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AN ASSESSMENT OF THE COUNSELING SERVICES PROVIDED
TO JUVENILE DELINQUENTS IN JORDAN THROUGH
THE PERCEPTIONS OF JUVENILE PROBATION
OFFICERS AND ADMINISTRATORS

by

Ahmad Suleiman Zaghalil

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Counselor Education
and Counseling Psychology

Western Michigan University
Kalamazoo, Michigan
June 1987

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Ahmad Suleiman Zaghalil, Ed.D.

Western Michigan University, 1987

The purpose of this study was to investigate the present status of counseling services provided to juvenile delinquents in Jordan. More specifically, this study focused on the characteristics, priorities, major strengths and weaknesses, problems of counseling services provided to juvenile delinquents, portion of time spent in counseling juvenile delinquents individually and in groups, as perceived by the juvenile probation officers and administrators in Jordan, and the academic courses studied by both groups which helped them to practice the profession of counseling with juvenile delinquents.

The subjects for this study consisted of 28 juvenile probation officers and 10 administrators. A questionnaire developed by Allen (1981) was adapted as a data-gathering instrument for this study. The data were obtained through a personal interview with each participant. The data were analyzed utilizing frequencies, percentages, mean, t test of difference in independent means, and chi square.

The analysis of the data by using the t test revealed no significant differences between the juvenile probation officers and administrators with regard to the characteristics, priorities, strengths

and weaknesses, problems of counseling services provided to juvenile delinquents, time spent on individual counseling, and time spent on group counseling, as related to the counseling services provided to juvenile delinquents in Jordan. The results of chi-square tests revealed no significant differences between the juvenile probation officers and the administrators with regard to the academic courses studied, with the exception of theories of delinquency, legal and professional issues in the field of juvenile delinquency, and seminar in the field of juvenile delinquency, where more administrators had studied these academic courses than had the juvenile probation officers.

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Western Michigan University, 1987

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Ahmad Suleiman Zaghalil

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CHAPTER I

INTRODUCTION

The problem of juvenile delinquency is a historical phenomenon which has affected every society in the world throughout the centuries (Cavan, 1969). It is a social problem that requires effective treatment and rehabilitation for this group of youngsters, rather than a criminal problem requiring restrained punishments. From a counseling perspective, delinquent behavior results from a socially, mentally and emotionally immature human personality that needs to be guided and helped, not punished.

The problem of juvenile delinquency has been receiving increasing official attention in Jordan for a long time. Majali (1981) indicates that the first reformatory in Jordan was established in 1934, and the first girls' reformatory was founded in 1957. Now there is a separate department for juvenile delinquency, called the Social Defense Department, under the Ministry of Social Development. The department consists of 11 preventive and rehabilitative organizations in different cities of the country and a division for juvenile delinquents in every city of the country. In addition, there are three separate juvenile courts in Jordan. The first one was established in the capital city (Amman) in 1980, and the other two were established in the city of Zarqa in 1981 and Irbid in 1982.

According to Cavan (1969), a research study conducted by the United Nations in 1953 indicated that Jordan was the only one out of eight Middle East countries to pass special legislation for juvenile delinquents. These countries are Egypt, Iran, Lebanon, Saudi Arabia, Syria, Turkey, Yemen, and Jordan.

Touq (cited in Daher, 1985) noted that the problem of delinquency among juveniles in Jordan increased at a rate of 12.3% annually between the years 1965-1977. The 1984 Yearly Report of the Ministry of Social Development indicated that there were 3,461 juvenile delinquents in Jordan, 2,429 of whom were institutionalized in different rehabilitative organizations.

In most cases, the police department is the first official organization to deal with the juvenile delinquent. After they investigate the problem, they report it to the Juvenile Delinquent Department. After that, the juvenile probation officer files a report to be sent to the juvenile court judge, describing the social history of the juvenile and his family. The report also includes the causes of the delinquency of the juvenile as interpreted by the juvenile probation officer. The judge is not required by law to follow the probation officer's recommendations under all circumstances; however, according to Jordanian juvenile law, the judge cannot make a decision in any juvenile case without having received a report from the juvenile probation officer about the social, economic, and environmental situation of the juvenile and his family.

Academic education, physical education, entertainment activities and some kinds of vocational training are the main types of services that the different preventive and rehabilitative organizations pro-

vide to the juveniles, in addition to food, clothing and health services.

The juvenile probation officer has three general responsibilities. First, as the Jordanian juvenile law requires, he has to attend every court hearing concerning a juvenile. Second, he has to provide the juvenile court judge with a written report about the social, economic and environmental situation of the juvenile and his family, including recommendations for every case. Third, he has to supervise all probationers who are sentenced by the court to be under probation for a minimum of one year and maximum of three years.

Statement of the Problem

The purpose of this study was to investigate the present status of counseling services provided to juvenile delinquents in Jordan. More specifically, this study focused on the characteristics, priorities, major strengths and weaknesses, problems of counseling services provided to juvenile delinquents, portion of time spent in counseling juvenile delinquents individually and in groups, as perceived by the juvenile probation officers and administrators in Jordan, and the academic courses studied by both groups which helped them to practice the profession of counseling with juvenile delinquents.

The Importance of the Study

In Touq's study (cited in Daher, 1985), he expressed concern regarding the possibility of the number of juvenile delinquents in

Jordan doubling within a period of less than 10 years, considering the 12.3% yearly increase between the years 1965-1977. This is an indication of the need of other alternative treatment programs to deal with juvenile delinquents instead of the traditional procedures used in the rehabilitation system in the organizations that are dealing with this group of youngsters in Jordan.

No empirical researched data were found describing the practice of counseling juvenile delinquents in Jordan. Actually, the only information that could be found was a theoretical and instructional manual published by the Department of Social Affairs which briefly explains the duties of the probation officer and his relationship with the court during and after the social probation period. Nothing was found about types, techniques, importance and effectiveness of counseling services for juvenile delinquents in Jordan.

This study is believed to be the first of its kind, therefore, it was designed to provide some much-needed information to bring about more understanding, to make possible an assessment of the existing counseling services provided to juvenile delinquents in Jordan, and to provide a basis for planning, developing and implementing counseling services for juvenile delinquents in Jordan.

Research Questions

This study attempted to answer the following questions through data obtained of the perceptions of the juvenile probation officers and administrators in Jordan:

1. What are the characteristics of counseling services provided

to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators?

2. What are the priorities of counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators?

3. What are the major strengths and weaknesses of counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators?

4. What are the problems affecting the planning, implementation and development of counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators?

5. What is the portion of time spent per week in individual counseling with juvenile delinquents, as perceived by juvenile probation officers and administrators in Jordan?

6. What is the portion of time spent per week in group counseling with juvenile delinquents, as perceived by juvenile probation officers and administrators in Jordan?

7. What are the academic courses studied by both juvenile probation officers and administrators which helped them in practicing the profession of counseling with juvenile delinquents in Jordan?

Research Hypotheses

The following null hypotheses were formulated and tested for the purposes of this study:

1. There will be no difference between the perceptions of juvenile probation officers and administrators with regard to the

characteristics of the existing counseling services provided to juvenile delinquents in Jordan.

2. There will be no difference between the perceptions of juvenile probation officers and administrators with regard to the priorities of the existing counseling services provided to juvenile delinquents in Jordan.

3. There will be no difference between the perceptions of juvenile probation officers and administrators with regard to the major strengths and weaknesses of the existing counseling services provided to juvenile delinquents in Jordan.

4. There will be no difference between the perceptions of juvenile probation officers and administrators with regard to the problems affecting the planning, implementation, and development of counseling services for juvenile delinquents in Jordan.

5. There will be no difference between the perceptions of juvenile probation officers and administrators with regard to the portion of time spent per week in individual counseling with juvenile delinquents in the existing counseling services provided to juvenile delinquents in Jordan.

6. There will be no difference between the perceptions of juvenile probation officers and administrators with regard to the portion of time spent per week in group counseling with juvenile delinquents in the existing counseling services provided to juvenile delinquents in Jordan.

7. There will be no difference between the juvenile probation officers and administrators with regard to the academic courses studied.

Definition of Terms

Juvenile: According to Jordanian juvenile law, a juvenile is anyone between the ages of seven and eighteen years old.

Delinquency: A behavior constituting a violation of the law or municipal ordinance by a juvenile which results in a referral to the juvenile court.

Juvenile delinquent: A minor (between the ages of seven and eighteen years old) who has been adjudicated of proper punishment in accordance with Jordanian juvenile law.

Counseling: A trusting, accepting, safe, and confidential relationship in which one endeavors to help another understand and solve his/her problems of adjustment by acquiring the essential skills and developing the courage and self-confidence to implement desired new behavior (Ohlsen, 1977).

Group counseling: A dynamic interpersonal process focusing on conscious thought and behavior and involving the therapy functions of permissiveness, orientation to reality and catharsis, as well as mutual trust, caring, understanding, acceptance and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with one's peers and counselor(s) (Gazda, 1984, pp. 7-8).

Probation officer: The social counselor who is assigned by the Ministry of Social Development in Jordan to work with juvenile delinquents by assisting, advising and supervising them, either before or after the trial.

Administrator: The director of a reformatory or a social

affairs department who is responsible for conducting, directing, organizing and supervising the work of the probation officer.

Organization of the Study

This study consists of five chapters. Chapter I includes the introduction, statement of the problem, importance of the study, research questions, research hypotheses, and definition of terms.

Chapter II presents a review of the selected literature, which includes individual counseling, group counseling, treatment programs for juvenile delinquents, and duties, responsibilities and qualifications of juvenile probation officers.

Chapter III describes the method and procedures used in the study. Specifically, this chapter includes explanation of the research instrument, study subjects, data collection, and data analysis.

Chapter IV reports the findings which were obtained from a survey of juvenile probation officers and administrators in Jordan.

Chapter V presents conclusions of the study by summarizing the results of the statistical analysis. Recommendations are also suggested for those interested in further study of the problem presented in this study.

CHAPTER II

REVIEW OF THE SELECTED LITERATURE

Introduction

Workers in the field of juvenile delinquency have struggled for many years to find ways of motivating young offenders to modify their behavior toward better social conformity. Counseling in juvenile corrections has evolved from an essentially punitive orientation to a belief that offenders can learn new behaviors through supportive and positive kinds of activities. As a result of the failure of vocational training, counseling emerged in the United States in the early 1900s as a unique and separate program in the juvenile correctional setting (Bennett, Rosenbaum, & McCullough, 1978).

There are various treatment methods or strategies that attempt to change the conditions thought to be causative factors in juvenile delinquency. Whiteley and Hasford (1983) stated that a variety of counseling approaches have been used since the 1950s to change offenders' behavior by helping increase their personal and job-related skills and aiding them in adjusting to incarceration and returning to society. Carswell (1975) pointed out that rehabilitation programs for juvenile delinquents have employed a variety of treatment methods designed to increase self-concept and reduce maladaptive behaviors. Some of the usual procedures include educational, vocational, and

socialization training, group counseling, individual counseling, and behavior modification.

Counseling juvenile delinquents is one of the most difficult and complex tasks, especially in a correctional setting. According to Holmes (1984), the correctional delinquent often sees no difficulty in his life other than his present incarceration. Bennett et al. (1978) indicated that no single type of treatment can be expected to work in all cases with juvenile delinquents because they are a very heterogeneous group which shows more differences than similarities, with a wide range of offenses and multidimensional causal problem factors. Siegel and Senna (1981) stated that not every treatment program will work for every juvenile delinquent, and this necessitates some type of diagnostic evaluation at the beginning of confinement to develop an individual treatment plan for each offender.

To insure the effectiveness of treatment, both psychological and environmental needs of the delinquent should be carefully assessed and investigated. Lee and Klopfer (1976) stated that the interplay of personal and environmental needs affect the behavior of all juvenile delinquents. They believe that there are four functions of treatment in responding to the needs of each juvenile delinquent. Two of these four functions (behavior adjustment of the youngster and facilitation of his personal growth) focus on the treatment of the individual himself. The other two functions (offender advocacy and social change) are concerned with the treatment of the youngster's environment.

Zalba (1961) made the following suggestions that are basic to

the treatment of juvenile delinquents. First, the counselor must have a genuine desire to understand what the offender thinks, does, and feels, and must try to understand these reactions from the offender's point of view. Second, the offender himself should assume as much responsibility for his own actions and make as many of his own decisions as can be permitted within the boundaries of mutual safety for both society and the offender himself. Third, offenders are willing to get involved in treatment when they can see a real possibility of better meeting their total needs. Finally, the counselor must have the flexibility to make the treatment fit the situation of each offender, because one approach applied to all offenders cannot be equally effective in each situation.

Gendreau and Ross (1981) stated that treatment programs can be effective in preventing crime and in reducing recidivism among juvenile delinquents when applied with integrity to an appropriate target population. They believe that the level of authority employed, the type of problem-solving and environmental facilitation, the nature of practitioner/client relationship, and the use of antirriminal modeling and reinforcement of behavior change are crucial components of effective counseling/supervision programs for juvenile delinquents.

In a meta-analysis of the primary research literature produced since 1960, Garrett (1985) researched the effectiveness of various treatments on adjudicated delinquents. He obtained the following results: Recidivism was modestly reduced, and institutional adjustment, psychological adjustment, and academic performance were all improved following treatment. Generally, the results of this study

indicated that treatment of adjudicated delinquents, either in an institutional or community-residential setting, resulted in a positive change of the delinquents' behavior.

Counseling the Juvenile Delinquent

Counseling as a method of treatment of the juvenile delinquent means the use of nontraditional forms of therapy for the rehabilitation of the juvenile delinquent. Hatcher (1978) stated that the treatment approaches with juvenile delinquents have several connotations, and from these have arisen the notions that they replace an "old system" of dealing with delinquents; that trained people can provide treatment better than untrained ones; and that treatment considers the person, his/her needs, strengths, and limitations, as he/she differs from others around him/her.

Some of the more general goals of counseling juvenile delinquents, as Hatcher (1978) pointed out, are behavior change, positive mental health, problem-solving, personal effectiveness, and responsible decision-making, through an individual approach or a group approach where the delinquent is treated within a group and among his/her peers.

Reiter (1974) conducted an experimental counseling program, in five cities in California, which provide counseling in the traditional manner to juvenile offenders for a period of 10 months to determine if the provision of counseling services for juvenile offenders has an effect on the juvenile crime rate. The cities were

compared by measuring the output of petition requests and juvenile arrests. The results of this study indicated that juvenile crime can be reduced through the provision of counseling services to the juvenile offenders, and the recidivism rates of juveniles receiving the services of the counseling program were significantly reduced.

