

To the Graduate Council:

I am submitting herewith a thesis written by Kathleen M. Wasilenko entitled "An Investigation Into School Attitudes of Adolescent Juvenile Delinquents and Perception of those Attitudes by School Personnel." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Special Education.

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AN INVESTIGATION INTO SCHOOL ATTITUDES
OF ADOLESCENT JUVENILE DELINQUENTS AND
PERCEPTION OF THOSE ATTITUDES BY
SCHOOL PERSONNEL

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ABSTRACT

A 33 item questionnaire in which subjects responded on a Likert scale was developed. This questionnaire was completed first by juvenile delinquents, and then by school personnel who responded as they perceived a juvenile delinquent would. Twenty-nine juvenile delinquents and 44 school personnel participated in the study. Statistical analyses using t tests for independent sample means revealed significant differences between both groups as a whole, and in item-by-item analyses. It was concluded that juvenile delinquents do have positive attitudes toward school, and that there is a major gap in perception of those attitudes by school personnel.

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CHAPTER 1

STATEMENT OF THE PROBLEM

Purpose of the Study

It is the contention of this researcher that many of the problems arising in schools with juvenile delinquents are a result of poor communication between the various groups - i.e. juvenile delinquents, teachers, and school administrators. This is supported by recent studies that note differences between attitudes toward school expressed by juvenile delinquents, and perception of those attitudes by teachers and school administrators (Zieman and Benson, 1980, 1981).

There have been many assumptions regarding the attitudes and behavior of juvenile delinquents. Polk and Schafer (1972) state that "delinquent commitments result in part from adverse or negative school experiences" and that "the school has the potential to at least partly offset or neutralize the pressures toward delinquency" (p. 7). They go on to discuss how a school may maintain or generate malperformance by: 1) making it difficult for a student to blend back in with the other students once he is labelled deviant, 2) discouraging motivation through unwise use of discipline procedures, 3) judging students critically because of characteristics independent of their actions, and 4) offering limited opportunities for educational attainment. The label of "deviant", once applied, tends to brand that student and affect all his educational interactions (Polk and Schafer, 1972). Other studies support this view (Gold, 1963; Kvaraceus, 1945; Toby and Toby, 1961).

Delinquents are often viewed in the literature as having negative attitudes toward school and the feeling that education is fundamentally irrelevant to their future (Cavan, 1969; Elliott, 1962; Glueck and Glueck, 1952; Gold, 1963; Vinter and Sarri, 1965). This is somewhat contradicted by the recent Zieman and Benson (1980, 1981) studies which indicate that delinquents express both negative and positive attitudes about school.

In this research, attitudes of adolescent juvenile delinquents toward school will be assessed, in conjunction with the perception of those attitudes by school personnel. Misperceptions of these attitudes by teachers and administrators, if they exist, will hopefully be revealed.

The following research protocol will be used. Juvenile delinquents will complete a questionnaire in which they indicate their attitudes toward various aspects of school through a Likert Scale. A comparable questionnaire will be sent to teachers and school administrators. This group will be asked to answer the questions as they think a juvenile delinquent would. Comparison of responses between the groups will indicate how well school personnel perceive school attitudes of juvenile delinquents.

Definitions

For the purposes of this study, the following definitions will be used.

Adolescents are any persons in their teens (Webster's New World Dictionary, 1964).

Attitude refers to one's opinion of something; in this study,

one's opinion of school and its various aspects.

Juvenile delinquents "are those referred to courts for acts defined...as the violation of a state law or municipal ordinance by children or youth of juvenile court age...This...definition...includes conduct which violates the law only when committed by children, e.g. truancy, ungovernable behavior, and running away" (Children's Bureau, 1967, p. 7).

Negative attitudes are those which are least socially acceptable, e.g. disagreeing with the statement, "I go to school because I like to learn." In this study any score of less than 3.0 will be considered negative.

Perception refers to the process of comprehending something; in this study, the process of comprehending attitudes of juvenile delinquents toward school which will be measured by comparing the responses for each group on a questionnaire.

Positive attitudes are those which are most socially acceptable, e.g., agreeing with the statement, "I go to school because I like to learn" is more socially acceptable than disagreeing. In this study, any score of 4.0 or greater will be considered a more positive response.

School is considered any accredited place or institution for teaching or learning. This includes regular public schools, private schools, "alternative" schools, or special programs associated with correctional facilities.

School personnel refers to teachers and administrators within the school.

Teachers refer to any regular or special education school teacher.

Assumptions and Limitations

Several assumptions are made in this study. First, it appears from the literature that there are various aspects of school that juvenile delinquents do not like, thus creating an overall negative attitude toward school. This overall negative attitude then overrides any positive feelings toward school and is perceived by teachers and school administrators as a strong dislike toward school.

Second, instead of considering the juvenile delinquent's attitude toward school, teachers and school administrators view him behaviorally. Since the behavior of juvenile delinquents is considered to be deviant, teachers and school administrators feel somewhat threatened by the overt actions and tend to overlook any thought or feelings behind those actions.

Third, it is assumed that juvenile delinquents' negative school experiences are a factor in the delinquency. That is, the juvenile delinquent reacts to bad school experiences by demonstrating acting-out behaviors (e.g., swearing, fighting, truancy, belligerence) because he knows no other way to deal with the situation.

