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Delinquency, Careers, and Prospects: A Conceptual Paper

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Abstract: Legal opinion to protect the society and juvenile offenders is important from social aspect. Bad boy or bad girl labelled towards the juvenile in the rehabilitation centre should be scrapped because it is tantamount to killing the hopes and indirectly makes them thinking that they are useless. The ultimate outcome of this vicious cycle may trap them in constant negativity and poverty even for their entire lifetime, unemployment and periodic incarceration, dependency for substance abuse, and failure to maintain societal norms. The purposes of this study is to review planning and career prospects for juvenile and develop a model for the future of juvenile delinquency career. Methods of quantitative and qualitative studies will be used in the study. All survey data will be analyzed using the Statistical Package for the Social Science (IBM SPSS) software, while the interviews will be analyzed using Nvivo.

Keywords: Juvenile Delinquency, Counsellor and Career Exploration.

INTRODUCTION

Under the Malaysian Prison Department, Henry Gurney School was established as a rehabilitation institution for juvenile offenders aged 14 to 21 years old. Henry Gurney School was given the name in conjunction with the official opening of the British High Commissioner, Sir Henry Gurney in Telok Mas, Malacca on July 19, 1950. In 1948, the establishment of this institution was initially intended as a youth rehabilitation centre in the country. It was established in Muar Prison, Johor under the name of *Sekolah Pemulihan Lanjutan* (Advance Approved School). This school had a total of fifty juvenile offenders.

Then, it was moved to Telok Mas, Malacca in 1950. It is located in a coastal area in the Strait of Malacca of 38 acres and approximately 4 km from the city of Malacca. An ordinance drafted in 1947 that subsequently led to the establishment of the Juvenile Court has established the first Henry Gurney School in Malacca. A part of Muar Prison became the first *Sekolah Akhlak Tinggi* (High Morale School) in Malaya where it put juvenile offenders ordered by the Juvenile Court for rehabilitation.

On the other hand, the Henry Gurney School for Female in Batu Gajah is a moral institution for female juveniles. It is located next to the rehabilitation centre, Batu Gajah, Perak, which was formerly women's prison known as the Women Central Prison. The Women Central Prison was established when the Kinta Prison that placed male convicts have begun to receive female convicts in 1951. Most of the female convicts were known as Political Criminals who were communist agents for offenses under "Emergency Regulations". In addition, there were also female

prisoners arrested under the "Penal Code" for drug possession, fraud, extortion and others. In 1951 until 1958, there were about 100 female prisoners in the Central Women Prison who were mostly under short sentence. In 1954, there were female convicts under the age of 21 years. They were isolated from other convicts in a place next to the Women Central Prison, which was formerly the residence of Superintendent. Since then, women prisoners under the age will be sent to Henry Gurney School for Female in Batu Gajah.

Currently, there are only five Henry Gurney Schools (HGS) which are;

- HGS Telok Mas, Malacca
- HGS Kota Kinabalu, Sabah
- HGS Keningau, Sabah
- HGS Puncak Borneo, Sarawak, and
- HGS for Female, Batu Gajah, Perak

The Henry Gurney School General Policy in its early establishment is based on (Borstal Institution -

England) 1900 which is to form a good and responsible attitude among juvenile offenders towards a prosperous life and to become productive for the country. The characteristics are: - The trainer has a distinctive character and talent, and can develop creativity and love towards a better life. Not only that, equal treatment, following the regulations and Borstal system which focuses on the team work and trust for each other are the pillars of this school development.

METHODOLOGY

This study used mixed methodologies where researchers have combined quantitative and qualitative research methodologies. Through quantitative method, the study used reliable statistical data analysis that tells us how many people do or think about something. Quantitative data is usually in numerical form such as the average, ratio or range [1]. Therefore, the researchers have used questionnaire to determine the plan and career prospects of the students of Henry Gurney. A total of 150 students from five Henry Gurney schools in Malaysia will answer a survey questionnaire in this study. On the other hand, the study used qualitative research to achieve the second, third and fourth objectives. Researchers will examine the documentation of former students to find out their current career prospects. In addition, the study will involve interviews with counsellors at the Henry Gurney schools to determine the solutions that can help improve the lives of Henry Gurney students. The last method used in this study to build a future development model of Henry Gurney students after their study is through interviews with 15 professionals to obtain their opinions on the construction of a holistic model to upgrade the lives of Henry Gurney students after they complete their study. All survey data will be analysed using the *Statistical Package for the Social Sciences (SPSS) software*, while the interviews will be analysed using *Nvivo 10*.

Public opinion towards juvenile offenders

Bad boy or bad girl labelled towards the students in the rehabilitation centre should be scrapped because it is tantamount to killing the hopes and indirectly makes them thinking that they are useless [2]. The article by Faten [2] is one of the true stories of a juvenile offender who was given the opportunity to change. This has proven that the environment plays an important role in guiding juvenile offenders to the right path. Nevertheless, there is no doubt that the public are still having negative perceptions towards juvenile offenders. Public opinion towards them is important to provide a conducive environment towards a more positive change.

Thus, the public opinion towards juvenile offenders should be highlighted in this discussion through previous studies around the world. Society is a

collection of large number of people and juvenile issues may affect them directly and indirectly. According to Ainaa [3], the public perceives juvenile offenders negatively or with an oblique glance. In addition, people need to change their perception towards juvenile offenders because they are not the dregs of society [4]. Here, the public share the same ideas about juvenile offenders, but it is different with the people who are closely involved. A real case happened to a daughter of a couple that led to her death by a juvenile offender has made the couple to think that all juvenile offenders involved in the case must be hanged [5].

In other words, public opinion is different from those who are directly involved with juvenile cases. Thus, the legal opinion to protect the society and juvenile offenders is important from social aspect. In Australia, the penalty for juvenile offenders and adult offenders in the criminal cases is similar in the 20th century [6]. Until the mid-19th century, there was no separate penalty for juvenile and adult offenders in Australia [7].

However, recently, juvenile cases have been separated from adult crimes in Australia and all over the world because of their lack of experience and maturity [8]. This has shown the changes in legislation have an impact on juvenile offenders in shaping public perception as legal institution is one of the institutions that is able to educate the public. However, the law still becomes a matter in the issue of the extent to which juvenile offenders are protected by law as a result of their actions on society [9].

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