Individual Counseling

The principle of individual counseling, as Hatcher (1978) stated, requires that the counselor (caseworker) relate to and help each juvenile delinquent as an individual person who has a unique combination of biological, psychological, and social forces which require a treatment program that truly treats the delinquent as a unique human being with unique needs. Additionally, Siegel and Senna (1981) stated that individual counseling with juvenile delinquents attempts to help those youngsters understand and solve their present adjustment problems.

Describing the underlying philosophy of the individual approach to the delinquent's treatment, Cavan (1969) says, "If the basic readjustment can be made, the child's outward behavior will lose its peculiarities and the child will be better able to accept the demands of society and to find approved ways of meeting his inner needs" (p. 339).

In a comprehensive compilation of research findings on the effectiveness of different types of treatment administered to persons adjudicated or convicted for acts of criminal or delinquent behavior, Lipton (1975) surveyed and analyzed the research studies conducted

between the years 1945-1967. He found only one study (Schwitzgebel, 1964, cited in Lipton, 1975) evaluating the effectiveness of individual counseling on recidivism among juvenile delinquents in the United States. Operant conditioning and no punishment was applied in this study. A follow-up was conducted after three years of termination of individual counseling on the experimental subjects and matched control subjects. The findings of this study indicated that the counseled subjects had significantly fewer arrests and significantly fewer months of incarceration, but they did not differ significantly from controls in the percentage returned to reformatory or prison. (The return rate for experimental subjects was 35%, for control subjects 45%.)

Group Counseling

Hatcher (1978) defines group counseling with juvenile delinquents as:

a planned activity in which three or more people are present for the purpose of solving personal and social problems by applying the theories and method of counseling in a group. Its primary focus, ideally, is upon the presentation of personal and interpersonal reality in such a way that one has an opportunity to learn about self and others. (p. 152)

There are many advantages to using a group counseling approach in the rehabilitation process of juvenile delinquents. Besides the economic condition, Bennett et al. (1978) stated three advantages of group counseling: First, the group can be perceived as being very similar to the family. Second, a wider variety of problem solutions can be elicited by drawing upon the experience of several people with different backgrounds. Third, the identification and

modeling concept can be more pronounced, especially in correctional settings.

According to Hansen, Warner, and Smith (1980):

The rationale for group counseling seems deeply rooted in the nature of human beings at their social relationships. Personality is largely the product of interaction with other significant human beings. The needs of men and women to be closely related to others thus seems as basic as any biological need and essential to their survival. If one's self concept is dependent upon the appraisal or perceptions of significant others then one must become aware of this transaction. Also, an individual must be able to understand, accept, and cope with problems that arise when there is a discrepancy between how others perceive him or her and how the individual perceives himself or herself. One of the values of the group process is that it provides a situation where individuals are able to discuss their perceptions of themselves and receive immediate feedback on how the members of the group perceive them. (p. 5)

Trojanowicz (1973) believes that role-playing in group counseling could be a highly effective component because it enables youngsters to view situations as others do. However, Washington (1974) conducted an experimental study on a group of male delinquents institutionalized at Columbia Training School in Columbia, Mississippi, to investigate the differences between group counseling with and without role-playing. After a twelve week period of treatment, and utilizing the Jesness Inventory, the Piers-Harris Children's Self Concept Scale, the Group Personality Projective Test, and the Student Evaluation Rating Form, the results indicated that there is no significant difference between the experimental and control groups receiving group counseling with and without role-playing in terms of self-concept, delinquency proneness, anxiety-producing tension, and observed behavior.

Among the studies reviewed by Lipton (1975), two studies involving the use of group counseling with juvenile delinquents were reported in his comprehensive compilation research. The first study (Adam, 1964, cited in Lipton, 1975) was conducted to determine the differences in recidivism during the six-month treatment period by using once-a-week group counseling with juvenile probationers in comparison with regular probation. The treatment group had significantly fewer police contacts than did the controls, and there was also a tendency for the treatment group to be involved in less serious offenses than the controls at the end of six months. The second study (Seckel, 1965, cited in Lipton, 1975) reviewed reports of rule infractions, commendation reports for outstanding conduct, and disciplinary lock-up rates of youth offenders (mean age: 16.7 years) at the Paso Robles School for Boys. Subjects had been randomly assigned to experimental and control groups. Experimental cottages employed once-a-week counseling, four-times-a-week community meetings, or a combination of both group counseling and community meetings, while the control group cottages employed regular institutional treatment. All treatment cottages had lower rates of disciplinary reports and higher commendatory reports than the control cottages. Subjects in the combined treatment program had the highest ratio of commendatory disciplinary reports and the lowest proportion of disciplinary lock-ups when compared with subjects in other treatment programs. Participants in the combined treatment program and in the group counseling program had significantly fewer disciplinary reports for physical violence or threats of physical violence than

participants in the control program.

Douglas, Fike, and Wierzbinski (1965) studied a group of juvenile probationers for eight months in 90-minute weekly meetings to measure the effectiveness of group counseling on their attitudes and behavior patterns. The participant probationers were selected for participation in the experiment on the basis of similarities in age, IQ, school grade, and ability or potential ability to respond to group counseling. The Gordon Personal Inventory and the Gordon Personal Profile were given to each participant at the beginning of the experiment and at the end to measure the changes in the attitude that had been effected by group counseling. The results of this study indicated that there were gains in all traits except original thinking. Moreover, none of the participants was referred to court on new charges during the period in which the group met. The conclusion of this study stated that group counseling is an effective means of meeting the needs of carefully selected delinquents.

In choosing between an individual counseling approach and a group counseling approach, Holliman (1969) conducted an experimental study to measure the effectiveness of group counseling and individual counseling processes in producing behavior changes in 48 juvenile delinquents. The results of his study have shown that group counseling is as effective as individual counseling in terms of behavior changes. He recommended that the group counseling approach would be preferred due to the economy factor in dealing with groups.

Wright and Dixon (1977) discussed the findings of 96 reports from approximately 6,600 abstracts they surveyed on juvenile delin-

quency prevention efforts. Their conclusion concerning individual and group counseling stated that group counseling has often replaced individual counseling as a treatment strategy with delinquents, due to the limited number of counselors relative to the number of delinquents used and to the theoretical perspectives concerning peer group influence on delinquent behavior. In addition, the results for individual and group counseling projects were not impressive. They added, however, that certain kinds of counseling techniques were more effective with certain kinds of delinquent youths, although they did not identify the kinds of techniques or delinquents.

Treatment Programs for Juvenile Delinquents
as an Alternative to Institutionalization

A number of community-based treatment programs have been developed in the United States as a result of the widespread criticism of traditional correctional institutions in the 1960s (Thornton, James, & Doerner, 1982).

The term "community-based treatment," as Siegel and Senna (1981) describe it, refers to the use of nonresidential programs where juveniles remain in their own homes and receive counseling, education, family assistance, diagnostic service, casework service, or vocational training. It also refers to a wide variety of efforts at the dispositional stage to provide care, protection, and treatment for youngsters defined as delinquents and in need of supervision. Community-based treatment programs take many forms. Among these are: foster homes, group homes, halfway houses, nonresidential community treatment, and probation.

Foster Homes

Foster homes are private homes in which juveniles are placed instead of in an institution. The original concept of foster homes is that the families accept the juvenile because of their interest in children and not as a money-making project. From the treatment perspective, foster homes are used primarily for adolescents who have been received by the court as candidates for institutional placement (Cavan, 1969).

Killinger and Cromwell (1974) described several advantages of foster homes and group homes in lieu of institutional confinement. The placement of an offender in such a place keeps him in the community where he must work out his future. Foster homes also carry less stigma and less sense of delinquency identity, and they are far less expensive than institutionalization.

Fein, Maluccio, Hamilton, and Ward (1983) conducted a longitudinal study between 1979 and 1981 to explore the aftercare experiences and functioning of those who left the foster care system to go into placement. The overall purpose of the study was to examine the effects of permanency planning. The study consisted of 187 children under 14 years of age (the study did not indicate how or why those children were placed in foster homes, although it stated that 17% of them came from residential care), and had been in foster care at least 30 days and were then placed in one of the following types of permanent homes: biological, adoptive, relative, permanent foster, or foster parent adoptive. Of the 187 children who participated in

the study, 120 of them were male, and 67 were female, representing different races. The results of the study revealed that the majority of the children return to their biological parents; more males were placed in permanent foster homes than females (2 to 1); 49 percent of the white children were placed in biological homes, and 29 percent went to adoptive homes; among black children, 66 percent went to biological homes and 9 percent to adoption. The Hispanic children were most often returned to biological homes (86%). With regard to their functioning at school, the results of this study indicated that the children were doing moderately well, with females doing better in school functioning than males. The results of this study indicated, also, that older children seemed to be having more difficulty in making an adjustment when placed in their permanent foster homes, with a tendency toward independence rather than dependent relationships.

Group Homes

Group homes are often located in residential areas, which are employed to give structure to and control over the juvenile's life while allowing access to community resources and attempting to reduce or prevent delinquency involvement (Thornton et al., 1982).

According to the Child Welfare League of America (1978), the group home service is designed to strengthen the children's relationships with peers and adults and in community activities. It offers a relationship with a small group of peers in a home-type setting where they live for a period of time (1-2 months) and are assisted by

selected adults to handle the complexities of their relationships in the home and the community and to cope with family, community, and other environmental expectations.

Schulman (1975) stated that the group home serves a variety of purposes, such as: transitional experience for children moving from institutions to community living; aftercare; appropriate services for children during a specific stage in their treatment; or preparation for independent living.

Kirigin, Braukmann, Atwater, and Wolf (1982) conducted a study of 16 group homes in Kansas to evaluate the effectiveness of Teaching-Family group home treatment programs for juvenile offenders. The study involved 102 boys and 38 girls in the experimental group, representing seven group homes, and 22 boys and 30 girls in the control group, representing four group homes. Pre- and post-treatment were evaluated for a median period of 12 months for the sample group and for a median of 18 months for the control group. The results of this study showed a difference in the posttreatment favoring the Teaching-Family programs on the rate of alleged criminal offenses by percentage. The mean criminal offense rate for the Teaching-Family boys' program decreased from 2.8 criminal offenses per youth in the pretreatment period to 1.3 criminal offenses in the posttreatment period. In contrast, mean criminal offense rates for the nonTeaching-Family boys' program showed an increase from 1.6 criminal offenses in the pretreatment to 2.9 criminal offenses per youth in the posttreatment period. Offense rates for Teaching-Family girls' program decreased from .65 offenses per girl in the pretreat-

ment period to .37 in the posttreatment, while the control girls' programs showed an increase in the criminal offense rates between pre- and posttreatment. Moreover, the Teaching-Family programs for boys and girls showed lower percentages of youths involved in offenses in the posttreatment year.

Miller (1970) conducted a study to measure the effect of Southfields' (a Kentucky replication of Highfields of New Jersey) program for the treatment of delinquents on the recidivism rates and to determine whether the Highfields program could be effectively applied in another, widely different part of the United States. Follow-up results on 191 boys released from Southfields between 1963 and 1966 were analyzed in a comparison with follow-up results of 162 boys released from Kentucky Village (a correctional institution) and 152 boys placed on probation during the same period. Southfields' recidivism rates were also compared with Highfields' recidivism rates. The results of this study indicated that the Southfields' graduates had the lowest recidivism rate (11%), followed closely by the group on probation (15%), with the highest rate (54%) for the group from Kentucky Village. The results also indicated that recidivism rates among Southfields' graduates (11%) were much lower than the Highfields' graduates (23%). The researcher concluded that success at Highfields was not dependent upon geographical location and that the program can be successfully initiated in other states and other systems.

Halfway House Programs

The halfway house is a community-based program involving a residential center whose program bridges the gap between institutional life and complete freedom in the community. This type of program is especially useful for care of delinquents who have no home to which to return or when the home conditions are unlikely to benefit the future adjustment of the juvenile (Cavan, 1969).

Structure is an important factor of halfway house programs. Rabinow (cited in Trojanowicz, 1973) lists some factors that should be considered in the structure of the halfway house program:

- (1) A living situation that has limits to which the child can relate.
- (2) Adults who reflect maturity in their behavior.
- (3) A peer group that doesn't have too much extreme in age or behavior.
- (4) Living quarters that provide some degree of privacy.
- (5) Community resources such as schools, recreational facilities, and work opportunities that do not make overwhelming demands upon him.
- (6) Professional assistance to help in dealing with personal problems, family relationships, and peer relationships.
- (7) The security of knowing that food, clothing, financial aid, and medical care are always provided for him no matter what his behavior.
- (8) The security of knowing that he will have competent assistance to aid in making plans for the future when he leaves placement. (p. 270)

Kennedy (1964) stated that halfway houses serve to reintroduce the juvenile delinquents to their communities and families in a more gradual way and help to resolve the inevitable problems the juveniles encounter in earning acceptance and a place for themselves in the business and industrial world.

In describing the organization and operation of Notre Dame Youth Center, Vasoli and Fahey (1976) stated that the focus of the program is vocational by design, and it includes a variety of other suppor-

tive measures, including recreation, supervision and guidance, psychological testing and counseling, medical care, and education.

Trojanowicz (1971) evaluated the effect of Pine Lodge Halfway House treatment on 57 boys who had been released to their home communities after an average stay of 7.5 months. All of the boys had been released for at least one year, with some having been released for up to 3.5 years. Eleven (19.3%) of the 57 boys had contact with law enforcement officials, necessitating a return to the Boys' Training School or some other form of incarceration. From an official perspective, the remaining 46 boys (80.7%) did not become involved in future negative behavior in the community.

Nonresidential Community Treatment Programs

In a nonresidential type of community treatment program, youths remain in their homes or in foster homes and receive individual counseling, group counseling, vocational, academic, and diagnostic services. As Thornton et al. (1982) pointed out:

Nonresidential treatment programs are based on the premise that some juveniles need more control than is given by probationary supervision but less than is found in residential programs. In these programs the juvenile participates in counseling, vocational, and academic sessions during the day and returns to his or her community or family at night. (p. 427)

According to Cavan (1969), the nonresidential treatment programs have certain practical advantages. A center for such programs is less expensive to equip and operate than the cost of operating a training school. Community resources are used in these programs, and the intensive character of the program speeds up the rehabilitative process so that the juvenile can be released in a shorter time.