Limitations of this study include the following. First, the geographical area and subjects are from two counties in rural Tennessee, thus restricting generalizability of the results. Secondly, this researcher's experience with juvenile delinquents reveals that some juvenile delinquents have very low reading levels, thus affecting the responses on the questionnaires, which involve reading. In addition, the poor readers may complete the questionnaire whether they understand it or not, so as to not appear different from the rest of the group. This would affect the validity and reliability of their responses.

Third, a misinterpretation of the questionnaire and scale across all groups is possible, again affecting reliability and validity. Finally, one must question the honesty of the response. For example, a juvenile delinquent might indicate that he goes to school because he likes to learn since this response is more socially acceptable than the other choices for selection. In other words, they might respond with what they think people like to hear rather than how they really feel.

The null hypotheses to be tested are:

1. the juvenile delinquents will report no positive attitudes toward school, and
2. there will be no difference between the attitude of the juvenile delinquent toward school and how school personnel perceive those attitudes.

CHAPTER 2

LITERATURE REVIEW

Historical Considerations

The inability of children to adhere to standards established by adults is an age-old problem. The word "delinquency" has not always been attached to these behaviors, but historical records indicate an overall negative attitude toward the juvenile delinquent and provide written support that punishments were ascribed for specific acts.

Cavan (1969) gives a brief historical summary, dating back to the Code of Hammurabi, 2270 B.C. In this Code, which records the laws of Babylon, punishments to sons rebellious to their fathers were very severe. In the Code, it is stated that if a son strikes his father his hands would be cut off, and physical mutilation or death by drowning or burning were considered appropriate punishments for specific misdeeds. Reference in the Code is even made to the relationship between an adopted son and his foster mother and father. It was considered proper to cut out an adopted son's tongue if he were to say to the foster father or mother, "Thou art not my mother/father." In addition, if the adopted son were to run away from his foster parents and return to his original father's home, it was sometimes necessary to "pluck out his eye" (Cavan, 1969, p. 5) in punishment.

Over the ages these severe punishments were replaced by more humane ones, although in early England (924-939 A.D.) punishment by death was still considered appropriate if a thief over 12 years of age stole more than a twelve pence. Cavan (1969) also cites the

following examples which give an indication of the age at which a child was considered responsible for his/her acts:

girl of thirteen, burned to death for killing her mistress;
boy of ten, hanged for killing his companion;
boy of eight, hanged for burning two barns;
boy of ten, executed for killing his bedfellow (p. 9).

With the coming of the 19th century, a move towards the establishment of reform schools in both the United States and Europe occurred (Cavan, 1969; Kaestle, 1973; Power, 1979). In these were placed not only children who had committed criminal acts, but also those children who were truant from school, and those that were considered "unruly" and difficult for their parents to handle (Kaestle, 1973).

There is no reference in this historical background to the relationship between juvenile delinquency and schooling. However, this is not surprising, since schooling did not become mandatory until the latter part of the 19th century. From the early 20th century up until the present, one perceives in the literature a general negative attitude toward the delinquent by school professionals.

This negative attitude is evident in several ways. One is the general belief that the delinquent is of lower intelligence than the nondelinquent. Goddard (Shulman, 1954) enunciated this view stating:

It is no longer to be denied that the greatest single cause of delinquency and crime is low-grade mentality, much of it within the limits of feeble-mindedness (p. 126).

Research generally supported this view until the mid-1930's, when Lane and Witty (1935) tested 700 delinquent boys and found 28 had intelligence quotients ranging from 110-129. Subsequent research has

produced similar results (Brooks, 1972; Caplan and Powell, 1964; Gath, et al., 1970; Haarer, 1966; Mauser, 1974; Woodbury and McBride, 1972), although more current literature still continues to view the juvenile delinquent as being academically retarded (Glueck and Glueck, 1974; Kvaraceus, 1966; Reilly and Bullock, 1979). Polk and Schafer (1972) suggest that a major contribution to delinquency is the school's belief in the limited potential of the disadvantaged pupils.

There has also been a general bias towards particular racial and nationality groups as being "naturally" delinquent. Although rates of arrest and court appearances seemed higher for certain nationalities and racial groups (Stullken, 1956), closer examination of the data have revealed that these arrest rates are actually related to residence in disorganized (slum) areas. This seems true regardless of the race or ethnic group living in such conditions (Cavan, 1969). Thus, it is possible that negative attitudes toward particular racial and ethnic groups may also have had an effect on school personnel and their methods of dealing with those children under their supervision.

Survey of Current Literature

Several studies indicate a negative attitude of the school toward the juvenile delinquent. Sandhu (1977) discusses the failure of the schools to be flexible and to include the juvenile delinquent educationally, and feels this may be related to their delinquency. He indicates that part of the problem is that school curricula, programs, and instructional techniques are geared to middle class standards, and have teachers from the middle-class who speak the middle-class language.

This, then alienates the student coming from the low-status or low-income groups, and makes communication between the two groups strained.

