to provide religious classes for students from different religious background in accordance with their faith. A strong foundation in religious teaching will raise the values and moral standard of these students and provide the necessary condition for them to change their anti-social way of life. Many of these students come from families in which religious teachings and practice is not emphasised in their daily lives. This is especially true for the non-Muslim students. Therefore, in reverse, the hostel should provide the students with adequate and proper religious lessons and instil good religious value on them as an important part of their reformation programmes.

5.3 THE STUDENTS' RELATIONSHIP WITH THE STAFF

The staff plays a crucial role in making the rehabilitation programmes work. They are the ones who supervise the students in their daily activities and see to it that every student follows the schedule and activities drawn up by the hostel. However, a more crucial role for the staff than that is that they are the only adults in the whole administration. This means that indirectly, they play the role of a parent for the students who reside in the hostel. Therefore, their responsibility towards the students is not that of only a student-supervisor relationship, but should be more of a relationship that projects a parent and

child bond. In this respect, they become the students' guardian, counsellor, teacher and disciplinarian automatically. For these reasons, the intimacy of the relationship between the staff and students, comparison of the relationship between students and staff to that of the relationship they had with their parents and the form of discipline administered in the hostel are crucial factors that need to be evaluated.

Chart 4: The Students' Relationship With the Staff



As Chart 4 indicates, out of 20 of them, 10% or 2 students have very close relationship with the staff while 4 students at the other extreme, 5% or 1 student says that the relationship between him and the staff is very distant. However, he did not wish to express his reasons for this. 20% of the students expressed that their relationship with the staff can

be classified as "close" and another 20% expressed their relationship as "distant". 45% or 9 students indicated that they have just a moderate relationship with the staff.

This is a great contrast to the relationship they had with their teachers in their previous school as indicated in Chart 3 in Chapter 4 of this study (Page 79)

In Chart 3, no students indicated that has any very close relationship with their teachers as compared with 20% now. In the category of "distant relationship", the result now is only half of that recorded in Cahrt 3, whereas the students who have close relationship with the staff now is double to that indicated in their relationship with their school teacher previously.

AS compared to the relationship the students had with their teachers in Chapter 4 in which none of the students has any teacher in whom they can trust and go to for guidance, 10% of them now expressed that they can go to a particular staff for guidance and counselling quite freely.

From these analysis, we can see that on the whole, the intimacy in the relationship between the students and staff in the hostel has improved tremendously than the relationship they had with their school teachers previosuly. With this improvement, it can be seen that the staff have been more successful than the teachers in establishing their relationship with the students. This will give the staff more advantages in their dealing with the students and enable them to help the students more effectively in their vocational classes and in their overall performance in the hostel.