Wilderness treatment programs are widely used in the United States as nonresidential treatment programs for juvenile delinquents, where they are provided with new and concrete insight into their personal strengths, including emphasis on physical strength, adaptation, and body control, in addition to wilderness experiences such as camping, hiking, physical fitness, first aid, and the like (Reid & Matthews, 1981).

Cave and Rappoport (cited in Reid & Matthews, 1981) evaluated the wilderness experience in New Mexico by comparing pre- and post-experience testing using the Minnesota Multiphasic Personality Inventory (MMPI). They found that the most consistently affected characteristic was Social Inhibition, with 87% of the clients viewing themselves as being more secure and less easily threatened by social interaction after the wilderness experience. The same study indicated that clients returned from the wilderness experience with much more outward pride, less arrogance, and better skills for appropriate feelings, especially aggression. Eighty-five of the participants showed enhanced ego strength, reality testing, and self-esteem. They appeared less paranoid or suspicious and considerably more trusting, both of themselves and others.

Kimball (cited in Reid & Matthews, 1981) evaluated the same wilderness experience in New Mexico to determine the effect of the wilderness experience on recidivism among juvenile offenders. The results of his study indicated that offenders completing the wilderness experience had recidivism rates of 10%, as compared to the 40% national average recidivism rate for juvenile offenders. The author

concluded that there is considerable evidence that the wilderness experience does result in behavioral change and may be a strong determinant in reduction in recidivism for juvenile offenders.

Probation

While probation services are part of the juvenile court, the cases that come in contact with the intake division of the probation department are not all processed through the juvenile court (Trojanowicz, 1973).

Reinemann (cited in Carter & Wilkins, 1970) has defined probation for the delinquent child as a form of case disposition used by the court which allows the child to live at liberty in his own home or in the custody of a suitable person or a foster home under the supervision of an agent of the court and upon such conditions as the court determines. It is a form of treatment administered by probation officers on a casework basis.

The probation system must initiate and maintain an assessment of need of its probationers, which includes: (a) knowledge of the target group in terms of such factors as age, education, employment, family status, and availability of transportation; (b) identification of what services the offender most wants and needs to remove individual and social barriers; (c) identification of services available and conditions under which they can be obtained; and (d) determination of which needs and services do not exist or are inadequate (Killinger & Cromwell, 1974).

Lipton (1975) has surveyed and analyzed several studies about the effects of probation as a community-based treatment program. He reported that four studies (Adams, 1966; Feistman, 1966; Kawaguchi, 1967; and Pilnick, 1967, cited in Lipton, 1975) focused on the effects of probation on recidivism, in which youthful subjects were randomly assigned to various forms of intensive supervision and to standard supervision for varying periods of time up to a maximum of 26 months. The findings of these studies indicated that intensive probation supervision is associated with a reduction in recidivism among males and females under 18 years of age. Another study (Kovacs, 1967, cited in Lipton, 1975) was reported in the Lipton survey about the effects of the New Start Project on community adjustment of juvenile probationers. The project included compensatory education, prevocational training, and socialization. Community adjustment was measured by scales for employment, education, and vocational training. After three months of treatment, the results showed that 33% of the experimental group (program participants), were detained or convicted comparing to 53% of the control group (regular probationers). The study concluded that this difference between both groups was not statistically different, which indicates that probationers in the program did not perform significantly better than juveniles in regular probation with regard to their adjustment in the community.

Diversionsary Programs

Diversionsary programs are another alternative to the traditional

correctional institutions. They aim to solve the emotional, family, school, or vocational problems of the juvenile delinquent and thus prevent future involvement in delinquency without being handled by the juvenile justice system, but rather diverted from it (Thornton et al., 1982).

According to Binder and Binder (1983), the term "diversion" refers to community-based intervention methods rather than the traditional juvenile justice system for young offenders, because the effort is assumed to turn the youngster away from a path through the justice system back into the community for help.

The diversion of juvenile delinquents from the traditional juvenile justice system has been one of the most important and widespread trends in the juvenile justice system in the United States for the last two decades (Thornton et al., 1982). They believe that diverting juveniles away from official processing would be more appropriate for first offenders, status offenders, and minor offenders, as it would leave the youngster's reputation and self-concept unblemished.

Palmer and Lewis (cited in Osgood and Weichselbaum, 1985) derived five goals that capture most of the expectations held for diversionary programs: (1) to reduce stigma, (2) to reduce coercion and social control, (3) to reduce recidivism by improving the clients' social adjustment, (4) to provide services, and (5) to reduce the cost and improve the efficiency of the juvenile justice system.

Many studies have been conducted to evaluate the different

diversionary programs in the United States. Blomberg (1983) studied the literature evaluating diversionary programs and categorized these evaluation studies into two categories--studies documenting diversion's positive results and studies documenting diversion's negative results. Among the studies categorized with positive results was a study by Duxbery (1973, cited in Blomberg, 1983), who studied several California counties' diversionary programs and reported that juvenile arrests were lower during the operation of diversionary programs than when the programs were not in operation. Other evaluation studies categorized with positive results by Blomberg (1983) were Baron, Feeney, and Thornton (1973); Forward (1973); Klein (1975); Klein (1975); and Ku and Blew (1977). These studies indicated that lower arrest rates and recidivism rates were reported for diversionary clients compared with similar cases handled by the juvenile court system.

Among the studies categorized with negative results was the State of Florida (1981, cited in Blomberg, 1983) study which evaluated the results of a three-site pilot project designed to divert youthful offenders from the juvenile court. After one year of operation, a nine-month follow-up comparison of youths who participated in the projects and comparable youths who did not participate indicated a 19 percent recidivism rate for project clients and a 24 percent recidivism rate for the comparison group, which showed no significant difference between the project cases and the comparison cases with regard to the recidivism rate.

Juvenile Probation Officers

The probation officer is a necessary element in the juvenile justice system. As Thornton et al. (1982) described him, he is at the very heart of the juvenile justice system and is the decision-maker who determines whether a juvenile should receive formal or informal handling. Glueck (1959) stated that the judge in the juvenile court, more than any other judicial branch, must rely on the work of the juvenile probation officer, who has two main assignments. First, prior to the court hearing, he is required to investigate the background, personality, family and environment, school career, and the characteristics of the juvenile, then report to the judge his own evaluation and recommendation, which can be used as a guide for the disposition of the case. Second, he supervises and counsels the juvenile who has been placed on probation by the judge. Roles and responsibilities, therefore, should be clarified, and certain qualifications regarding educational background, training, and experience should be met by those desiring to work as juvenile probation officers.

Duties and Responsibilities of Juvenile Probation Officers

The responsibilities of the juvenile probation officer should be clearly delineated. He must learn what services he may offer, and on what terms. Siegel and Senna (1981) point out that providing the juvenile with supervision and treatment is the most important function of the juvenile probation officer; however, they state that the

juvenile probation officer's role requires a diversity of skills:

- (1) Providing direct counseling and casework services.
- (2) Interviewing and collecting social services data.
- (3) Making diagnostic recommendations. (4) Maintaining working relationships with law enforcement agencies.
- (5) Using community resources and services. (6) Using volunteer case aides and probation officers.
- (7) Writing predisposition reports. (8) Working with families of children under supervision. (9) Providing specialized services such as group work, behavior modification counseling, or reality therapy counseling. (10) Supervising specialized caseloads involving children with special psychological or emotional problems, and (11) Making decisions about the revocation of probation and its termination. (p. 472)

Qualifications of Juvenile Probation Officers

The qualifications of juvenile probation officers continue to generate attention within the juvenile justice field. The concept of preservice education, educational prerequisites, and continuing education are a source of controversy for personnel in the juvenile justice field and for those desiring to enter the field of juvenile justice (Roush, 1983).

According to Carlson (1979), in the 1950s the National Probation and Parole Association (NPPA) recommended that all probation officers hold a bachelor's degree supplemented by at least one year of graduate study or fulltime experience, and in 1970 the American Bar Association (ABA) reaffirmed the NPPA standards and suggested that attainment of a master's degree in social work, corrections, counseling, law, criminology, psychology, sociology, or related fields be the preferred norm.

Training of Probation Officers

The training of juvenile probation officers, including preservice training and inservice training, must be given special consideration in order to give them good specific preparation. Glueck (1959) indicated that preservice training is that training which occurs prior to entrance into the probation field, determined by the adoption of the previously quoted educational and training requirements, such as internship under competent guidance.

Carlson (1979) defines inservice training as "training received subsequent to acceptance as a probation department employee" (p. 296). Inservice training is a necessary tool for a high standard of job performance.

Describing the advantages of training programs for probation officers, Brown (1971) stated that training programs are designed to serve agency needs, which are seen as the means to achieve greater staff professionalism, increase job skills, raise morale, improve teamwork, change attitudes, and generally increase the capability of line staff.

Taylor and McEachern (1966) identified three primary factors in the need for nationwide training programs for probation officers. First, professional competence is essential to any meaningful purpose probation might serve. A second factor is the unavailability of preservice professional training programs, and third, most probation departments do not have the facilities, personnel, or budgets to carry out effective inservice training programs. They suggested that

such a program should include films, filmstrips, tapes, or other forms of material more suitable for group presentation and for arousing group interest without the aid of a specially trained leader.

Goodman and Calhoun (1983) reported that probation officers in Georgia are being trained to undertake the psychological evaluation program on convicted offenders. The program is completed through the administration and interpretation of psychological tests and clinical interviews for a period of three weeks, each week being separated from the next by three months in which they learn to use the skills they have been taught. The results of this training program provided a valuable service, making psychological evaluation available for decision-making, and also allowed for professional growth of participants within their departments.

Steinbach (cited in Eskridge, 1979) has reviewed the Philadelphia project and found that inservice training has the greatest impact upon new officers who lack previous relevant education. As to the nature of the inservice training program that would best meet the probation officers' needs, Eskridge (1979) suggests the following areas for staff development training: (a) understanding criminal behavior, (b) social/legal environment, (c) law/legal structure, (d) probation officers' duties, (e) basic personal skills needed by probation officers, (f) community resources, (g) community relations, and (h) managerial skills.

Summary

This chapter contained three major sections. The first section focused on the treatment methods for juvenile delinquents, especially through individual and group counseling. The second section discussed different community-based treatment programs for juvenile delinquents, including foster homes, group homes, halfway house programs, nonresidential community treatment programs, and probation, as well as diversionary programs, as alternatives to the traditional correctional institutions. The final section focused on the duties, responsibilities, qualifications, and training of juvenile probation officers.

CHAPTER III

DESIGN AND METHOD

The purpose of this study was to investigate the nature and present status of counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators. This chapter focuses on the design and method used in this study. Specific topics discussed include: (a) research instrument, (b) subjects, (c) data collection, and (d) data analysis.

Research Instrument

An instrument developed by Allen (1981) was adapted for use in this study in order to assess the perceptions of juvenile probation officers and administrators in Jordan concerning the present status of counseling services provided to juvenile delinquents. The instrument was translated into the Arabic language with some modification with the help of some experts knowledgeable in both languages, Arabic and English.

The instrument consists of two parts (see Appendix A). The first part comprises personal information and demographic data. The demographic data include age, sex, number of years in position, number of years in the social service field, level of education, major field of study, minor field of study, number of credit hours obtained in counseling and guidance, educational psychology, clinical

psychology, and mental hygiene; and kind of training which prepared/qualified the respondent for his/her job.

The second part is related to the perceptions of juvenile probation officers and administrators regarding the characteristics, priorities, major strengths and weaknesses, problems of juvenile delinquent counseling services, portion of time spent per week on individual and group counseling, and the academic courses studied by juvenile probation officers and administrators.

The Population

The population comprising this study was limited to administrators and juvenile probation officers of 17 social development departments and five rehabilitative centers for juvenile delinquents in Jordan. A list of the social development departments and juvenile rehabilitative centers and their administrators and juvenile probation officers for 1985 was obtained from the Ministry of Social Development. The list indicated that there are 22 administrators and 55 juvenile probation officers. Seventeen of the administrators are in the social development departments and five are in the juvenile rehabilitative centers. Of the juvenile probation officers, 28 are in the juvenile rehabilitative centers, 15 are in five social development departments with separate divisions for juvenile delinquents, and 12 are in the other social development departments which do not have a separate division for juvenile delinquents.

The subjects for this study consisted of the administrators and juvenile probation officers of the juvenile rehabilitative centers

and the social development departments which have separated divisions for juvenile delinquents.

A total of 38 participants were included in this study. Of those, 28 (73.7%) were juvenile probation officers, including 18 males (47.4%) and 10 females (26.3%). The other 10 participants (26.3%) were administrators, nine of them males (23.7%), and one female (2.6%). (The female administrator subject is the only female administrator in the juvenile delinquent organizations in Jordan.)

Data Collection

A cover letter stating the purpose of the study, accompanied by a copy of the questionnaire in Arabic (see Appendix B), was presented to the Ministry of Social Development, asking the cooperation and participation of juvenile probation officers and administrators in the organizations dealing with juvenile delinquents. A letter granting approval (see Appendix C) to conduct the study was sent to the organizations concerned and to the researcher.

To establish rapport with the respondents, which would result in serious and careful responses to the questionnaire items, the researcher interviewed each participant personally to explain the nature and purpose of the study and to clarify items or questions that the interviewees did not understand. Confidentiality was assured to all participants individually by asking them not to write their names on the questionnaires, and assurance was given that no individual responses would be singled out.

Data Analysis

The "STATPACK" statistical program on a DECsystem-10 was used with the Western Michigan University computer to analyze the data. The statistical procedures used in this study included measures of central tendency, t-tests of differences in independent means, and chi squares.

Frequencies and percentages were used to analyze the responses of subjects in both groups regarding sex, educational level, major emphases of study, minor emphases of study, and kind of training that prepared/qualified them for the job. Means, standard deviations, and frequencies and percentages were used to analyze the other demographic variables: age; years in present position; years in social services field; and number of credit hours obtained in counseling and guidance, educational psychology, clinical psychology, and mental hygiene.