More and more studies are indicating a close relationship between learning disabilities and juvenile delinquency (Critchley, 1964; Duling et al., 1970; Mauser, 1974; Poremba, 1967), although little mention is made of attempts to include the juvenile delinquent in learning disability programs or to provide special programs for remediation of learning disability.

The most common type of structured programming within the public school for the juvenile delinquent is the self-contained classroom model (Bullock and Brown, 1972; Hirshoren, et al., 1970; Morse et al., 1964) in which one special education teacher has the major responsibility for instruction in all academic areas. This approach usually includes a work study component for the secondary student involving on-the-job training (Montgomery County Public Schools, 1971). In this approach, the juvenile delinquent is lumped together with emotionally disturbed children. This is inappropriate in that the two groups are not equal, and educational/emotional treatment varies.

In the 1970's "alternative" schools were developed which took a wide range of approaches, usually dependent upon the needs of the community in which they were established (Nelson and Kauffman, 1977; Wenk, 1976). The learning experiences within these schools range from academic orientation to development of ethnic power and community pride (Moore, 1974).

Cohen and Filipczak (1971) described a project conducted at a training school in which a 24 hour learning environment based upon an operant model was established. The goal of the program was to increase academic

skills to a level high enough for the student to return to regular public school or to pass the high school equivalency exam. Achievement Place (Phillips, 1968) and Re-Ed programs (Reed, 1978) are examples of other types of residential programs in which school and home environment are interrelated. Other examples of community-based, short-term projects to deal with both the academic and non-academic experiences of delinquents can be found in the literature (Empey and Rabow, 1961; Weeks, 1958).

Despite the availability of program descriptions in the literature, Long et al. (1971) suggest that the most effective program for problem children age 16 and over is exclusion. Reasons for leaving may be school official pressure to leave, voluntary dropping out, or placement in other training programs or correctional facilities as a result of criminal acts. Exclusion provides sure relief for school personnel as the problem child is now out of their hands and no longer troublesome to them.

More specifically, both Sandhu (1977) and Polk and Schafer (1972) suggest that the teachers see no use in working with these students because they have limited potential. Interviews conducted by Zieman and Benson (1980, 1981) revealed that school personnel were accurate in perceiving truants' dislike of school, but were not cognizant of positive attitudes, "self-perceptions, the perception that learning and graduation are important, or that highly structured teachers are desired" (p. 219). These results infer a communication gap between the truant children and school personnel.

Research directly related to school attitudes of juvenile delinquents are very few, although numerous studies mention a negative

attitude of the juvenile delinquent toward school (Elliott and Voss, 1977; Finlayson and Loughran, 1978; Glueck and Glueck, 1952, 1974; Kvaraceus, 1966; Mesinger, 1977; O'Hagen, 1977; Sandhu, 1977; Worsham, 1971). Zieman and Benson (1980, 1981) report two studies in which interviews were conducted with truant adolescent boys and girls to better understand their perceptions of school experiences. Results indicate that not only did the truants have many negative attitudes toward school, but also many positive attitudes as well. This is contradictory to earlier studies.

The present study will attempt to expand on the Zieman and Benson studies. School attitudes of adolescent juvenile delinquents and the perception of those attitudes by school personnel will be assessed.

CHAPTER 3

METHODS AND PROCEDURES

Sample

Subjects consisted of two groups. The first group was adolescent juvenile delinquents as referred by juvenile probation officers and from an alternative school in Roane and Anderson counties in Tennessee. Data were collected on both the students from an alternative school and the number of adolescent juvenile delinquents seen by these officers within a one-month period.

School personnel included teachers and administrators of junior high, middle, and secondary schools as listed in the Roane and Anderson county, Tennessee, school directories.

Data-gathering Instrument

A 33 item questionnaire was devised based on information derived from the Zieman and Benson (1980, 1981) studies. Items were divided into the following four categories: reasons for going to school, attitudes toward school in general, attitude toward classes, and attitude toward teachers. Twenty-nine statements were constructed based on results of the Zieman and Benson interviews. Subjects were to respond on a Likert scale whether they "strongly agree-sometimes agree-no opinion-sometimes disagree-strongly disagree" with each statement. Four items covered any additional comments at the end of each section (see Appendixes A and B).

A comparable questionnaire was sent to school personnel in which they responded as they perceived a juvenile delinquent would. A cover letter accompanied the questionnaire (see Appendix B). School personnel not responding within two weeks were telephoned by the researcher requesting that they complete and return the questionnaire.

Directions and sample questions were tape-recorded (see Appendix C) for the juvenile delinquents. This allowed for consistency across administration.

The questionnaire was field-tested with ten adolescents. Necessary alterations of the instrument were then made. Experts examined the questionnaire for validity, and alterations made based on their suggestions.

Procedure

Questionnaires were mailed or distributed in the schools to school personnel with accompanying cover letters providing general information on the project. Those persons not responding after two weeks were contacted by telephone and reminded to return it. Juvenile probation officers and teachers of an alternative school administered the questionnaire with tape-recorded instructions to the juvenile delinquents (see Appendix C). Results were tabulated and comparisons made of the mean responses for each group by t tests for independent sample means. Content validity of the questions was determined by field testing perusal.