5.3.1 COMPARISON OF THE RELATIONSHIP THE STUDENTS HAVE WITH THE STAFFS AND THE RELATIONSHIP THEY HAVE WITH THEIR PARENTS

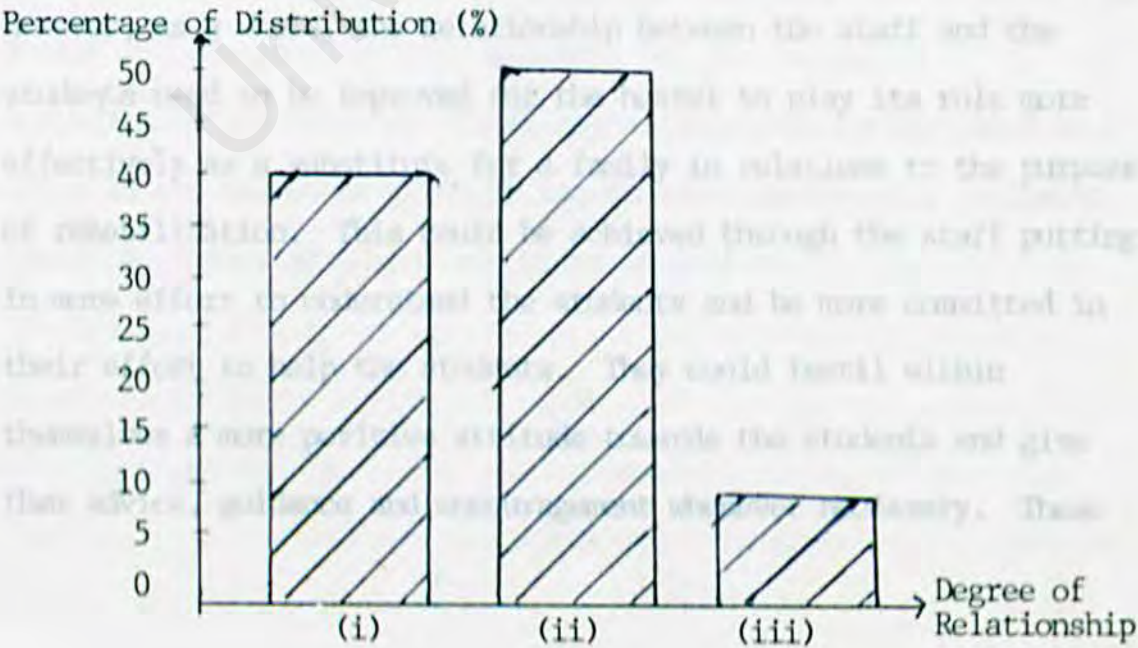
The purpose for this comparison is because the staffs in the hostel indirectly play the role of parents for the students in the hostel. The parents' responsibility towards the child is to socialise and educate him to be a good member of the citizen. Parents are supposed to create a positive environment at home with the proper care and protection, guidance, emotional stability and security for him to grow up to be a balanced, well-adjusted and matured individual. However, the reality for many of the students here is that in many instances, destructive influences of home life are major factors that lead them to their present situation now. The relationship between the students and the parents are usually explosive, strain, tense, hostile and full of conflict at one extreme and at the other end, the parents are totally insensitive, cold and indifference to the needs of their child and often neglect them.

Consequently, for the staffs to help the students effectively, they should be well-balanced, matured and emotionally stable to be able to provide the emotional stability, security, care and protection that the students need to re-adjust themselves and overcome their present delinquent behaviour. The staffs need to create a positive environment in the hostel for the students and to build good and warm relationship with them as a substitute to what they could not have at home.

In order to evaluate the success of the staff in building good relationship with the students, the students were asked to compare their present relationship with the staff to that which they have with their parents at home and which of these two relationships is better. To analyse it on a chart, categories will be give to each degree of relationship based on the intimacy of the relationship as stated below:-

- (i) -- The students' relationship with the staff better and more intimate than their relationship with their parents.
- (ii) -- The students' relationship with the staff is the same as their relationship with their parents.
- (iii) -- The students' relationship with the staff is worse and more distant than their relationship with their parents.

Chart 5: Comparison of the improvement in the relationship between the students and the staff and the students and their parents



Based on the chart above, the relationship between the students and the staff in the hostel is generally better than the relationship they have with their parents. 40% of the students responded that their relationship with the staff is better. 50% or 10 of the students felt that their relationship with the staff is the same as the relationship which they have with their parents at home. The third group of students which comprises of 10% of the total respondents gave an answer that need to be given serious attention to by the hostel administration when they express that their present relationship with the staff is worse than the relationship they have with their parents at home. The reasons they give are that some of the staff are insensitive to their needs, cold towards them and often scolded them when they could not live up to their expectation. A cross examination into their personal file revealed that the Welfare Officer had caught them misbehaving and breaking the disciplinary rules a few times and had sent them to the lock-up for those offences.

However, as a whole, the relationship between the staff and the students need to be improved for the hostel to play its role more effectively as a substitute for a family in relations to the purpose of rehabilitation. This could be achieved through the staff putting in more effort to understand the students and be more committed in their effort to help the students. They could instil within themselves a more positive attitude towards the students and give them advice, guidance and encouragement whenever necessary. These

are of paramount importance in determining the success of the rehabilitation programme.