Different values were assigned to the items in each section of the second part of the questionnaire. The 20 items in the characteristics section were assigned the following values: 1 (strongly agree), 2 (agree in general), 3 (neither agree nor disagree), 4 (disagree), and 5 (strongly disagree). The lowest means of the item values were used to indicate the most agreement regarding the characteristics, and the highest means of the item values were used to indicate the least agreement regarding the characteristics. The 10 items in the priorities section were assigned the following values: 1 (major priority), 2 (secondary priority), 3 (priority yet to be

identified/developed), 4 (not a priority). The lowest means of the item values were used to indicate the most agreement regarding the priorities, and the highest means of the item values used to indicate the least agreement regarding the priorities. The 10 items in the strengths and weaknesses section were assigned the following values: 1 (very strong component), 2 (strong component), 3 (weak component), 4 (very weak component), and 5 (component does not exist). The lowest means of the item values were used to indicate the major agreement regarding the strengths, and the highest means of the items values were used to indicate the major agreement regarding the weak components of the counseling services. The nine items in the problems section were assigned the following values: 1 (major problem), 2 (minor problem), and 3 (not an identified problem). The lowest means of the item values were used to indicate the most agreement regarding the problems of the counseling services, and the highest means of the item values were used to indicate the least agreement with regard to the problems of the counseling services provided to juvenile delinquents in Jordan. Ten answering options were assigned to the portion of time spent per week on individual counseling and on group counseling. These options are: 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, and 100%. A two answering options, yes and no, were assigned to each of the 13 academic courses in the questionnaire section related to the academic preparation of the juvenile delinquent organization staff to indicate the academic courses studied by each of the respondents.

The hypotheses were tested with the appropriate statistical procedures. These are listed below:

H1: A t test of differences in independent means was used to test the differences in perceptions between juvenile probation officers and administrators with regard to the characteristics of the existing counseling services provided to juvenile delinquents in Jordan.

H2: A t test of differences in independent means was used to test the differences in perceptions between juvenile probation officers and administrators with regard to the priorities of the existing counseling services provided to juvenile delinquents in Jordan.

H3: A t test of differences in independent means was used to test the differences in perceptions between juvenile probation officers and administrators with regard to the major strengths and weaknesses of the existing counseling services to juvenile delinquents in Jordan.

H4: A t test of differences in independent means was used to test the differences in perceptions between juvenile probation officers and administrators with regard to the problems affecting the planning, implementation and development of counseling services provided to juvenile delinquents in Jordan.

H5: A t test of differences in independent means was used to test the differences in perceptions between juvenile probation officers and administrators with regard to the portion of time spent per week in individual counseling with juvenile delinquents in the

existing counseling services provided to juvenile delinquents in Jordan.

H6: A t test of independent means was used to test the differences in perceptions between juvenile probation officers and administrators with regard to the portion of time spent per week in group counseling with juvenile delinquents in the existing counseling services provided to juvenile delinquents in Jordan.

H7: Chi square (χ^2) was used to test the differences between juvenile probation officers and administrators with regard to the academic courses studied which help them to practice the profession of counseling with juvenile delinquents in Jordan.

A significance level of .05 was set for rejection or acceptance of the null hypotheses.

Summary

This chapter presented a description of the research instrument, subjects, data collection, and analysis of data.

An instrument developed by Allen (1981) and translated into Arabic was used to collect the data. The subjects of the study consisted of 28 juvenile probation officers and 10 administrators in Jordan. Each participant was interviewed personally by the researcher to obtain serious and careful responses to the questionnaire items. Frequencies and percentages, means, and standard deviations were used to analyze the demographic data. A t test of differences in independent means was used to test hypotheses 1-6. Hypothesis 7

was tested by using the chi square (χ^2).

The testing results of the study are presented in Chapter IV.

CHAPTER IV

RESULTS

The primary purpose of this study was to obtain information concerning counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators. The type of information sought included characteristics, priorities, major strengths and weaknesses, problems, portion of time spent in counseling juvenile delinquents both individually and in groups, and academic preparation needed for juvenile probation officers to practice the profession of counseling, as related to the counseling services provided to juvenile delinquents in Jordan.

This chapter presents the findings of the study. The presentation of findings is described in three sections. The first section describes the demographic data as related to juvenile probation officers and administrators. The second section reports findings regarding participants' perceptions of counseling services provided to juvenile delinquents in Jordan. The final section reports the findings that resulted from testing the seven hypotheses.

Demographic Data

Descriptive data regarding the respondents are described under nine headings: age; sex; number of years in position; number of years in social service field; highest educational degree attained;

major area of educational study; minor emphases of educational study; number of credit hours obtained in counseling and guidance, educational psychology, clinical psychology and mental hygiene; and finally, training in the formal internship or/and inservice that prepared/qualified the participants for their positions.

The total number of participants responding to the questionnaire was 38, of whom 28 were juvenile probation officers and 10 administrators.

Table 1
Frequency and Percentage of Respondents' Age

Age	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
23-27	0	0.0%	8	28.6%	8	21.1%
28-32	0	0.0	12	42.8	12	31.6
33-37	3	30.0	7	25.0	10	26.3
38-42	4	40.0	1	3.6	5	13.2
43-47	1	10.0	0	0.0	1	2.6
48-52	1	10.0	0	0.0	1	2.6
52-57	1	10.0	0	0.0	1	2.6
Total	10	100.0%	28	100.0%	38	100.0%
Mean	41.3 years		29.9 years		32.9 years	
Standard Deviation	6.29		4.33		7.02	

Age

It can be observed in Table 1 that larger percentages of juvenile probation officers than administrators are under 37 years of age. The majority (96.4%) of the juvenile probation officers are under 37 years of age compared to 30% for administrators. Larger percentages of administrators than juvenile probation officers are over 38 years of age (70% and 3.6% respectively).

Sex

As illustrated in Table 2, larger percentages of the administrators than the juvenile probation officers are males (90% and 64.3% respectively). On the other hand, more juvenile probation officers than administrators are females (35.7% and 10% respectively).

Table 2
Sex of the Respondents

Sex	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
Male	9	90.0%	18	64.3%	27	71.1%
Female	1	10.0	10	35.7	11	28.9
Total	10	100.0%	28	100.0%	38	100.0%

Number of Years in Present Position

Juvenile probation officers have fewer years in their present position than the administrators. Seventy-five percent of the juvenile probation officers have been in their present position between 1 and 5 years, compared to only 20% for the administrators. Twenty-one percent of the juvenile probation officers, as compared to 10% of the administrators have been in their present position between 6 and 10 years. Fewer percentages (3.6%) of the juvenile probation

Table 3
Number, Percentage, Mean and Standard Deviation
of Years of Respondents in Present Position

Years in Position	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
1- 5	2	20.0%	21	75.0%	23	60.5%
6-10	1	10.0	6	21.4	7	18.4
11-15	3	30.0	1	3.6	4	10.5
16-20	3	30.0	0	0.0	3	7.9
21-25	1	10.0	0	0.0	1	2.6
Total	10	100.0%	28	100.0%	38	100.0%
Mean	7.5 years		4.25 years		5.1 years	
Standard Deviation	6.92		2.92		4.47	

officers have been in their present position between 11 and 15 years, as compared with 30% of the administrators. None of the juvenile probation officers has been in his/her present position for more than 15 years, as compared with 40% of the administrators (see Table 3).

Number of Years in Social Service Field

Juvenile probation officers have fewer years in the social service field than the administrators. Fifty-four percent of the juve-

Table 4

Number, Percentage, Mean and Standard Deviation of
Years of Respondents in the Social Service Field

Years in Social Services	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
1- 5	2	20.0%	15	53.6%	17	44.7%
6-10	1	10.0	8	28.6	9	23.7
11-15	3	30.0	5	17.8	8	21.1
16-20	3	30.0	0	0.0	3	7.9
21-25	1	10.0	0	0.0	1	2.6
Total	10	100.0%	28	100.0%	38	100.0%
Mean	13.2 years		6.25 years		8.09 years	
Standard Deviation	7.51		3.59		5.72	

nile probation officers have been in the social service field for less than 5 years, as compared with 20% of the administrators. Twenty-nine percent of the juvenile probation officers have been in the social service field for a period of 6 to 10 years, as compared with 10% of the administrators. None of the juvenile probation officers has been in the social service field for more than 15 years, as compared with 40% of the administrators (see Table 4).

Table 5
Highest Educational Degree Attained by Respondents

Educational Degree	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
High School Diploma	0	0.0%	3	10.7%	3	7.9%
Associate Degree	5	50.0	16	57.1	21	55.3
Bachelor's Degree	3	30.0	6	21.4	9	23.7
Graduate Diploma	1	10.0	3	10.7	4	10.5
Master's Degree	1	10.0	0	0.0	1	2.6
Total	10	100.0%	28	100.0%	38	100.0%

Highest Educational Degree Attained

As illustrated in Table 5, 10.7% of the juvenile probation officers terminated their education with a high school diploma. Slightly more juvenile probation officers than administrators hold an

Table 6
Respondents' Major Fields of Study

Major	Administrators		Probation Officer		Total	
	N	%	N	%	N	%
Social Work	4	40.0%	9	32.1%	13	34.2%
Sociology	1	10.0	5	17.9	6	15.8
Psychology	1	10.0	2	7.1	3	7.9
Philosophy	1	10.0	0	0.0	1	2.6
Law	1	10.0	0	0.0	1	2.6
Literature (Arabic)	1	10.0	2	7.1	3	7.9
Kindergarten	0	0.0	1	3.6	1	2.6
Science and Mathematics	0	0.0	1	3.6	1	2.6
Elementary Education	1	10.0	2	7.1	3	7.9
Religion	0	0.0	3	10.7	3	7.9
No major	0	0.0	3	10.7	3	7.9
Total	10	100.0%	28	100.0%	38	100.0%

associate diploma (57.1% and 50% respectively). A smaller number of juvenile probation officers than administrators hold a bachelor's degree (21.4% and 30% respectively). A similar percentage of juvenile probation officers (10.7%) and administrators (10%) possessed a graduate diploma (two years of graduate study after the bachelor's and before the master's degree). While none of the juvenile probation officers possessed a higher degree than a graduate diploma, 10% of the administrators hold a master's degree.

Major Area of Educational Study

The data in Table 6 indicate broad areas of major educational study for the juvenile probation officers. Nine (32.1%) of them majored in social work, five (17.9%) majored in sociology, two (7.1%) majored in psychology, two (7.1%) majored in literature (Arabic), one (3.6%) majored in kindergarten, one (3.6%) majored in science and mathematics, two (7.1%) majored in elementary education, and three (10.7%) majored in religion. Three respondents (10.7%) did not report a major area of study because the highest educational degree they had attained was a high school diploma, which specifies no major area of study.

Similar broad areas of major study were reported by the group of administrators. The data indicate that four (40%) of the administrators majored in social work, and one (10%) in each of the following areas: sociology, psychology, law, literature (Arabic), philosophy and religion.

Minor Emphases of Educational Study

It should be noted that 20 (71.4%) of the juvenile probation officers and six (60%) of the administrators did not report a minor emphasis of study, since holders of high school diplomas, associate degrees, and some bachelor's degrees do not have minor emphases in

Table 7
Respondents' Minor Emphases of Study

Minor	Administrators		Probation Officer		Total	
	N	%	N	%	N	%
Literature (Arabic)	1	10.0%	0	0.0%	1	2.6%
Sociology	2	20.0	1	3.6	3	7.9
History & Archeology	0	0.0	2	7.1	2	5.3
Demographic Studies	0	0.0	1	3.6	1	2.6
Anthropology	0	0.0	1	3.6	1	2.6
Elementary Education	0	0.0	1	3.6	1	2.6
Philosophy	0	0.0	2	7.1	2	5.3
Religion	1	10.0	0	0.0	1	2.6
No minor	6	60.0	20	71.4	26	68.4
Total	10	100.0%	28	100.0%	38	100.0%

their studies. Six different minor emphases of study, however, were reported by the juvenile probation officers, two (7.1%) in history and archeology, two (7.1%) in philosophy, and one (3.6%) in each of the following areas: sociology, demographic studies, anthropology and elementary education. For the administrators, one (10%) indicated a minor emphasis in literature (Arabic), two (20%) minors in sociology, and one (10%) a minor in religion (see Table 7).

Table 8
Number of Credit Hours Respondents Obtained
in Counseling and Guidance

Credit Hours	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
0	4	40.0%	13	46.4%	17	44.7%
2	0	0.0	4	14.3	4	10.5
3	6	60.0	9	32.1	15	39.5
4	0	0.0	1	3.6	1	2.6
5	0	0.0	0	0.0	0	0.0
6	0	0.0	1	3.6	1	2.6
Total	10	100.0%	28	100.0%	38	100.0%
Mean Credit Hours	1.8		1.61		1.66	
Standard Deviation	1.55		1.69		1.63	

Number of Credit Hours Obtained in Counseling and Guidance, Educational Psychology, Clinical Psychology and Mental Hygiene

Counseling and Guidance. As shown in Table 8, 46.4% of the juvenile officers and 40% of the administrators did not obtain any credit hours in counseling and guidance. A larger percentage of the juvenile probation officers (14.3%) than of the administrators (0.0%) obtained two credit hours, while a smaller percentage of juvenile

Table 9

Number of Credit Hours Respondents Obtained
in Educational Psychology

Credit Hours	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
0	1	10.0%	8	28.6%	9	23.7%
2	0	0.0	4	14.3	4	10.5
3	7	70.0	12	42.8	19	50.0
4	0	0.0	1	3.6	1	2.6
5	1	10.0	0	0.0	1	2.6
6	1	10.0	3	10.7	4	10.5
Total	10	100.0%	28	100.0%	38	100.0%
Mean Credit Hours	3.2		2.4		2.6	
Standard Deviation	1.55		1.85		1.79	

probation officers (32.1%) than of the administrators (60%) obtained three credit hours in counseling and guidance. A larger percentage of the juvenile probation officers (7.2%) than of the administrators (0.0%) have obtained more than three credit hours in counseling and guidance.

Educational Psychology. As shown in Table 9, 28.6% of the juvenile probation officers and 10% of the administrators did not obtain any credit hours in educational psychology. A larger percentage of the juvenile probation officers (14.3%) than of the administrators (0.0%) obtained two credit hours in educational psychology. A smaller percentage of the juvenile probation officers (46.4%) than of the administrators (70%) obtained three to four credit hours in educational psychology. However, a similar percentage of both juvenile probation officers and administrators (10.7% and 10% respectively) have obtained six credit hours in educational psychology.

Clinical Psychology. The majority of both juvenile probation officers and administrators (85.7% and 90% respectively) have not obtained any credit hours in clinical psychology. A slightly higher percentage of the juvenile probation officers (14.2%) than of the administrators (10%) have obtained two to three credit hours in clinical psychology (see Table 10).