CHAPTER 4

RESULTS

Populational Characteristics

The sample of juvenile delinquents studied either attended an alternative school or were seen by their probation officers who administered the questionnaire. Thirty persons participated, with one questionnaire deleted because it was incomplete, making the total $n = 29$. Of these, 76 percent were male ($n = 23$), and 24 percent were female ($n = 6$). Eight percent were age 13 to 14 ($n = 2$), 69 percent ages 15-16 ($n = 20$), and 28 percent 17-19 ($n = 7$).

Forty-four school personnel participated in the study. Eighty percent ($n = 35$) were teachers and 20 percent ($n = 9$) were administrators from either junior high, middle or secondary schools. Thirty-nine percent were male ($n = 17$) and 61 percent female ($n = 27$). Thirteen percent were age 30 or under ($n = 6$), 36 percent age 31-40 ($n = 16$), and 51 percent 41 or older ($n = 22$).

Data Analysis

Responses on the questionnaire were weighted with one being the most negative response and five being the most positive. Data was then computed using these weights to determine mean responses per question and per group.

Comparisons were made using the t test for independent sample means, both item-by-item and for the total groups. Table 1 presents summary data for the comparison of the total group means.

Table 1

Summary Data for Comparison of
the Total Group Means

	n	Mean	Median	Standard Deviation	Range	<u>t</u> Observed
Juvenile Delinquents	29	3.64	3.66	.4719	2.66-4.38	
School Personnel	44	2.47	2.45	.5742	1.38-3.72	
						9.1406*

* $t_{crit} \pm 2.648$

$p < .005$

Total group comparisons revealed significant differences in their responses ($p < .005$). Comparison of the means indicates that the juvenile delinquents had overall a more positive attitude towards school ($\bar{X} = 3.64$) than the school personnel perceived them as having ($\bar{Y} = 2.45$), thus rejecting the first null hypothesis.

An item-by-item analysis revealed significant differences ($p < .005$) in the responses of the two groups for all but ten of the 29 items based on the Likert scale (see Table 2), thus rejecting null hypothesis number 2. Items 5, 12, 22, and 23 were also statistically significant at a lower level of confidence ($p < .05$).

Table 2

Summary Data: Item-by-Item Comparisons
using t tests

Question Number	Mean ($\bar{X}$) Juvenile Delinquents	Mean ($\bar{Y}$) School Personnel	t Observed
1	4.21	1.95	8.86 *
2	3.17	1.98	4.05 *
3	3.66	4.11	.26
4	3.31	1.68	6.06 *
5	2.83	2.14	2.42
6	4.76	1.86	12.70 *
7	2.90	1.43	5.96 *
8	3.59	2.39	4.12 *
10	2.79	2.23	1.98
11	2.55	1.82	2.37
12	3.62	2.66	2.78
13	4.31	4.23	.36
14	3.38	2.23	3.60 *
15	4.03	1.91	8.91 *
16	3.24	1.45	6.30 *
18	3.76	2.45	3.87 *
19	3.38	3.05	1.11
20	3.21	2.36	3.32 *
21	4.21	3.11	.39
22	3.70	3.14	1.82
23	4.38	3.95	2.50
25	3.76	2.66	3.64 *
26	3.76	1.84	6.57 *
27	3.55	2.11	5.04 *
28	4.24	2.82	5.60 *
29	2.86	1.75	4.56 *
30	4.21	2.00	9.52 *
31	4.10	2.57	5.26 *
32	3.55	1.75	6.03 *

* $p < .005$

Comparison of means for each group reveals that for every question juvenile delinquents responded more positively than the school personnel perceived they would.

Juvenile delinquents were the most positive on the following items (weighted mean score ≥ 4.0).

1. I go to school because I like to learn.
6. I go to school because an education will help me find a job.
13. At school I like seeing my friends.
15. At school I like other students who cause trouble.
21. At school I like sports.
23. At school I like shop and vocational classes.
28. My teachers are helpful.
30. My teachers give a fair amount of work.
31. My teachers have control in the classroom.

The juvenile delinquents gave the most negative responses to the following items (weighted mean score < 3.0).

5. I go to school because I like the teachers.
7. I go to school because the law makes me.
11. At school I like the rules and discipline.
29. My teachers are too strict.

The school personnel, however, gave even more negative responses (weighted mean score < 2.14) for each item. Items 5, 7 and 29 were statistically significant in comparison ($p < .01$).

In each of the four sections of the questionnaire the subjects made additional comments. Under the category, "Reasons for going to school,"

the juvenile delinquents made many positive comments, such as "because I like to," "because I want to get out and have a good life," and "to equip myself to live a good future." The school personnel, responding as they thought the juvenile delinquents would, generally made very negative comments, such as "to get social security," "sell drugs," "harass people, cause trouble, find others to help cause trouble," and "to steal money and other things" (see Appendix D for complete list of verbatim comments).

Under the category, "attitudes toward school in general," the juvenile delinquents' comments were either in regards to school activities, e.g. "I like working in shop as woodwork," "I like the sports," or about school in general, e.g. "it's all right sometimes." The school personnel again made very negative comments, such as "unimportant to their future," and "as a place to vent hostile feelings" (see Appendix D).