5.3.2 METHODS OF DISCIPLINE

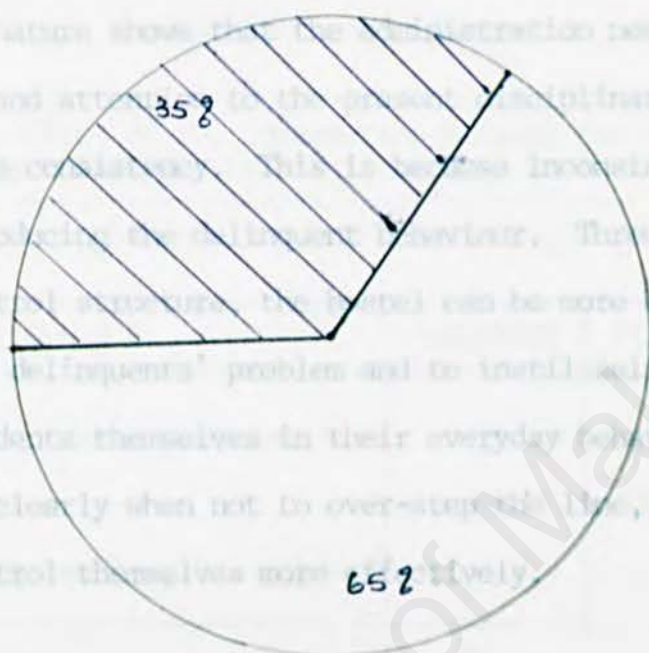
Another aspect of the institution that was looked into was the control structure within the institution. In Chapter 4, Section 4.3.4, on methods of parental discipline, the results shows that one of the main characteristics shared by the students in their discipline is that, for 85% of them, the forms of discipline administered by their parents are erratic in nature.

Therefore, the methods of discipline practiced by the staff in the hostel should be given considerable attention by the administration to ensure that the forms of discipline is consistent and the punishment given out is in line with the seriousness of the offence. There should also be cooperation between the staff in deciding the appropriate methods of discipline for the students and to decide the proper and adequate control structure for the hostel.

A study into the forms of discipline administered by the staff as a whole in the hostel as given by the students produce the following result as indicated in the pie chart as follows.

The above chart in general, the forms of discipline administered by the hostel is consistent. The method used is usually less-oriented in nature, in which reasoning is used with students by the staff and punishment involves withholding rewards on

Pie Chart 3: Forms of discipline administered by the staff as
as whole as given by the students



3.4 INTERACTION BETWEEN THE STUDENTS

The pattern of relationships which the students have among themselves and their interaction with one another can affect the students' performance in the hostel. Usually, the students form sub-groups within themselves and each group protect the interest

The response given by the students are that 65% of them are of the opinion that the forms of discipline in the hostel is consistent in nature while 35% of them feels that there is inconsistency in the discipline. This shows that in general, the forms of discipline administered by the hostel is consistent. The method used is usually love-oriented in nature, in which reasoning is used with students by the staff and punishment involves withholding rewards on

privileges or subjecting them to corporal punishment. However, a percentage of 35% of students who viewed the punishment in the hostel as erratic in nature shows that the administration needs to give more consideration and attention to the present disciplinary system and to strive for more consistency. This is because inconsistency is a major variable in producing the delinquent behaviour. Through a more consistent control structure, the hostel can be more effective in combatting the delinquents' problem and to instil self-discipline within the students themselves in their everyday behaviour. When the students know clearly when not to over-step the line, then they can be able to control themselves more effectively.