Mental Hygiene. As shown in Table 11, half of both groups did not obtain any credit hours in mental hygiene. A larger percentage of the juvenile probation officers (17.9%) than of the administrators

Table 10
Number of Credit Hours Respondents Obtained
in Clinical Psychology

Credit Hours	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
0	9	90.0%	24	85.7%	33	86.8%
2	0	0.0	2	7.1	2	5.3
3	1	10.0	2	7.1	3	7.9
4	0	0.0	0	0.0	0	0.0
5	0	0.0	0	0.0	0	0.0
6	0	0.0	0	0.0	0	0.0
Total	10	100.0%	28	100.0%	38	100.0%
Mean Credit Hours	0.3		0.36		0.34	
Standard Deviation	0.95		0.91		0.91	

(0.0%) have obtained two credit hours. A smaller percentage of the juvenile probation officers (28.5%) than of the administrators (40%) have obtained three credit hours. Ten percent of the administrators have obtained six credit hours in mental hygiene, as compared to none of the juvenile probation officers.

Table 11
Number of Credit Hours Respondents Obtained
in Mental Hygiene

Credit Hours	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
0	5	50.0%	14	50.0%	19	50.0%
2	0	0.0	5	17.9	5	13.2
3	4	40.0	8	28.5	12	31.6
4	0	0.0	1	3.6	1	2.6
5	0	0.0	0	0.0	0	0.0
6	1	10.0	0	0.0	1	2.6
Total	10	100.0%	28	100.0%	38	100.0%
Mean Credit Hours	1.8		1.36		1.47	
Standard Deviation	2.1		1.45		1.62	

Training That Prepared/Qualified the Participants
for Their Positions

A larger percentage of the juvenile probation officers (42.9%) than of the administrators (30%) have had no training at all that would qualify them for their positions. A slightly higher percentage of the juvenile probation officers (35.7%) than of the administrators (30%) have had preservice training, while a smaller percentage of the juvenile probation officers (21.4%) than of the administrators (40%)

have had inservice training.

Table 12
Training that Prepared/Qualified Respondents
for Their Positions

Training	Administrator		Probation Officer		Total	
	N	%	N	%	N	%
Preservice	3	30.0%	10	35.7%	13	34.2%
Inservice	4	40.0	6	21.4	10	26.3
No training	3	30.0	12	42.9	15	39.5
Total	10	100.0%	28	100.0%	38	100.0%

Participants' Perceptions of Counseling Services
Provided to Juvenile Delinquents

This section discusses the perceptions of juvenile probation officers and administrators with regard to the characteristics, priorities, major strengths and weaknesses, problems, portion of time spent in counseling juvenile delinquents (both individually and in groups), and academic courses studied by both juvenile probation officers and administrators, as related to the counseling services provided to juvenile delinquents in Jordan.

To ascertain how the juvenile probation officers and administrators perceived the different aspects of the counseling services provided to juvenile delinquents in Jordan, the questionnaire items were factor analyzed. Responses to each item by the total number of

participants were recorded and tabulated in rank order according to the means. (Appendices D-G present the frequencies, percentages, and means of responses of respondents regarding different aspects of the counseling services provided to juvenile delinquents in Jordan).

Characteristics of Counseling Services Provided
to Juvenile Delinquents in Jordan

The mean ratings, for both the juvenile probation officers and the administrators, ranged from 3.82 to 2.11. (Appendix D reports the actual mean of the scores in the 20 characteristic items for both juvenile probation officers and administrators). Table 13 indicates that "Storage space and facilities for reference materials, information and confidential files"; "Counseling is available to juvenile delinquents at entry into the juvenile delinquent centers"; and "Probation officers assist juvenile delinquents with personal problems" were the three characteristics most often ranked by both the juvenile probation officers and administrators. In contrast to these findings, "counseling available to juvenile delinquents after leaving the juvenile delinquent center"; "counseling available to juvenile delinquents prior to entry in the juvenile delinquent centers"; and "appropriate inservice training provided for other workers in the juvenile delinquent organizations" were the three characteristics least often ranked by both the juvenile probation officers and administrators.

The three characteristics most often ranked by the juvenile probation officers only included "The administrative staff of juvenile delinquent organizations supports the juvenile delinquent coun-

Table 13

The Three Areas of Most and Least Agreement Regarding the
Characteristics of Counseling Services by Mean Ratings
as Perceived by both Juvenile Probation
Officers and Administrators

Item Number	Characteristic Statement	Mean
<u>The Most Agreement</u>		
6.d)	The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with storage space and facilities for reference material, information and confidential files.	2.05
13.	Counseling is available to juvenile delinquents at entry into the juvenile centers.	2.16
7.	Probation officers assist juvenile delinquents with personal problems.	2.21
<u>The Least Agreement</u>		
17.	Appropriate inservice training is provided for other workers in the juvenile delinquent organizations.	3.11
11.	Counseling is available to juvenile delinquents prior to entry into the juvenile centers.	3.26
15.	Counseling is available to juvenile delinquents after leaving the juvenile delinquent centers.	3.58

selling services with storage space and facilities for reference materials, information, and confidential files"; "Counseling is available to juvenile delinquents at entry into the juvenile delinquent centers"; and "Probation officers assist juvenile delinquents

with personal problems." The three characteristics least often ranked by juvenile probation officers only were: "Counseling is available to juvenile delinquents after leaving the juvenile delinquent centers"; "Counseling is available to juvenile delinquents

Table 14

The Three Areas of Most and Least Agreement Regarding the
Characteristics of Counseling Services by Mean
Ratings as Perceived by Juvenile
Probation Officers Only

Item Number	Characteristic Statement	Mean
<u>The Most Agreement</u>		
6.d)	The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with storage space and facilities for reference material, information and confidential files.	2.11
13.	Counseling is available to juvenile delinquents at entry into the juvenile centers.	2.14
7.	Probation officers assist juvenile delinquents with personal problems.	2.25
<u>The Least Agreement</u>		
17.	Appropriate inservice training is provided for other workers in the juvenile delinquent organizations.	3.21
11.	Counseling is available to juvenile delinquents prior to entry into the juvenile centers.	3.50
15.	Counseling is available to juvenile delinquents after leaving the juvenile delinquent centers.	3.82

prior to entry in the juvenile delinquent centers"; and "Appropriate inservice training is provided for other workers in the juvenile delinquent organizations." (See Table 14.)

The three characteristics most often ranked by the administrators only included: "The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with storage space and facilities for reference materials, information, and confidential files"; "Counseling is available to juvenile delinquents upon the request of the juvenile delinquent"; and "Probation officers assist juvenile delinquents with personal problems." The three characteristics least often ranked by the administrators only were: "The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with professional and supporting staff"; "Counseling is available to juvenile delinquents after leaving the juvenile delinquent centers"; and "The juvenile counseling services are planned." (See Table 15.)

Priorities of Counseling Services Provided to
Juvenile Delinquents in Jordan

The mean ratings regarding priorities of counseling services provided to juvenile delinquents for both juvenile probation officers and administrators ranged from 2.26 to 1.42. (Appendix E reports the actual mean of scores in the 10 priority items for both juvenile probation officers and administrators.) Table 16 indicates that "Provide, encourage and coordinate continuous communication between probation officers, administrators and parents in the total development of the juvenile delinquent"; "Assist the juvenile in establish-

Table 15

The Three Areas of Most and Least Agreement Regarding the
Characteristics of Counseling Services by Mean
Ratings as Perceived by Administrators Only

Item Number	Characteristic Statement	Mean
<u>The Most Agreement</u>		
6.d)	The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with storage space and facilities for reference material, information and confidential files.	1.90
12.	Counseling is available to juvenile delinquents upon the request of the juvenile delinquent.	2.10
7.	Probation officers assist juvenile delinquents with personal problems.	2.10
<u>The Least Agreement</u>		
2.	The juvenile delinquent counseling services are planned	2.80
15.	Counseling is available to juvenile delinquents after leaving the juvenile delinquent centers.	2.90
6.b.	The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with professional and supporting staff.	2.90

ing short-range goals in relation to individual positive self-concept and social expectations"; and "Facilitate adjustment of the juvenile delinquent by providing a learning environment conducive to indivi-

Table 16

The Three Areas of Most and Least Agreement Regarding the
Priorities of Counseling Services by Mean Ratings
as Perceived by both Juvenile Probation
Officers and Administrators

Item Number	Priority	Mean
<u>The Most Agreement</u>		
4.	Provide, encourage and coordinate continuous communication between probation officers, administrators and parents in the total development of the juvenile delinquent.	1.42
1.	Assist the juvenile in establishing short-range goals in relation to individual positive self-concept and social expectations.	1.50
5.	Facilitate adjustment of the juvenile delinquent by providing a learning environment conducive to individual development.	1.55
<u>The Least Agreement</u>		
6.	Establish short-term follow-up studies which provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability.	2.08
9.	Integrate occupations, educational and personal social information into the juvenile delinquent's total lifestyle and background experiences.	2.24
7.	Establish long-term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability.	2.26

Table 17
The Three Areas of Most and Least Agreement Regarding
the Priorities of Counseling Services by Mean
Ratings as Perceived by Juvenile
Probation Officers Only

Item Number	Priority	Mean
<u>The Most Agreement</u>		
4.	Provide, encourage and coordinate continuous communication between probation officers, administrators and parents in the total development of the juvenile delinquent.	1.46
1.	Assist the juvenile in establishing short-range goals in relation to individual positive self-concept and social expectations.	1.46
5.	Facilitate adjustment of the juvenile delinquent by providing a learning environment conducive to individual development.	1.54
<u>The Least Agreement</u>		
2.b)	Establish a master community directory of referral agencies for problems such as job opportunities.	2.11
7.	Establish long-term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability.	2.36
9.	Integrate occupations, educational and personal social information into the juvenile delinquent's total lifestyle and background experiences.	2.43

dual development" were the three major priorities as perceived by both juvenile probation officers and administrators.

In contrast, "Establish long-term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability"; "Integrate occupations, educational and personal social information into the juvenile delinquent's total lifestyle and background experiences"; and "Establish short-term follow-up studies which provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability" were the three least lowest priorities as perceived by both juvenile probation officers and administrators.

Table 17 indicates that "Provide, encourage and coordinate continuous communication between probation officers, administrators, and parents in the total development of the juvenile delinquent"; "Assist the juvenile in establishing short-range goals in relation to individual positive self-concept and social expectations"; and "Facilitate adjustment of the juvenile delinquent by providing a learning environment conducive to individual development" were, the three highest priorities as perceived by the juvenile probation officers only. On the other hand, "Establish a master community directory of referral agencies for problems such as job opportunities"; "Establish long-term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability"; and "Integrate occupations, educational and personal social information into the juvenile delinquent's total lifestyle and background experiences" were the three lowest priorities as perceived

by juvenile probation officers only.

The administrators only perceived the following to be the three highest priorities: "Provide, encourage and coordinate continuous communication between probation officers, administrators and parents in the total development of the juvenile delinquent"; "Develop appropriate assessment programs to assist the juvenile delinquent in establishing a starting point toward appropriate behavior"; and "Assist the juvenile to become aware of options or alternatives which are available when desired behavioral goals are achieved." The following were perceived by the administrators only to be the three secondary priorities: "Establish long-term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability"; "Establish short-term follow-up studies which provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability"; and "Establish a master community directory of referral agencies for problems such as social welfare departments." (See Table 18).

Major Strengths and Weaknesses of Counseling Services
Provided to Juvenile Delinquents in Jordan

The mean ratings for both juvenile probation officers and administrators regarding the major strengths and weaknesses of counseling services provided to juvenile delinquents ranged from 3.26 to 2.26. (Appendix F reports the actual mean scores in the 10 major strength and weakness items for both juvenile probation officers and administrators.) Table 19 indicates the following to be the three major

Table 18

The Three Areas of Most and Least Agreement Regarding the
Priorities of Counseling Services by Mean
Ratings as Perceived by
Administrators Only

Item Number	Priority	Mean
<u>The Most Agreement</u>		
4.	Provide, encourage and coordinate continuous communication between probation officers, administrators and parents in the total development of the juvenile delinquent.	1.30
3.	Develop appropriate assessment program to assist the juvenile delinquent in establishing a starting point toward appropriate behavior.	1.40
8.	Assist the juvenile to become aware of options or alternatives which are available when desired behavioral goals are achieved.	1.50
<u>The Least Agreement</u>		
7.	Establish long-term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability.	2.00
6.	Establish short-term follow-up studies which provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability.	2.00
2.a)	Establish a master community directory of referral agencies for problems such as social welfare departments.	2.00

areas of agreement as perceived by both juvenile probation officers and administrators: "A developed master community directory of referral agencies"; "An understanding of different counseling techniques and procedures which are appropriate to use with juvenile delinquents"; and "Facilities for juvenile delinquent counseling services." In contrast, the following were perceived by both juvenile

Table 19

The Three Major Areas of Agreement Regarding Strengths and Weaknesses of Counseling Services by Mean Ratings as Perceived by both Juvenile Probation Officers and Administrators

Item Number	Component	Mean
<u>Major Agreement in Strengths</u>		
4.	A developed master community directory of referral agencies.	2.26
6.	An understanding of different counseling techniques and procedures which are appropriate to use with juvenile delinquents.	2.55
7.	Facilities for juvenile delinquent counseling services.	2.61
<u>Major Agreement in Weaknesses</u>		
2.	Budget to implement counseling services.	2.92
3.	An established follow-up program of all juvenile delinquents.	3.00
9.	Clerical staff is adequately professional.	3.26

nile probation officers and administrators to be the three weakest areas: "Budget to implement counseling services"; "An established follow-up program of all juvenile delinquents"; and "Clerical staff is adequately professional."

As shown in Table 20, the following were perceived by the juvenile probation officers only to be the three major strong components: "A developed master community directory of referral agencies"; "Staff is adequately professional"; and "Assessment program for juveniles."

Table 20

The Three Major Areas of Agreement Regarding Strengths and Weaknesses of Counseling Services by Mean Ratings as Perceived by Juvenile Probation Officers Only

Item Number	Component	Mean
<u>Major Agreement in Strengths</u>		
4.	A developed master community directory of referral agencies.	2.32
8.	Staff is adequately professional.	2.61
1.	Assessment program for juveniles.	2.61
<u>Major Agreement in Weaknesses</u>		
10.	Administrative support of juvenile delinquent counseling services.	3.06
3.	An established follow-up program of all juvenile delinquents.	3.11
9.	Clerical staff is adequately professional.	3.18

On the other hand, "Administrative support of juvenile delinquent counseling services"; "An established follow-up program of all juvenile delinquents"; and "Clerical staff is adequately professional" were perceived by the juvenile probation officers only to be the three major areas of weakness.