Under the category "attitudes toward classes," the juvenile delinquents only had one negative comment ("school shouldn't have been made"), while the rest were positive and in reference to specific classes (e.g. "I love math at school"). The school personnel tended to be more negative, making such comments as "necessary evil," and "unnecessary and of nonvalue to their future."

In the last category, "attitudes toward teachers," the juvenile delinquents were split as far as negative and positive comments (e.g. "sometimes they can be a pain," "they are well good teachers, and they are the best"). The school personnel were totally negative with such comments as "teachers show them no respect, have favorites, and 'pick' on them," and "most juvenile delinquents feel that teachers are prejudiced."

CHAPTER 5

DISCUSSION AND IMPLICATIONS

Discussion

The purpose of this study was to determine whether juvenile delinquents have positive attitudes toward school, and to determine how well school personnel perceive those attitudes. Both juvenile delinquents and school personnel responded to a 33 item questionnaire on school related statements. Statistical analyses reveal that juvenile delinquents do have many positive attitudes toward school. In addition, significant differences exist between the responses of the juvenile delinquent and school personnel.

The indication from previous research that juvenile delinquents have a strong dislike towards school and do not see the value of education to their future was highlighted by the extremely negative responses of the school personnel. Responses to items one and six in particular verify this. It is interesting that the school personnel do not sense the juvenile delinquent's desire to learn, or the value of an education to their future. It would seem that these may be two of the very basic reasons for getting an education, that is, for the intellectual stimulation ("learning"), and preparation for a vocation. In reference to question 16 it is inferred that school personnel perceive the juvenile delinquents as coming to school to become involved with other students who cause trouble, not for any educational reasons. This is also suggested by the school personnel's comments on item 9:

"List any other reasons why you think juvenile delinquents go to school." None of the reasons listed were educational reasons (see Appendix D). Most of the reasons listed involved something illegal (e.g., "to get or sell drugs," "to steal money or other things"), peer relationships, or financial reasons (e.g., "more federal funding for family," "to get social security"). The juvenile delinquents' comments in this section were generally positive, and most were educationally oriented (e.g. "to learn and get a good education," "because you've got to have an education to get a job"). This polarity of responses is common in the comments in items 17, 24, and 33.

This perception, then, would seem to influence school personnel in dealing with the juvenile delinquent. It would seem natural for favored students to be those most interested in learning, and the ones in which teachers would want to invest the most time. If teachers do not perceive the desire for an education or even a liking towards school, they may tend to divert their attention to the students seemingly interested. Juvenile delinquents may become discouraged and revert to acting-out behaviors to seek negative attention.

One must keep in mind when reviewing the results that there is an assumption that all subjects are responding with their honest feelings. It is possible that the juvenile delinquents could be responding in a more socially acceptable manner, i.e. what people want to hear. Despite this, it seems valid to report these results since the literature consistently states that juvenile delinquents do not have a desire to learn, nor do they sense the value of an education in their future. Since these results correlate very closely with the

results of the Zieman and Benson studies (1980, 1981), it suggests there may be much more involved in understanding the juvenile delinquent than previously thought.

It appears from the data that juvenile delinquents do like most aspects of school. This contradicts most other studies which report mainly negative attitudes and supports the Zieman and Benson (1980, 1981) studies somewhat. But most significant is the discrepancy between the juvenile delinquents' responses and the perception of those responses by school personnel. The statistical significance suggests that perhaps 99 percent of the time teachers and school administrators are misinterpreting the attitude of the juvenile delinquent toward school and its various aspects. Is it possible to deal with children educationally when their attitudes toward school are being misperceived to this degree?

The real question may be one of cause, that is, what is responsible for the dramatic breakdown in the school personnels' perceptions of juvenile delinquents' school attitudes. Several factors may be involved here. First, persons perceive that a child labeled "delinquent" inherits all the negative behaviors which may be typically associated. For instance, a delinquent may be considered one who is a troublemaker, disrespectful, and not the least interested in the value of an education. This is reflected in the school personnel's responses to the category, "attitudes toward school in general."

Second, in a classroom situation involving many children teachers may have a tendency to focus on behaviors and achievement rather than a person's circumstances surrounding a behavior. Since

it is uncommon for juvenile delinquents to be below grade level academically, their acting-out behaviors may be an attempt to be noticed in school since they may not be able to achieve academically. The teacher, unfortunately, may only observe the child academically and through behaviors. If both are negative, perception of those attitudes may also tend to be negative.

A third factor may relate to the skill and training of school personnel. Since juvenile delinquents have certain behaviors, which in fact make them "different" somehow, it would seem valuable for school personnel to have specific training in order to have better understanding of methods of dealing with these behaviors. Additional counseling and intervention may be warranted.

Implications

It is quite feasible that this gross misperception of the juvenile delinquent's attitude toward school is reflected in his educational treatment. Teachers or administrators too "busy" to take the time necessary to better perceive these attitudes cannot be providing this population with the best education available. How can one provide an education which is relevant without being able to perceive what is important to the student?

Although this study dealt with current juvenile delinquents, these results may shed light on whether schools or school success are factors in promoting juvenile delinquency also. The educationally overlooked child may get frustrated, revert to acting-out behaviors to seek attention, and eventually escalate to eventual court involvement. The end result could be the unruly juvenile delinquent in the classroom.