5.4 INTERACTION BETWEEN THE STUDENTS

The pattern of relationship which the student have among themselves and their interaction with one another can affect the students' performance in the rehabilitation programme. Usually, the students' form sub-group within themselves and each group protect the interest of their members to ensure that they are not intimidated by members of another group. As in the case of the gangs they join outside, the members of a group usually shared similar problems, needs, interest and background and often influence each other in their perception of things or events that happended. In this section, we shall see how the interaction between the students can affect the students' behaviour and performance in the hostel. The students were asked

if their behaviour have changed as a result of interaction between their fellow hostel mates and their answers recorded in the table below

Tabel 9: The effect of the interaction between the students on their behaviour

R E S P O N S E	FREQUENCY	PERCENTAGE (%)
Improvement in their behaviour -	7	35.00
No change -	9	45.00
Worse than before -	4	20.00
T O T A L	20	100.00

Based on Table 9, we can discover the changes in the students' behaviour as a result of the interaction they engage in with the other students in the hostel. First, 35% or 7 students stated that through their interaction with the other students in the hostel, there is an improvement in their behaviour. Meanwhile, 4 students or 20% expressed that interaction with fellow hostel mates caused a decline in their behaviour. The rest of the students, 45% of them felt that no change of behaviour resulted from the interaction between other students in the hostel.

The reason given by the students who stated that there is an improvement in their behaviour is that through interaction with other

students, they have come to realise their mistakes in their past behaviour and have made new determination to change. This realisation comes about through their communication and sharing with one another. Also, their detention in the hostel had opened their eyes to the situation they are in. Through expressing their fears out to the other students, they managed to see their situation more clearly and help each other.

On the other hand, 20% of the students felt a decline in their behaviour being caused by interaction with the other students. Often, they influence one another with the bad habits they have. Some students who did not smoke before entering the hostel has acquired the habit from the other students who stay there.

5.5 CONCLUSION

The analysis in this chapter shows that overall, there is a general improvement in the students' behaviour and their relationship with figures in authority as a result of their stay in the hostel. This can be seen by comparing their previous relationship with their school teacher to that of the relationship with the staff now where a higher percentage of students now have very close, close or moderate relationship with the staff. The staff also managed to form intimate relationships with some of the students whom before this, do not have such relationship with neither their teachers nor parents.

However, response by the students shows that there is a need to

improve the rehabilitation programmes and activities in the hostel. The hostel should attempt to start academic classes to help the lowly educated students to acquire the basic skills in reading and writing so that they can be more equipped when applying for jobs in the future. Efforts should also be made to start religious classes for non-Muslim students as part of the students' reformation activities.

CHAPTER SIX

CONCLUSION

SUGGESTION

CHAPTER SIX CONCLUSION AND SUGGESTIONS

6.1 CONCLUSION

The institutionalization of most juvenile is usually affected by sending them to training schools such as the reform hostel in Malaysia. These institutions have become considerably more humane over the years. The lock-up system, rules of silence, physical punishment, lengthy banishment to solitary confinement, and so on, have either been abolished or considerably modified. In modern institutions, students are permitted to watch television, treated to outings, picnics and movies during special occasions, are fed well, and received medical and dental care. Parents and family members are allowed and encouraged to visit their students in the institution. On festive holidays, students receive special permission to go home accompanied by a member of their family to join the family for the celebration. In general, the student is less isolated from his family and his community. All these changes are a part of the modern day juvenile institution strategy to rehabilitate and reform the juvenile delinquents. However, there still exists a certain amount of deterrence and retribution in the reform hostel.

In regards to the function of the juvenile institutions, United States Children's Bureau of the Department of Health, Education and Welfare stated that the prime function of these places are to re-educate and train the child to become responsible, well-adjusted citizen. Many

CHAPTER SIX CONCLUSION AND SUGGESTIONS

6.1 CONCLUSION

The institutionalization of most juvenile is usually affected by remanding them to training schools such as the remand hostel in Malaysia. These institutions have become considerably more humane over the years. The lock-up system, rules of silence, physical punishment, lengthy banishment to solitary confinement, and so on, have either been abolished or considerably modified. In modern institutions, students are permitted to watch television, treated to outings, picnics and movies during special occasion, are fed well, and received medical and dental care. Parents and family members are allowed and encouraged to visit the students in the institution. On festive holidays, students receive special permission to go home accompanied by a member of their family to join the family for the celebration. In general, the student is less isolated from his family and his community. All these changes are a part of the modern day juvenile institution strategy to rehabilitate and reform the juvenile delinquents. However, there still exists a certain amount of deterrence and retribution in the reform hostel.