Table 21 indicates that the administrators only perceived the following to be the three major areas of strength: "A developed

Table 21

The Three Major Areas of Agreement Regarding Strengths and Weaknesses of Counseling Services by Mean Ratings as Perceived by Administrators Only

Item Number	Component	Mean
<u>Major Agreement in Strengths</u>		
4.	A developed master community directory of referral agencies.	2.10
7.	Facilities for juvenile delinquent counseling services.	2.30
6.	An understanding of different counseling techniques and procedures which are appropriate to use with juvenile delinquents.	2.30
<u>Major Agreement in Weaknesses</u>		
3.	An established follow-up program of all juvenile delinquents.	2.70
8.	Staff is adequately professional.	3.00
9.	Clerical staff is adequately professional.	3.50

master community directory of referral agencies"; "Facilities for juvenile delinquent counseling services"; and "An understanding of different counseling techniques and procedures which are appropriate to use with juvenile delinquents." In contrast, the following were perceived by the administrators only to be the three major areas of weakness: "An established follow-up program of all juvenile delinquents"; "Staff is adequately professional"; and "Clerical staff is adequately professional."

Problems Affecting Planning, Implementation or
Development of Counseling Services Provided
to Juvenile Delinquents in Jordan

The mean ratings for both juvenile probation officers and administrators regarding problems affecting planning, implementation or development of counseling services provided to juvenile delinquents in Jordan ranged from 2.00 to 1.50. (Appendix G reports the actual mean scores in the nine problem items for both juvenile probation officers and administrators.) The following items were perceived by both juvenile probation officers and administrators to be the three problem areas most affecting planning, implementation, or development of counseling services: "Expertise in the area of juvenile delinquent counseling"; "Budget"; and "Improved competency of juvenile delinquent organizations staff." In contrast, the following were perceived by both groups to be the three minor problem areas: "Support from the community"; "Time to devote to juvenile delinquent counseling services"; and "Support from co-workers." (See Table 22.)

Table 23 indicates that the juvenile probation officers only

Table 22

The Three Areas of Most and Least Agreement Regarding Problems
Affecting Planning, Implementation and Development
of Counseling Services by Mean Ratings as
Perceived by both Juvenile Probation
Officers and Administrators

Item Number	Problem	Mean
<u>Most Agreement</u>		
9.	Expertise in the area of juvenile delinquent counseling.	1.50
1.	Budget.	1.55
5.	Improved competency of juvenile delinquent organizations staff.	1.58
<u>Least Agreement</u>		
3.	Support from co-workers.	1.95
7.	Time to devote to juvenile delinquent counseling services.	1.97
4.	Support from the community.	2.00

perceived the following to be the three major problem areas: "Support from administrators"; "Budget"; and "Expertise in the area of juvenile delinquent counseling." In the meanwhile, the following were perceived by the juvenile probation officers only to be the three minor problem areas: "Support from the community"; "Support from co-workers"; and "Time to devote to juvenile delinquent counseling services."

In contrast to the above findings, the administrators only per-

Table 23

The Three Areas of Most and Least Agreement Regarding Problems
Affecting Planning, Implementation and Development
of Counseling Services by Mean Ratings
as Perceived by Juvenile Probation
Officers Only

Item Number	Problem	Mean
<u>Most Agreement</u>		
2.	Support from administrators.	1.46
1.	Budget.	1.46
9.	Expertise in the area of juvenile delinquent counseling.	1.50
<u>Least Agreement</u>		
7.	Time to devote to juvenile delinquent counseling services.	1.86
3.	Support from co-workers.	1.89
4.	Support from the community.	2.00

ceived the following to be the three major problem areas: "Improved competency of juvenile delinquent organizations staff"; "Expertise in the area of juvenile delinquent counseling"; and "Undertaking of administrators concerning the philosophy, role and scope of counseling services for juvenile delinquents." The following were perceived by the administrators only to be the three minor problem areas: "Time to devote to juvenile delinquent counseling services"; "Support from co-workers"; and "Support from the community." (See Table 24.)

Table 24

The Three Most and Least Agreements in Problem Areas
Affecting Planning, Implementation and Development
of Counseling Services by Mean Ratings
as Perceived by Administrators Only

Item Number	Problem	Mean
<u>Most Agreement</u>		
5.	Improved competency of juvenile delinquent organizations staff.	1.40
9.	Expertise in the area of juvenile delinquent counseling.	1.50
6.	Undertaking of administrators concerning the philosophy, role and scope of counseling services for juvenile delinquents.	1.50
<u>Least Agreement</u>		
4.	Support from the community.	2.00
3.	Support from co-workers.	2.10
7.	Time to devote to juvenile delinquent counseling services.	2.30

Approximate Portion of Time Spent on Individual
and Group Counseling with Juvenile Delinquents

Larger percentages of the juvenile probation officers than of the administrators spent between 10% and 50% of their working time per week on individual counseling (60.7% and 40% respectively). However, larger percentages of the administrators (60%) than of the juvenile probation officers (39.3%) spent 60% to 80% of their working time per week on individual counseling. With regard to group coun-

selling, a slightly larger percentage of the juvenile probation officers (64.2%) than of the administrators (60%) spent 50% or less of their working time on group counseling with juvenile delinquents, while a slightly larger percentage of the administrators (40%) than the juvenile probation officers (35.7%) spent more than 50% of their working time on group counseling (see Table 25).

Table 25
Portion of Time Respondents Spent on
Counseling Per Week, by Type

Percent of Time	Portion of Time Spent on Individual Counseling Per Week				Portion of Time Spent on Group Counseling Per Week			
	<u>Administrator</u>		<u>Probation Officer</u>		<u>Administrator</u>		<u>Probation Officer</u>	
	N	%	N	%	N	%	N	%
10%	2	20.0%	3	10.7%	2	20.0%	4	14.3%
20%	1	10.0	1	3.6	2	20.0	2	7.1
30%	1	10.0	3	10.7	0	0.0	2	7.1
40%	0	0.0	3	10.7	2	20.0	4	14.3
50%	0	0.0	7	25.0	0	0.0	6	21.4
60%	5	50.0	6	21.4	1	10.0	3	10.7
70%	0	0.0	4	14.3	1	10.0	5	17.9
80%	1	10.0	1	3.6	2	20.0	2	7.1
Total	10	100.0%	28	100.0%	10	100.0%	28	100.0%

Academic Courses Studied by Juvenile Probation
Officers and Administrators Which Helped Them
to Practice the Profession of Counseling
With Juvenile Delinquents

This part of the questionnaire contained a list of 13 academic courses, and respondents were to indicate whether or not they had studied each of these courses. As illustrated in Table 26, generally, larger percentages of the administrators than of the juvenile probation officers have studied more academic courses. The percentages of the administrators were larger than of the juvenile probation officers in the following academic courses studied: theories of counseling, theories of delinquency, legal and professional issues in the field of juvenile delinquency, counseling and guidance programs for juvenile delinquents, group work, case work, techniques of counseling for juvenile delinquents, counseling techniques, and seminar in the field of juvenile delinquency. However, both the administrators and juvenile probation officers have similar percentages (40% and 39% respectively) in studying personal inventory assessment. While larger percentages of the juvenile probation officers than of the administrators have studied the following courses: psychological testing, field internship, and research in educational psychology. The least studied academic course by the juvenile probation officers is seminar in the field of juvenile delinquency (4%), and the most studied academic course is research in educational psychology (75%). For the administrators, the least studied academic course is personal inventory assessment (40%), and the most studied academic course is group work (100%).

Table 26
Academic Courses Studied by Respondents

Academic Courses	Administrators		Probation Officers	
	N	%	N	%
1. Theories of counseling	7	70%	16	57%
2. Theories of delinquency	9	90%	9	32%
3. Legal and professional issues in the field of juvenile delinquency	8	80%	9	32%
4. Counseling and guidance programs for juvenile delinquents	5	50%	12	43%
5. Psychological testing	5	50%	15	54%
6. Personal inventory assessment	4	40%	11	39%
7. Group work	10	100%	17	61%
8. Case work	9	90%	18	64%
9. Techniques of counseling for juvenile delinquents	7	70%	8	29%
10. Field internship	6	60%	20	71%
11. Research in educational psychology	7	70%	21	75%
12. Counseling techniques	7	70%	13	46%
13. Seminar in the field of juvenile delinquency	7	70%	1	4%

Testing the Hypotheses

This section presents the findings resulting from testing the hypotheses. The t test for independent means was used to compare the mean responses of the juvenile probation officers against the mean responses of the administrators for hypotheses 1-6, while chi square (χ^2) was used to test hypothesis 7. A .05 level of probability of making Type 1 error was used in testing each of the hypotheses.

Hypothesis 1: There will be no difference in the perceptions of the juvenile probation officers and administrators in regard to the characteristics of counseling services provided to juvenile delinquents in Jordan.

There were 20 questionnaire items related to the characteristics of the counseling services, with five answering options for each item: 1 (strongly agree), 2 (agree), 3 (neither agree nor disagree), 4 (disagree), and 5 (strongly disagree).

This hypothesis was tested using a t test for independent means with an alpha level of .05 to determine the difference in perceptions between both groups. The results obtained for this t test are presented in Table 27. Since the probability obtained (0.089) was greater than the stated alpha level of .05, the null hypothesis was accepted. A separate t test was used for each of the 20 items included in the list of characteristics. None of these 20 items' t tests was less than the stated alpha level of .05.

Based on the t test value, it was concluded that the first

hypothesis should be accepted because no significant differences were found between the perceptions of the juvenile probation officers and administrators in categorizing the different aspects of counseling services provided to juvenile delinquents in Jordan.

Table 27
Comparison of Means of Characteristics
by Job Title: t Test Value

Job Title	N	Mean	<u>SD</u>	<u>t</u> Value	P*
Administrators	10	57.00	14.84	1.747	0.089
Probation Officers	28	65.00	11.51		

*Level of significance = .05; Two-tailed test.

Hypothesis 2: There will be no difference in the perceptions of the juvenile probation officers and administrators in regard to the priorities of counseling services provided to juvenile delinquents in Jordan.

There were 10 questionnaire items related to the priorities of counseling services, with four answering options: 1 (major priority), 2 (secondary priority), 3 (priority yet to be identified/developed), and 4 (not a priority).

The t test computed for this hypothesis revealed no difference in perceptions between the juvenile probation officers and administrators in regard to the priorities of counseling services. As Table

28 indicates, the null hypothesis was not rejected, since the probability obtained (0.244) was greater than the stated alpha level of .05. Moreover, a separate t test used for each of the 10 items under priorities did not reveal any differences in perceptions between both groups, since the probability obtained for each of the 13 items was greater than the stated alpha level of .05.

Therefore, it may be concluded that the second hypothesis should be accepted because no significant differences were found between the perceptions of the juvenile probation officers and administrators in regard to classifying the priorities of counseling services provided to juvenile delinquents in Jordan.

Table 28
Comparison of Means of Priorities
by Job Title: t Test Value

Job Title	N	Mean	SD	t Value	P*
Administrators	10	21.70	6.58	1.185	0.244
Probation Officers	28	24.25	5.57		

*Level of significance = .05; Two-tailed test.

Hypothesis 3: There will be no difference in the perceptions of the juvenile probation officers and administrators in regard to the major strengths and weaknesses of counseling services provided to juvenile delinquents in Jordan.

There were 10 questionnaire items related to the major strengths and weaknesses of the counseling services, with four answering options: 1 (very strong component), 2 (strong component), 3 (very weak component), and 4 (weak component).

The t test computed for this hypothesis revealed no difference in perceptions between the juvenile probation officers and administrators in regard to the priorities of counseling services. As Table 29 indicates, the null hypothesis was not rejected, since the probability obtained (0.433) was greater than the stated alpha level of .05. Moreover, a separate t test used for each of the 10 items on the list of strengths and weaknesses did not reveal any difference in perceptions between the two groups, since the probability obtained for each of these 10 items was greater than the stated alpha level of .05.

Thus, it may be concluded that the third hypothesis should be accepted because no significant differences were found between the

Table 29
Comparison of Means of Strengths and Weaknesses
by Job Title: t Test Value

Job Title	N	Mean	SD	t Value	P*
Administrators	10	26.20	5.43	0.793	0.433
Probation Officers	28	27.93	6.07		

*Level of significance = .05; Two-tailed test.

perceptions of the juvenile probation officers and administrators in identifying the major strength and weakness components of counseling services provided to juvenile delinquents in Jordan.

Hypothesis 4: There will be no difference in the perceptions of the juvenile probation officers and administrators in regard to the problems affecting the planning, implementation or development of counseling services provided to juvenile delinquents in Jordan.

There were 9 questionnaire items related to the problems of counseling services, with three answering options: 1 (major problem), 2 (minor problem), and 3 (not an identified problem).

The t test computed for this hypothesis revealed no difference in perceptions between the juvenile probation officers and administrators in identifying the problems of counseling services. As Table 30 indicates, the null hypothesis was not rejected, since the probability obtained (0.369) was greater than the stated alpha level of .05. In addition, a separate t test used for each of the nine problems listed did not reveal any difference in perceptions between the two groups, since the probability obtained for each of these nine items was greater than the stated alpha level of .05.

Therefore, it may be concluded that the fourth hypothesis should be accepted because no significant differences were found between the perceptions of the juvenile probation officers and administrators in identifying the problems affecting planning, implementation, or development of counseling services provided to juvenile delinquents in Jordan.

Table 30
Comparison of Means and Problems Affecting Counseling
Services by Job Title: t Test Value

Job Title	N	Mean	<u>SD</u>	<u>t</u> Value	P*
Administrators	10	16.50	4.20	-0.910	0.369
Probation Officers	28	15.29	3.41		

*Level of significance = .05; Two-tailed test.

Hypothesis 5: There will be no difference in the perceptions of the juvenile probation officers and administrators with regard to the portion of time spent per week in individual counseling with juvenile delinquents in the existing counseling services provided to juvenile delinquents in Jordan.

The questionnaire section related to the portion of time spent per week on individual counseling has 10 answering options: 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, and 100%.

The t test computed for this hypothesis revealed no differences in the perceptions of both the juvenile probation officers and administrators in regard to the portion of time spent per week in individual counseling. As Table 31 indicates, the null hypothesis was not rejected, since the probability obtained (0.851) was greater than the stated alpha level of .05.

It may be concluded that the fifth hypothesis should be accepted because no significant differences were found between the perceptions

of both the juvenile probation officers and administrators in indicating the portion of time they spent per week in individual counseling with juvenile delinquents in the existing counseling services provided to juvenile delinquents in Jordan.