One must also consider the plight of the classroom teacher.

In the school system under study, classes continue to get larger with increasing budget cuts. As the student load increases, time spent with individuals decreases. Teachers are pressed to complete a certain amount of material, and may be extremely frustrated if class is disrupted frequently by one child. They are justified in wanting to be effective with the other 95 percent of their class. What then happens to the juvenile delinquent?

As discussed earlier, several things may happen to the juvenile delinquent for misconduct. These range from additional assignments for "punishment" to expulsion. Apparently, none of these are extremely effective or juvenile delinquents in the schools would still not be a problem. What may be indicated is special counseling for this type of child. School psychologists are very invested in career planning and educational testing. More time needs to be spent, however, on dealing with students through counseling before major problems evolve. This would involve training not only counselors, but also teachers who would need to identify the problems and deal with them in the classroom.

Another question to consider is whether juvenile delinquents should be considered a special education population. They have many characteristics of special education populations (learning disabilities, functioning far below grade level) including behavioral problems requiring intervention. More appropriate educational programs, perhaps special education, may be able to deal with and remediate these problems to some extent.

Most importantly, the most obvious problem is to reduce the misperception of their school attitudes to promote better understanding of this group. Unless this is attempted, juvenile delinquents will continue to be a problem in school. The educational experience itself will be lacking in quality because of poor understanding of the students' needs. Appropriate in-service and preservice training in teacher preparation programs will help to alleviate this gap.

Future research efforts could take many different avenues. One could continue to look at levels of communication between various groups in schools after implementation of inservice and training programs. One could effect special counseling programs to see what effect it would have on the juvenile delinquents' functioning in school. Another method would be to try educational remediation of specific educational problems and see what effect this would have on behaviors. Other studies could focus on students' attitudes toward juvenile delinquents, while still others could consider types of educational experiences available to juvenile delinquents (e.g., alternative schools, classrooms for the emotionally disturbed). Juvenile delinquents are a poorly researched population; almost any type of study would provide valuable data.

In conclusion, the present study indicates that juvenile delinquents do have many positive attitudes toward school. In addition, school personnel have a poor understanding of how juvenile delinquents view school and its various aspects. Hopefully this study will initiate more interest in this population.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE DISTRIBUTED TO JUVENILE DELINQUENTS

Please answer each question the best you can. Go through the two sample questions. Place a checkmark (✓) on the line indicating whether you "strongly agree-sometimes agree-have no opinion-sometimes disagree-strongly disagree" with the question.

Sample questions

1. I go to school because it gives me something to do.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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2. I like the food at school.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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Reasons for Going to School

1. I go to school because I like to learn.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

2. I go to school because my parents/guardians make me.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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3. I go to school to see my friends.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

4. I go to school because I like school.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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5. I go to school because I like the teachers.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

6. I go to school because an education will help me to find a job.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

7. I go to school because the law makes me.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

8. I go to school because I have nothing to do at home.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

9. List why else you might go to school: _____
- _____

Attitudes Toward School in General

10. At school I like the buildings and facilities.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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11. At school I like the rules and discipline.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

12. I like nothing at school.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

13. At school I like seeing my friends.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

14. At school I like school administrators (principal, counselor, etc.).

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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15. At school I like students who cause trouble.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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16. At school I like the amount of schoolwork.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

17. List anything else you want to say about school: _____

Attitudes toward Classes

18. I like the classes offered at school.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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19. At school I like music/art/drama.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

20. At school I like the various clubs.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

21. At school I like sports.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

22. At school I like physical education.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

23. At school I like shop and vocational classes.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

24. List anything else you want to say about classes and activities:

Attitudes toward Teachers

25. My teachers are friendly.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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26. My teachers are fun.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

27. My teachers are fair.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

28. My teachers are helpful.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

29. My teachers are too strict.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

30. My teachers give a fair amount of work.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

31. My teachers have control in the classroom.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

32. My teachers treat everyone as equals.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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33. List anything else you want to say about your teachers: _____

APPENDIX B

QUESTIONNAIRE AND COVER LETTER
DISTRIBUTED TO SCHOOL PERSONNEL

January 22, 1982

To whom it may concern:

The enclosed questionnaire is part of a research project being conducted through the University of Tennessee in an effort to determine the level of communication and understanding between the various groups within schools.

Your participation is completely voluntary, and the identity of all persons involved in the study will be completely confidential and available only to the person conducting the study. Data will be summarized on a group basis, with no individual responses being reported.

Please return the enclosed questionnaire in the self addressed envelope within the next ten days. If you would like a summary of the study upon its completion, please indicate your name and address on the enclosed questionnaire. Thank you for your assistance.

Sincerely,

Kathleen M. Wasilenko
University of Tennessee

Please answer each question below as you think a juvenile delinquent would. Complete the sample questions first. Place a checkmark (✓) on the line in the category "strongly agree-sometimes agree-no opinion-sometimes disagree-strongly disagree" which most fits your response.