In regards to the function of the juvenile institutions, United States Children's Bureau of the Department of Health, Education and Welfare stated that the prime function of these places are to re-educate and train the child to become responsible, well-adjusted citizen. Many

leading figures in this field believe that the main purpose of institutional placement today is treatment and the rehabilitation schools must be essentially treatment institutions with an integrated professional service wherein the disciplines of education, case work, group work, psychology, psychiatry, medicine, nursing, vocational rehabilitation and religion all play an important role. Through such an integrated programme, the child is expected to learn self-discipline, to accept more responsibility and act and react in a more socially acceptable manner. (46)

In view of all these, we can see that reform institutions is not merely a place of punishment nor detention to lock the young delinquents up for a period of one year. Contrary to this, it serves as a place of discipline, which means to correct, to educate, to correct and to train them to become useful and law-abiding citizen. This process of education is achieved through the various rehabilitation and reformation activities. The juvenile offenders in the remand hostel consist of 3 categories:-

- (i) juveniles who are involved in crimes;
- (ii) juveniles who need care and protection;
- (iii) juveniles who are uncontrollable.

(46) Institutions Serving Delinquent Children: Guides and Goals, U.S. Department of Health, Education and Welfare, Children's Bureau in R.C. Trojanowicz, Op Cit, Pg 242.

Majority of the students in the hostel aged between 13 to 16 years old. Research into their background indicated that many students are from big families which comprise of 6 to 8 siblings. Prior to their detention, 55% of the respondents have strain relationship with their family members and the forms of discipline practised at home are often erratic in nature. On the other hand, they have close relationship with their peers. In the academic field, 90% of the students do not have above Form Three qualification and are generally uninterested in their school work. In general, the students' relationship with their teachers ranged from distant to very distant.

The treatment programme carried out in the Asrama Bukit Baru can be divided into two categories:-

- (i) rehabilitation which comprise of academic and vocational training to upgrade the capabilities of the students, and;
- (ii) reformation activities, such as, religious classes, counselling sessions and recreational activities.

However, research carried out at the hostel shows non-existence of academic classes for the poorly-educated students and religious classes for non-Muslims. This proved to be a great set-back for the treatment programmes of the students as the findings from Table 8 in Chapter Five proved that religious lessons have been beneficial to almost 80% of the students. For the purpose of upgrading the skills of the students, half the

students responded that they managed to learn and acquire new skills from the classes and are positive towards the vocational curriculum. This leaves the other half of the students unsatisfied with the training provided. Therefore, the hostel should look seriously into this situation in order to provide more stimulating vocational training that can get the interest of the students. Otherwise, the impartment of skills to the students will be inadequate.

Findings also show that overall, the students have a better relationship with the staff compared with the relationship they had with their parents. This indicated that the staff have managed to create an environment conducive for the development of relationship between the students and themselves.

The hostel also managed to improve the consistency in the forms of discipline of the students indicated that the forms of discipline in the hostel is consistent as compared to only 15% who find the discipline at home consistent. Consistency is a crucial factor in disciplining a child, much so in the case where the child is a delinquent.

In sum, from the response given by the students in the various scope of research, we can conclude that the students' behaviour, while at the hostel, generally show an improvement from their previous behaviour. However, how long they can maintain their good behaviour and how complete the change will be all depends on the circumstances they will face when they come out of the institution and the

acceptance and encouragement they receive from their family and the society. Often, the stigma that the society held against them resulted in the students developing an anti-labeller and fall back into their old way of life. Therefore, the road to complete "recovery" goes beyond the gate of the institution and collective responsibility have to be undertaken by their family and the society to provide the positive environment and opportunity for them to lead a new way of life.