Table 31
Comparison of Portion of Time Spent Per Week
in Individual Counseling by Job Title:
t Test Value

Job Title	N	Mean	<u>SD</u>	<u>t</u> Value	P*
Administrators	10	3.60	2.68	0.190	0.851
Probation Officers	28	3.75	1.94		

*Level of significance = .05; Two-tailed test.

Hypothesis 6: There will be no difference in the perceptions of both the juvenile probation officers and administrators in regard to the portion of time spent per week in group counseling with juvenile delinquents in the existing counseling services provided to juvenile delinquents in Jordan.

The questionnaire section related to the portion of time spent per week on group counseling has 10 answering options: 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, and 100%.

The t test computed for this hypothesis revealed no difference in the perceptions between both the juvenile probation officers and administrators in regard to the portion of time spent per week in

group counseling. As Table 32 indicates, the null hypothesis was not rejected, since the probability obtained (0.817) was greater than the stated alpha level of .05.

This may lead to the conclusion that the sixth hypothesis should be accepted because no significant differences were found between the perceptions of the juvenile probation officers and administrators in indicating the portion of time they both spent per week in group counseling with juvenile delinquents in the existing counseling services provided to juvenile delinquents in Jordan.

Table 32
Comparison of Portion of Time Spent Per Week
in Group Counseling by Job Title:
t Test Value

Job Title	N	Mean Hours	<u>SD</u>	<u>t</u> Value	P*
Administrators	10	3.40	2.95	0.233	0.817
Probation Officers	28	3.61	2.20		

*Level of significance = .05; Two-tailed test.

Hypothesis 7: There will be no difference between the juvenile probation officers and administrators in regard to the academic courses studied.

The questionnaire section related to the academic course studied contains a list of 13 academic courses, with two answering options

for each academic course: Yes in front of the academic course that the participant studied, and No in front of the academic course that the participant did not study.

This hypothesis was tested using chi squares. Corrected chi squares were used in calculating the chi square for each of the 13 academic courses because each of these academic courses had one degree of freedom.

The results of these chi square tests are presented in Table 33. Inspection of the data revealed that there was a significant difference at the alpha level of .05 between the juvenile probation officers and administrators in regard to the following academic courses studied: theories of delinquency, legal and professional issues in the field of juvenile delinquency, and seminar in the field of juvenile delinquency. This indicates that more administrators had studied theories of delinquency, legal and professional issues in the field of juvenile delinquency, and seminar in the field of juvenile delinquency than had the juvenile probation officers. However, the null hypothesis was not rejected in the other 10 academic courses, since the probability obtained for each of these 10 academic courses was greater than the stated alpha level of .05.

Based on these data, it may be concluded that there is no significant difference between the juvenile probation officers and administrators in regard to the following academic courses studied: theories of counseling, counseling and guidance programs for juvenile delinquents, psychological testing, personal inventory assessment, group work, case work, techniques of counseling for juvenile delin-

Table 33

Summary of Chi Square Testing of Frequencies
of Academic Courses Studied
by Job Title

Academic Course	Resp.	Job Title				Total	x ²	p*
		Adm.		P.O.				
		N	%	N	%			
1. Theories of Counseling	No	3	30.0%	12	42.9%	15	0.1137	0.74
	Yes	7	70.0	16	57.1	23		
2. Theories of Delinquency	No	1	10.0	19	67.9	20	7.7089	0.01**
	Yes	9	90.0	9	32.1	18		
3. Legal & Professional Issues in the Field of Juvenile Delinquency	No	2	20.0	19	67.9	21	5.0275	0.03**
	Yes	8	80.0	9	32.1	17		
4. Counseling & Guidance Programs for Juvenile Delinquents	No	5	50.0	16	57.1	21	0.3802	0.98
	Yes	5	50.0	12	42.9	17		
5. Psychological Testing	No	5	50.0	13	46.4	18	0.3054	0.86
	Yes	5	50.0	15	53.6	20		
6. Personal Inventory Assessment	No	6	60.0	17	60.7	23	0.1137	0.74
	Yes	4	40.0	11	39.3	15		
7. Group Work	No	0	0.0	11	39.3	11	3.7840	0.52
	Yes	10	100.0	17	60.7	27		
8. Case Work	No	1	10.0	10	35.7	11	1.2836	0.26
	Yes	9	90.0	18	64.3	27		

Table 33--Continued

Academic Course		Resp.	Job Title				Total	x ²	P*
			<u>Adm.</u>		<u>P.O.</u>				
			N	%	N	%			
9. Techniques of Counseling for Juvenile Delinquents	No	3	30.0	20	71.4	23	3.7013	0.054	
	Yes	7	70.0	8	28.6	15			
10. Field Internship	No	4	40.0	8	28.6	12	0.7351	0.79	
	Yes	6	60.0	20	71.4	26			
11. Research in Educational Psychology	No	3	30.0	7	25.0	10	0.1212	0.91	
	Yes	7	70.0	21	75.0	28			
12. Counseling Techniques	No	3	30.0	15	53.6	18	0.8328	0.36	
	Yes	7	70.0	13	46.4	20			
13. Seminar in the Field of Juvenile Delinquency	No	3	30.0	27	96.4	30	15.7706	0.00**	
	Yes	7	70.0	1	3.6	1			

*Level of significance = 0.05

** = Significance

quents, field internship, research in educational psychology, and counseling techniques; however, there is a significant difference between the juvenile probation officers and administrators in regard to the following academic courses studied: theories of delinquency, legal and professional issues in the field of juvenile delinquency, and seminar in the field of juvenile delinquency.

Summary

This chapter presented the results of the study. It contained three sections. Section one contained reports on the demographic data as related to the subjects who participated in this study. Data included: age; sex; number of years in current position; number of years in the social service field; level of education; major field of study; minor field of study; number of credit hours obtained in counseling and guidance, educational psychology, clinical psychology, and mental hygiene; and training which prepared/qualified each respondent for his/her position. Section two reported the results as related to the perceptions of both the juvenile probation officers and administrators, which included the characteristics; priorities; major strengths and weaknesses; problems of counseling services provided to juvenile delinquents in Jordan; portion of time spent per week in individual counseling with juvenile delinquents; portion of time spent per week in group counseling with juvenile delinquents; and academic courses studied by both groups. The third section of this chapter focused upon a discussion of the data results obtained for each of the seven hypotheses investigated in this study.

The final chapter will present a summary of the study, conclusions of the data obtained and analyzed, and recommendations for the Ministry of Social Development, as well as recommendations for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the present status of counseling services provided to juvenile delinquents in Jordan, as perceived by the juvenile probation officers and administrators. Specifically, this study was designed to answer the following questions:

1. What are the characteristics of counseling services provided to juvenile delinquents in Jordan, as perceived by probation officers and administrators?

2. What are the priorities of counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators?

3. What are the major strengths and weaknesses of counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators?

4. What are the problems affecting the planning, implementation and development of counseling services provided to juvenile delinquents in Jordan, as perceived by juvenile probation officers and administrators?

5. What is the portion of time spent per week in individual counseling with juvenile delinquents, as perceived by juvenile pro-

bation officers and administrators in Jordan?

6. What is the portion of time spent per week in group counseling with juvenile delinquents, as perceived by juvenile probation officers and administrators in Jordan?

7. What are the academic courses studied by both juvenile probation officers and administrators which helped them in practicing the profession of counseling with juvenile delinquents in Jordan?

These research questions were converted to research hypotheses in order to examine the differences in perceptions between both groups, the juvenile probation officers and the administrators, with regard to the different aspects of the counseling services provided to juvenile delinquents in Jordan.

Based on the increasing number of juvenile delinquents in Jordan in the past two decades, in addition to the dearth of information currently available about counseling services for juvenile delinquents in that country, it was felt that an assessment study of the counseling services provided to juvenile delinquents in Jordan through the perceptions of the people most involved with this group of youngsters, juvenile probation officers and administrators, could serve as an important source of information which could provide a basis for planning, developing, and implementing counseling services for juvenile delinquents in Jordan.

A questionnaire developed by Allen (1981) was adapted for use in this study. The questionnaire consisted of biographical data plus seven different sections concerning the existing counseling services provided to juvenile delinquents. The questionnaire was translated

into the Arabic language. Respondents to this study included 28 juvenile probation officers and 10 administrators working at different rehabilitative centers for juvenile delinquents and juvenile delinquent divisions, which are parts of the Ministry of Social Development.

To analyze the data of this study, frequencies, percentages, and means were computed. A t test for independent means was used to test hypotheses 1-6, while chi square (χ^2) was used to test the seventh hypothesis. A significance level of .05 was set for rejection or acceptance of each null hypothesis.

The t-test results revealed no significant differences in the perceptions between the juvenile probation officers and administrators with regard to hypotheses 1-6, which concerned the characteristics, priorities, strengths and weaknesses, problems, time spent on individual counseling, and time spent on group counseling, as related to the counseling services provided to juvenile delinquents in Jordan. For the seventh hypothesis, which concerned the academic courses studied by both groups, the results of chi square (χ^2) tests revealed no significant difference between the juvenile probation officers and administrators with regard to the academic courses studied, with the exception of theories of delinquency, legal and professional issues in the field of juvenile delinquency, and seminar in the field of juvenile delinquency.

Conclusions

This section addresses the conclusions of the findings in two

parts: The first part concludes the findings as they relate to the demographic data. The second part concludes the findings as they relate to the research questions.

Demographic Data

The data indicate that the juvenile probation officers were younger than the administrators. The age range of the juvenile probation officers was between 23 and 38 years, and their mean age was 29.9 years. In contrast, the age range of the administrators was between 35 and 54 years, with a mean age of 41.3 years.

About two-thirds of the juvenile probation officers were males, and almost one-third of them were females, which could be attributed to the fact that the majority of the juvenile delinquents in Jordan are males, causing it to be advisable to assign more male probation officers to deal with them rather than females. In addition, there is only one delinquent girls' center (girls' reformatory) in Jordan, compared to four delinquent boys' centers (boys' reformatories). Although the director of the girls' reformatory is female, males are always preferred for administrative positions in Jordan, especially in the field of juvenile delinquency.

Both the juvenile probation officers and the administrators had been employed in their positions for a varying number of years. The time range of juvenile probation officers in their positions was between 1 and 12 years, with a mean of 4.25 years, while the time range of administrators in their positions was between 1 and 20 years, with a mean of 7.5 years.

There was also a variation of years between both groups with regard to the number of years in the social service field. The time range of juvenile probation officers in the social service field was between 1 and 14 years, with a mean of 6.25 years. On the other hand, the time range of administrators in the social service field was between 1 and 24 years, with a mean of 13.2 years.

The varying length of years in position or in the social service field between juvenile probation officers and administrators is due to the policy of promotion in the governmental departments in Jordan, which considers the number of years of experience as the highest priority in promotion.

The data strongly suggest that education is not a major concern when selecting either juvenile probation officers or administrators. The data indicate that two-thirds of the juvenile probation officers did not have a bachelor's degree, and a few of those had just a high school diploma. Approximately one-third of them had a bachelor's degree, and a few of those had also obtained a graduate diploma. No master's degrees or higher degrees were found to have been obtained by any of the juvenile probation officers. Half of the administrators had an associate diploma; the other half had a bachelor's degree or higher, and only one administrator had obtained a master's degree.

It may be concluded that education is not a major priority among both juvenile probation officers and administrators. In addition, neither group puts an emphasis on educational achievement. This could be attributed to the fact that the Ministry of Social Development, as most of the governmental departments in Jordan, does not

state a standard level of education for selecting the employees for different positions, although the minimum acceptable level of education for selecting the staff for juvenile delinquent organizations is most likely a high school diploma.

The data indicated broad areas of major educational study for both juvenile probation officers and administrators. Although about half of the juvenile probation officers majored in the behavioral sciences, which include social work, sociology, and psychology. Other areas of study reported were literature (Arabic), kindergarten, science and mathematics, elementary education, and religion. Moreover, some juvenile probation officers whose level of education is high school had no major field of study. More than half of the administrators majored in the behavioral sciences, while the others majored in other areas.

Few of the juvenile probation officer minored in the behavioral sciences, while one-fourth of them minored in other areas, and the majority of them did not have a minor in their educational programs. Less than half of the administrators have a minor field of study either in the behavioral sciences or in other areas, and more than half of them had no minor in their educational field of study.

The level of education and the educational background lead one to question the quality and competency of the staff who are assigned to help this group of youngsters with their behavioral and social problems. It is surprising to find a staff in this field with such levels and backgrounds of education, while many of the behavioral science graduates in Jordan with bachelor's degrees or higher are

reported unemployed during the past five years. This suggests that education is not a matter of concern for the Ministry of Social Development when selecting the staff of juvenile delinquent organizations.

About half of the juvenile probation officers and one-third of the administrators had neither preservice nor inservice training concerning their positions. Almost one-third of the juvenile probation officers and one-third of the administrators had preservice training, while few of the juvenile probation officers and about one-third of the administrators had inservice training.

Research Questions

Based on the statistical analysis of the data in Chapter IV, the following conclusions have been drawn:

1. Regarding the characteristics of counseling services provided to juvenile delinquents in Jordan, both the juvenile probation officers and administrators agreed that (in order of agreement): (a) The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with storage space and facilities for reference materials, information, and confidential files; (b) Counseling is available to juvenile delinquents at entry into the juvenile delinquent centers; and (c) Probation officers assist juvenile delinquents with personal problems. The least agreement regarding the characteristics of counseling services provided to juvenile delinquents in Jordan, as perceived by both juvenile probation officers and administrators were (in order of agreement): (a)

Counseling is available to juvenile delinquents after leaving the juvenile delinquent centers; (b) Counseling is available to juvenile delinquents prior to entry in the juvenile delinquent centers; and (c) Appropriate inservice training is provided for other workers in the juvenile delinquent organizations.

2. Regarding the priorities of counseling services provided to juvenile delinquents in Jordan, both the juvenile probation officers and administrators agreed that (in order of agreement): (a) Provide, encourage, and coordinate continuous communication between probation officers, administrators, and parents in the total development of the juvenile delinquent; (b) Assist the juvenile in establishing short-range goals in relation to individual positive self-concept and social expectations; and (c) Facilitate adjustment of the juvenile delinquent by providing a learning environment conducive to individual development. The least agreement regarding the priorities of counseling services provided to juvenile delinquents in Jordan, as perceived by both juvenile probation officers and administrators were (in order of agreement): (a) Establish long-term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability; (b) Integrate occupations, educational and personal-social information into the juvenile delinquent's total lifestyle and background experiences; and (c) Establish short-term follow-up studies which provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability.