Sample questions

1. Juvenile delinquents (JD's) go to school because it gives them something to do.

Strongly	Sometimes	No	Sometimes	Strongly
Agree	Agree	Opinion	Disagree	Disagree

2. JD's like the food at school.

Strongly	Sometimes	No	Sometimes	Strongly
Agree	Agree	Opinion	Disagree	Disagree

REMEMBER: You are to answer these questions as you think a juvenile delinquent would.

Personal Information

Age: 20-25 _____	Sex: Male _____ Female _____
26-30 _____	Position: Teacher _____ Administrator _____
31-35 _____	Type of School: Secondary _____
36-40 _____	Middle _____
41-45 _____	Other _____
46- _____	

Reasons for Going to School

1. JD's go to school because they like to learn.

Strongly	Sometimes	No	Sometimes	Strongly
Agree	Agree	Opinion	Disagree	Disagree

2. JD's go to school because their parents/guardians make them.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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3. JD's go to school to see their friends.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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4. JD's go to school because they like school.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

5. JD's go to school because they like the teachers.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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6. JD's go to school because they think an education will help them find a job.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

7. JD's go to school because they are required by law.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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8. JD's go to school because they have nothing to do at home.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

9. List any other reasons why you think JD's go to school: _____

Attitudes Toward School in General

10. At school JD's like the buildings and facilities.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

11. At school JD's like the rules and discipline.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

12. JD's like nothing at school.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

13. At school JD's like seeing their friends.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

14. At school JD's like school administrators (principal, counselor, etc.).

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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15. At school JD's like other students who cause trouble.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

16. At school JD's like the amount of schoolwork.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

17. List any other comments about how you think juvenile delinquents view school: _____

Attitudes toward Classes

18. JD's like the classes offered at school.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

19. At school JD's like music/art/drama.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

20. At school JD's like clubs.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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21. At school JD's like sports.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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22. At school JD's like physical education.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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23. At school JD's like shop and vocational classes.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

24. List anything else about how you think JD's feel about classes:

Attitudes towards Teachers

25. JD's feel teachers are friendly.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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26. JD's feel teachers are fun.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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27. JD's feel teachers are fair.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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28. JD's feel teachers are helpful.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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29. JD's feel teachers are too strict.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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30. JD's feel teachers give a fair amount of work.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
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31. JD's feel teachers have control in the classroom.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

32. JD's feel teachers treat everyone as equals.

Strongly Agree	Sometimes Agree	No Opinion	Sometimes Disagree	Strongly Disagree
-------------------	--------------------	---------------	-----------------------	----------------------

33. List any other comments concerning how you feel JD's feel towards teachers: _____
- _____

APPENDIX C

TAPE-RECORDED INSTRUCTIONS ACCOMPANYING THE JUVENILE DELINQUENTS' QUESTIONNAIRE

"Thank you for helping with this research project by filling out this questionnaire. Your answers will help us to determine what students do and don't like about school. Read along on the questionnaire while I read the directions.

Please answer each question the best you can. Go through the two sample questions. Place a checkmark on the line indicating whether you 'strongly agree-sometimes agree-have no opinion-sometimes disagree-strongly disagree' with the question.

Sample question number one. 'I go to school because it gives me something to do.' If this is a reason why you go to school most or all of the time, check on the line above 'strongly agree.' If you go to school for this reason sometimes, check on the line above 'sometimes agree.' If you don't feel one way or the other about the question, check the line above 'no opinion.' If you don't think that 'giving you something to do' is a reason sometimes, check the line above 'sometimes disagree.' If you think that giving you something to do is definitely not a reason, check the line above 'strongly disagree.'

Sample question number two. 'I like the food at school.' Sample question number two follows the same format. If you definitely like the food at school, check the line above 'strongly agree.' If you like it sometimes, check the line above 'sometimes agree.' If you don't feel one way or the other about the food, check above 'no opinion.'

If you dislike it sometimes, check above 'sometimes disagree.' If most of the time or always you dislike the food, check on the line above 'strongly disagree.'

In the next section, check the line that goes with your age. Then check on the line to indicate whether you are male or female.

Now begin the questionnaire. Thank you for taking the time to complete this."

APPENDIX D

VERBATIM COMMENTS

Item 9 (Juvenile Delinquents) "List why else you might go to school"

If law didn't make me I wouldn't go.

Because I like to.

To learn and get a good education.

Because I want to get out and have a good life.

Because I like it.

So that you can learn, and get a diploma, and get a good job.

To away from the house.

To play baseball.

Because I want a good job.

To be active in my life.

I go to school because I like it and I need my education.

To get away from home and learn.

Because you've got to have an education to get a job.

Because I like it mostly.

It gives me something to do and passes the time quickly.

To graduate and go on to bigger and better things.

To equip myself to live a good future.

To eat lunch, for girls.

To play football.

Diploma, edgication.

To make money in the world.

I go to school to learn.

Item 9 (School Personnel)

Required by law.

More federal funding for family.

To get social security.

Sell drugs.

See boyfriend or girlfriend.

To make contacts with peers.

Many are afraid of "being sent off" (reform school) if they don't.

To get or sell drugs.

Because if they do not go they will be placed in reformatory-law!

Most are modifications of above but "business," e.g. drugs, is one not treated above.