Families of the delinquent child should make effort to visit their children during their detention there. When the students received visits or letters from their family members, they feel that they are still accepted by their families regardless of their past mistakes. This expression of acceptance by their family provides the students with the much needed strength , encouragement and reason to make new determination and change their old life style. Students who do not have anyone to visit them are usually discouraged and do not find any reason nor the strength to change and do not respond as positive as the former group towards the treatment programme in the hostel. The societies in general, should also curb undesirable activities in the society to eliminate any opportunity for the youngsters to be drawn into the deviant way of life.

6.2 SUGGESTIONS TO THE HOSTEL

The hostel, with its noble objective to provide services and facilities for the juveniles delinquents to adjust themselves back again into the

society is a great asset for the society. However, based on the findings which is obtained from the analysis of the students' response, there appear to be a need for the administration to review and revised their current activities and curriculum.

First, the writer feels strongly that there is a need to improve the quality of counselling and case work done in the hostel and to increase the quantity of time allotted for these sessions. This opinion is seconded by all the Welfare Officers working in the hostel.

Trojanowicz approach also stress strongly that treatment programme should be more psychological-oriented, where methods such as, psychotherapy, reality therapy and counselling is used.

Nevertheless, for the counselling session to be effective and successful in helping the students, the Welfare Officer involved should be properly trained and have sufficient knowledge in this field. From the analysis on the staff's background and qualification, most of the staff either do not have any previous training nor qualification in psychotherapy and counselling. Even if they have, usually it is at a minimal gained through attending short courses organised by the Social Welfare Ministry. For these methods to be successfully carried out, the personnel in-charge should be experienced in this field. Apart from the basic academic and technical knowledge, the Office in-charge should also be genuinely interested in the welfare of the students under him and possess an understanding and caring nature.

Another aspect of the activities that need to be improved in order that

the imparting of skills to the students is most effective is the curriculum of the vocational classes. The administration should give serious thoughts and consideration in drawing up the vocational training curriculum. Such training should not be included into the daily schedule merely to provide something for the students to spend their time. As can be seen, these classes take up a substantial amount of their waking hours. Rather, vocational classes should be planned in such a way that the students could be able to "perfect" the skills they have learnt and to utilise it after their release from the hostel. In this respect, the students' interest in the field of training they are put into should be taken into consideration seriously when selecting the individual student for the particular classes. The training instructor should also try to plan his syllabus in such a way that he can catch and maintain the students' interest in his lessons.

Apart from this, the writer strongly feels that the hostel should provide religious or moral classes for non-Muslims. As can be seen from the effect of Islamic religious classes on the Muslim students, the classes have a very positive effect on the majority of the students. From the writer's point of view, one of the reasons that the students is in their present situation that the family failed to instil a strong sense and code of moral values in the mind of their children. This resulted in the child having no strong principles to hold on to when they are tempted to involve in a delinquent way of life. Therefore, if the hostel faces difficulty to find an instructor for these students, another alternative can be taken where the hostel can ask for volunteers

from the churches and temples to come to the hostel to conduct sessions and fellowship with the students. Besides holding religious sessions and fellowship, the volunteers could also assist in holding academic classes for the poorly-educated students to acquire some amount of basic reading and writing skills.

The presence of these volunteers in the hostel could also provide the students with the connection and exposure to the community and make them feel less isolated from the rest of the community. This step can help the students to re-adjust themselves back to the society again after their detention.

6.3 SUGGESTION TO THE STAFF OF THE HOSTEL

As mentioned before in Chapter five, the social workers in the hostel are more than just supervisors and disciplinarian to the students. They are in the position of a parent-substitutes to the students. In view of this, the social worker must properly recognize the temperamental and emotional differences and special abilities and disabilities of the students and their role as parent-substitutes in the structuring of the students character. The usual practise of forcing every students regardless of the differences in their temperament, emotion and abilities into traditional mould results in increase tension and revolt. This in turn will affect the progress of the students in the hostel;. Therefore, the social worker should realize and recognise their responsibility towards the students. They should be more receptive, passive, tolerant,

and relaxed in their relationship with the students.