To get lunch, social services, and to qualify for SS payments for family.

Harass people, cause trouble, find others to help cause trouble, find someone in which to confide at times.

To meet the "in" crowd and cause trouble.

To receive attention that they need.

Law.

To steal money and other things.

Drug connection, meet members of opposite sex.

Item 17 (Juvenile Delinquents) "List anything else you want to say about school."

Nothing

It's all right sometimes.

Nothing.

I like working in shop as wood work.

It's a good thing.

I my self hate's school.

I like the sports.

School is all right sometimes.

School is a favorite subject.

HS OK.

Item 17 (School Personnel)

A place to be accepted in a "leader" role.

Unnecessary-just a place they have to be until they get out into the real life, unimportant to their future.

Most JD are very hungry for love, discipline and understanding not found at home.

As a place to vent hostile feelings.

School is a prison-like institution where you're made to sit still and do things you are not good at doing. Every now and then you learn something interesting, and sometimes a teacher is nice, but these high spots are few and far between.

As a place to meet and plan strategies.

Necessary evil.

As a place to bully, show-off.

They generally want recognition.

Item 24 (Juvenile Delinquents) "List anything else you want to say about classes and activities."

School shouldn't have been made.

I like a discent school.

We all like basket ball.

I like the welding shop because it offers me opportunities that I never would have had if I hadn't have taken that class.

I love math at school.

Item 24 (School Personnel)

Necessary evil.

The arts and sports are often the place JD's can have a successful experience and identity.

Want to be with their friends.

The teacher's attitude toward the student makes all the difference. Even a class he/she hates is bearable if the teacher is warm and accepting.

Like teachers who take an interest in them and who care.

They dislike being defined.

Most feel the classes have very little or nothing to offer them in the personal situation.

Unnecessary and of nonvalue to their future.

A place they can go to and be listened to as an individual.

Item 33 (Juvenile Delinquents) "List anything else you want to say about your teachers."

Sometimes they can be a pain.

They are alright sometimes, I guess.

They are well good teachers, and they are the best.

If there's days you can be smart.

Their all right.

They pick on football players.

They are ugly.

They are very friendly to me because they love me.

Mr. M____ and Mr. L____ are the best teachers I have ever had.

Item 33 (School Personnel)

Teachers show them no respect, have favorites, and "pick" on them.

Most JD's feel teachers are prejudiced and have a closed mind

about them and their possibilities.

JD's often feel that teachers are not assuming control, therefore JD's will go to great lengths to "test" the teacher.

While they may view teachers in general in an extremely negative light, their attitude may be radically different toward individual teachers. I feel that many of my students who fit into this category like me very much, but they didn't like the subject matter of the class, most other teachers, or school in general. Many had a particular antipathy toward administrators, whom they saw as responsible for suspending them, etc.

Most JD feel that no one should have authority over them--esp. teachers. They resent anyone in an authoritative capacity. They want to be their own "boss"! No strings--not answering to anyone.

Often teachers are their only authority figure and their only source of help and understanding.

Many times they are regarded as the enemy. A teacher must not fear the JD.

They usually feel there are class pets and that they sometimes have control (which they do).

VITA

KATHLEEN M. WASILENKO

This researcher was born and raised in a small rural community in northeast Iowa in a family of six children. Elementary and secondary education took place in a very small parochial school in the hometown. Upon completing high school, a nine-month secretarial school was attended, graduating with highest honors. The next 2 1/2 years were spent as an insurance secretary.

After some time the lack of challenge and stimulation in that position prompted investigation into other occupations and interests. A part-time position at a private, residential treatment center for multiply/severely handicapped children encouraged development of skills with special populations.

Undergraduate school began in the fall of 1975 at the University of Northern Iowa--Cedar Falls, as a music student. Since the main interest was in music therapy, this researcher transferred to the University of Kansas--Lawrence, which is nationally known for its program in music therapy. The next three years were spent in academic endeavor and part-time jobs. Much clinical and research experience was accumulated during this time. Following completion of classwork was a six month clinical internship at the Stokely Center, Georgetown, Delaware, a state hospital for mentally retarded persons.

The next move was to Oak Ridge, Tennessee. A full-time position was obtained at a private residential treatment center for children

with severe behavioral problems. Therapeutic skills developed significantly through this position. This position involves identifying and developing treatment programs, providing staff supervision and training, and development of social work skills. In addition, it includes being the school liason and educational director.

At the present time a Master of Science degree with a major in special education is being completed at the University of Tennessee. Much knowledge has been gained in this program applicable to the current position.

Plans for the immediate future include continuing the present employment. Special education combined with therapeutic and administrative skills blend nicely and are very applicable to that particular facility. This researcher will remain in this geographical region for another 1 1/2 to two years.

Beyond Tennessee, the future is very questionable. After working with almost all "special" populations in a variety of positions, this researcher has come to the conclusion that as long as employment involves some "abnormal" population and challenge, satisfaction is attained. When the challenge dies, it is time to move on. The community of residence will have to provide the opportunities.

Long-term plans may include additional schooling, although that is of no interest at this time. Research is found interesting, and involvement in special projects would be satisfying. A long-term research project would enable development of knowledge of research methodology and statistics.