In general, from the data collected on the staff background, there seems to be lack of trained and competent personnel amongst the staff. The responsibility of the officer is to help the students to overcome their difficulties in personality and behaviour which brought them into the remand hostel. However, in general, the employees in the hostel have no proper training, skills nor formal educational knowledge for their jobs. This is especially true in the need for trained counsellors and psychotherapist to work with the students as part of the reformation programme. The writer therefore hopes that the Welfare Ministry can organized seminars and training sessions to provide the necessary training to the staff and gives them a clear orientation of their duties and responsibilities in the hostel. Trained and experienced counsellors should also be employed to give counselling and psychotherapy sessions for the students and carried out case work.

Nevertheless, it does not necessary mean that formal educational knowledge is a must for the making of a good welfare officer or counsellors. Experience and proper training and extensive exposure to the juvenile problems can compensate for the inadequacy in formal educational knowledge on the part of the staff. Of paramount importance to consider here is the attitude of the staff toward the students, their interest and genuiness in sincerely wanting to help the students.

The assistant welfare officer in the hostel has a substantial role in preparing the student for his release and return to the community. The officer can guide the student to take an honest attitude towards hostel

regulations, towards the request for work and also attempts to explain to him the need for a new outlook toward society and its law.

The student has to be brought to the realization that he himself has the responsibility for his change and readjustment. The officer has to try to bring the student to the insight that after release, his chance of success required a definite change in his behaviour, which alone, results from a positive attitude towards society.

Another aspect in the administration of the hostel that needs attention is that due to the absence of specialized counsellors in the hostel, the staff in the hostel naturally assume this responsibility when the need arises. This results in the same officer playing a dual role of a counsellor and a disciplinarian for the students. Because of this conflict arises in his attitude towards the student. As a counsellor, the officer is supposed to be tolerant, receptive, and understanding in their relationship with the students. On the other hand, he is also the disciplinarian and in this situation, must assume a strict and less relaxed attitude towards the students. As a consequence, the attitude of the officer towards the students becomes inconsistent and may cause confusion amongst the students in their opinion and regard of the officer and ultimately held the students back from seeking guidance from the officer when problems arise.

Great improvement can come about in the hostel if there is separation of duties between the staff in the role of a counsellor for the students and the staff in charge of discipline.

Aftercare or parole is another important element for securing the effect of the institutional treatment of students in the hostel. Often, the reformed students return to home and neighbourhood which are far from ideal. In view of this, employment of well-trained personnel responsible for counsel, advise and supervision of the boys until they are discharge from parole is of utmost importance.

The writer hopes that with the above suggestions, a more effective and fruitful result for the complete character reformation of the students can be achieved.

6.4 SUGGESTION TO THE DISTRICT JUVENILE WELFARE COMMITTEE

From the Asrama Bukit Baru 1984 Annual Report and information gather by the writer during her course of research, the Committee did not organise any activities beneficial to the students for the past few years. The most that the Committee members have done are their occasional visits to the hostel. This is a great dissapointment as the original purpose of this Welfare Committee is that it play an active role to assist the probation officers in their effort to rehabilitate and reform the students.

Members of the Committee should be more concientious in playing their role as part of the body for the treatment programme of juvenile delinquents. If these members could not spare the time due to their tight daily schedule nor have the interest to put in effort for the students, then they should by themselves opted out of the Committee.

The Ministry on their part should be more careful and give serious attention in selecting the members for this Committee. Selection of the Committee members should be made on the criteria of their genuine and serious interest to help the students and not base on their position in the society.

The Committee if they play their part effectively, can be a major asset to the whole system in the treatment programme of the juvenile delinquents.

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Photographs showing the students involved in the various activities in Asrama Bukit Baru.



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