3. Regarding the strength of components of counseling services

provided to juvenile delinquents in Jordan, both the juvenile probation officers and administrators agreed that (in order of agreement): (a) A developed master community directory of referral agencies; (b) An understanding of different counseling techniques and procedures which are appropriate to use with juvenile delinquents; and (c) Facilities for juvenile delinquent counseling services. The greatest agreement regarding the weak components of counseling services provided to juvenile delinquents in Jordan, as perceived by both groups, were (in order of agreement): (a) Clerical staff is adequately professional; (b) An established follow-up program of all juvenile delinquents; and (c) Budget to implement counseling and guidance services.

4. Regarding the problems of counseling services provided to juvenile delinquents in Jordan, both the juvenile probation officers and administrators agreed that (in order of agreement): (a) Expertise in the area of juvenile delinquent counseling; (b) Budget; and (c) Improved competency of juvenile delinquent organizations staff. The least agreement regarding the problems of counseling services provided to juvenile delinquents in Jordan, as perceived by both juvenile probation officers and administrators were (in order of agreement): (a) Support from the community; (b) Time to devote to juvenile delinquent counseling services; and (c) Support from co-workers.

5. The average portion of time spent by the juvenile probation officers on individual counseling with juvenile delinquents in Jordan was found to be about one-third of their working time per week, and

almost the same portion of time was found to be spent on group counseling. The same conclusion could be drawn about the administrators with regard to the portion of time they spent on both individual and group counseling. This indicates that both groups assume the same responsibilities in counseling juvenile delinquents, despite the designated job of each group.

6. The greatest number of academic courses taken by the juvenile probation officers were in the areas of research in educational psychology, field internship, and case work. Academic courses least taken by the juvenile probation officers were seminar in the field of juvenile delinquency, techniques of counseling for juvenile delinquents, theories of delinquency, and legal and professional issues in the field of juvenile delinquency. The academic courses most often studied by the administrators were group work, case work, and theories of delinquency. The academic courses least taken by them were personal inventory assessment, counseling and guidance programs for juvenile delinquents, and psychological testing.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are presented to the Ministry of Social Development, which is the main authority in planning, developing, and conducting the different services concerning juvenile delinquents in Jordan, as well as for the future research needed in that area.

To the Ministry of Social Development:

1. Other treatment programs and services should be considered in dealing with juvenile delinquents, rather than the traditional correctional institutions.

2. New standards should be outlined for selecting staff for juvenile delinquent organizations, especially concerning the level of education and the educational background.

3. More emphasis needs to be placed on continuous inservice training for the staff who deal with juvenile delinquents, to compensate their lack of education and to increase their job skills especially in the areas of law/legal issues, understanding delinquent behavior, and techniques of counseling juvenile delinquents.

4. Short- and long-term follow-up studies and research should be conducted for the purpose of measuring the effectiveness of different services, especially counseling, that are provided to juvenile delinquents.

5. Increase the budget of the organizations concerned with juvenile delinquents to improve the kind of services provided to this group of youngsters.

6. Encourage the recent staff of the juvenile delinquency organizations to improve their educational achievement by taking additional course work, especially in the areas of legal and professional issues, understanding delinquent behavior, and personal inventory assessment.

7. Counseling services should be continued for the juvenile delinquent after leaving the juvenile correctional institutions to

prevent further delinquency, which leads to the reduction of recidivism.

8. Encourage and support improved communications between personnel in schools and the staff of organizations dealing with juvenile delinquents.

For Future Research:

1. A study should be undertaken to design a counseling program for juvenile delinquents in Jordan, for the purpose of providing more scientific, organized, and planned counseling services for this group of youngsters.

2. Follow-up studies and research should be conducted to evaluate the effectiveness of both individual and group counseling for juvenile delinquents in Jordan, in order to show which one of these two methods is more effective in reducing the undesired behavior of the juvenile delinquents.

3. A study should be undertaken to investigate the relationship between the educational background of the staff dealing with juvenile delinquents and the quality and effectiveness of counseling services they provide to juvenile delinquents in Jordan, in order to see how the importance of the educational background for the professional staff of juvenile organizations assigned to help this group of youngsters.

APPENDIX A
Questionnaire

QUESTIONNAIRE

The following items are designed to obtain specific information regarding juvenile delinquent counseling services in Jordan. Please respond to each item as accurately and frankly as possible. Note specific instructions for various sections of the questionnaire.

Basic Demographic Data

1. Age: _____
2. Sex: _____ Male _____ Female
3. The official title of the job in which you are currently employed: _____
4. Number of years you have been employed in this position: _____
5. Number of years you have been in the social service field: _____
6. Last educational degrees you have received:
_____ High School Diploma
_____ Associate Diploma
_____ Bachelor's Degree
_____ Graduate Diploma
_____ Master's Degree
_____ Other
7. Your major emphases on your credentials: _____
8. Your minor emphases on your credentials: _____
9. Number of credit hours you have obtained in the following:
_____ Counseling and Guidance
_____ Educational Psychology

Characteristics of Counseling Services Provided to Juvenile Delinquent in Jordan

The following statements are characteristics of counseling services for juvenile delinquents. Using the following scale, please record your opinion to each statement by circling the number corresponding to your answer.

Strongly agree = 1
Agree in general = 2
Neither agree nor disagree = 3
Disagree = 4
Strongly disagree = 5

Statements	Response				
1. Philosophy and objectives of the juvenile delinquent counseling services are well defined.	1	2	3	4	5
2. The juvenile delinquent counseling services are planned.	1	2	3	4	5
3. The objectives of the juvenile delinquents counseling services are understood by the workers in the juvenile delinquent organizations.	1	2	3	4	5
4. Provisions are made for continuous evaluation and improvement of the effectiveness of the juvenile delinquent counseling services rendered.	1	2	3	4	5
5. The administrative staff of juvenile delinquent organizations in Jordan supports the juvenile delinquent counseling services.	1	2	3	4	5
6. The administrative staff of juvenile delinquent organizations supports the juvenile delinquent counseling services with:					
a) Adequate budget	1	2	3	4	5
b) Professional and supporting staff	1	2	3	4	5

c) Private counseling space	1	2	3	4	5
d) Storage space and facilities for reference materials, information, confidential files	1	2	3	4	5
7. Probation officers assist juvenile delinquents with personal problems.	1	2	3	4	5
8. Provision is made to assist juvenile delinquents with occupational and educational problems.	1	2	3	4	5
9. Provision is made to assist juvenile delinquents in an assessment of their individual abilities, skills and interests as related to personal adjustment, perceptions and values important for occupational success and satisfaction.	1	2	3	4	5
10. Counseling is available to all juvenile delinquents.	1	2	3	4	5
11. Counseling is available to juvenile delinquents prior to entry in the juvenile delinquent centers.	1	2	3	4	5
12. Counseling is available to juvenile delinquents upon the request of the juvenile delinquent.	1	2	3	4	5
13. Counseling is available to juvenile delinquents at entry into the juvenile delinquent centers.	1	2	3	4	5
14. Counseling is available to juvenile delinquents before leaving the juvenile delinquent centers.	1	2	3	4	5
15. Counseling is available to juvenile delinquents after leaving the juvenile delinquent centers.	1	2	3	4	5
16. Adequate in-service training is provided for juvenile probation officers.	1	2	3	4	5
17. Appropriate in-service training is provided for other workers in the juvenile delinquent organizations.	1	2	3	4	5

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18. Parents and/or guardians of juvenile delinquents are afforded the opportunity to talk with the staff in juvenile delinquent organizations. 1 2 3 4 5
19. Community employers are invited to talk with the staff in juvenile delinquent organizations. 1 2 3 4 5
20. Educational personnel (school) are invited to talk with the staff in juvenile delinquent organizations. 1 2 3 4 5

Priorities of Juvenile Delinquent Counseling Services

Below is a list of priorities for juvenile delinquent counseling services. Using the following scale, indicate your reaction to each statement by circling the number which would indicate the strength of each priority as related to your organization services.

Major priority in my organization = 1
Secondary priority in my organization = 2
Priority yet to be identified/developed = 3
Not a priority in my organization = 4

Priority	Rating Scale			
1. Assist the juvenile in establishing short range goals in relation to individual positive self-concept and social expectations.	1	2	3	4
2. Establishing a master community directory of referral agencies for problems such as:				
a) Social welfare departments	1	2	3	4
b) Job opportunities	1	2	3	4
c) Rehabilitation services centers	1	2	3	4
d) Mental health and psychological services	1	2	3	4
3. Develop appropriate assessment program to assist the juvenile delinquent in establishing a starting point toward appropriate behavior.	1	2	3	4
4. Provide, encourage and coordinate continuous communication between probation officers, administrators, and parents in the total development of the juvenile delinquent.	1	2	3	4
5. Facilitate adjustment of the juvenile delinquent by providing a learning environment conducive to individual development.	1	2	3	4

- | | | | | | |
|-----|--|---|---|---|---|
| 6. | Establish short term follow-up studies which provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability. | 1 | 2 | 3 | 4 |
| 7. | Establish long term follow-up studies which will provide data for evaluation of the total juvenile counseling services in terms of relevancy and accountability. | 1 | 2 | 3 | 4 |
| 8. | Assist the juvenile to become aware of options or alternatives which are available when desired behavioral goals are achieved. | 1 | 2 | 3 | 4 |
| 9. | Integrate occupations, educational and personal social information into the juvenile delinquent's total life style and background experiences. | 1 | 2 | 3 | 4 |
| 10. | Become involved with community development and interaction in order to become aware of community problems and develop goals which will assist juveniles to become an integral part of the total community. | 1 | 2 | 3 | 4 |

Major Strengths and Weaknesses of Juvenile Delinquent Counseling Services

Listed below are components of juvenile delinquent counseling services. Using the following scale, indicate your reaction to each statement by circling the number which would indicate the degree of strength or weakness of each component as related to your organization services.

Very strong component = 1
Strong component = 2
Weak component = 3
Very weak component = 4
Component does not exist in my program = 5

Component	Rating scale				
1. Assessment program for juveniles.	1	2	3	4	5
2. Budget to implement a counseling services.	1	2	3	4	5
3. An established follow-up program of all juvenile delinquents.	1	2	3	4	5
4. A developed master community directory of referral agencies.	1	2	3	4	5
5. Sufficient time to implement counseling services.	1	2	3	4	5
6. An understanding of different counseling techniques and procedures which are appropriate to use with juvenile delinquents.	1	2	3	4	5
7. Facilities for juvenile delinquent counseling services.	1	2	3	4	5
8. Staff is adequately professional.	1	2	3	4	5
9. Clerical staff is adequately professional.	1	2	3	4	5
10. Administrative support of juvenile delinquent counseling services.	1	2	3	4	5

**Problems Affecting Planning, Implementation, or
Continued Development of Juvenile Delinquent
Counseling Services**

Using the following scale, please rate each problem in terms of the degree of difficulty you encountered in providing counseling services for juvenile delinquents.

Major problem encountered = 1

Minor problem encountered = 2

Not an identified problem encountered = 3

Problems	Rating Scale		
1. Budget.	1	2	3
2. Support from administrators.	1	2	3
3. Support from co-workers.	1	2	3
4. Support from the community.	1	2	3
5. Improved competency of juvenile delinquent organizations staff.	1	2	3
6. Undertaking of administrators concerning the philosophy, role and scope of counseling services for juvenile delinquents.	1	2	3
7. Time to devote to juvenile delinquent counseling services.	1	2	3
8. Guidelines from the administration to establish goals for juvenile delinquent counseling services.	1	2	3
9. Expertise in the area of juvenile delinquent counseling.	1	2	3

**The Approximate Portion of Time Spent on Individual
Counseling of Juvenile Delinquents**

Place an X on the line you believe it indicates the portion of time you spent per week performing these services.

- 1. 10% _____
- 2. 20% _____
- 3. 30% _____
- 4. 40% _____
- 5. 50% _____

- 6. 60% _____
- 7. 70% _____
- 8. 80% _____
- 9. 90% _____
- 10. 100% _____

**The Approximate Portion of Time Spent on Group
Counseling of Juvenile Delinquents**

Place an X on the line you believe it indicates the portion of time you spent per week performing these services.

- 1. 10% _____
- 2. 20% _____
- 3. 30% _____
- 4. 40% _____
- 5. 50% _____

- 6. 60% _____
- 7. 70% _____
- 8. 80% _____
- 9. 90% _____
- 10. 100% _____

Academic Preparation of the Juvenile
Delinquent Organization Staff

Listed below are the usual academic courses which help the juvenile delinquent organization staff to practice the profession of counseling. Please put a (✓) in front of the courses that you have studied, or an (x) in front of the courses you didn't study.

- ☐ 1. Theories of Counseling
- ☐ 2. Theories of Delinquency
- ☐ 3. Legal and Professional Issues in the Field of Juvenile Delinquency
- ☐ 4. Counseling and Guidance Programs for Juvenile Delinquents
- ☐ 5. Psychological Testing
- ☐ 6. Personal Inventory Assessment
- ☐ 7. Group Work
- ☐ 8. Case Work
- ☐ 9. Techniques of Counseling for Juvenile Delinquents
- ☐ 10. Field Internship
- ☐ 11. Research in Educational Psychology
- ☐ 12. Counseling Techniques
- ☐ 13. Seminar in the Field of Juvenile Delinquency

_____ Clinical Psychology

_____ Mental Hygiene

10. What training do you think best prepared/qualified you for this position? _____

APPENDIX B
Questionnaire Translated into Arabic

استبيان

الاسئلة التالية مصممه للحصول على معلومات محدده بخصوص برامج الارشاد والتوجيه للأحداث الجانحين في الاردن . يرجى الاجابة على كل سؤال بدقة وموضوعية بقدر الامكان ، كما يرجى ملاحظة التعليمات المحدده في الاجزاء المختلفه من هذا الاستبيان .

- ٠١ العمر _____
- ٠٢ الجنس _____ ذكر _____ أنثى _____
- ٠٣ التسميه الرسميه للعمل الذى تقوم به في الوقت الحالي . _____
- ٠٤ عدد السنوات التي امضيتها في الوظيفة الحالية . _____
- ٠٥ عدد السنوات التي امضيتها في العمل الاجتماعي . _____
- ٠٦ آخر درجة علمية حصلت عليها : _____
- التوجيه _____
- دبلوم متوسط _____
- بكالوريوس _____
- دبلوم الدراسات العليا _____
- ماجستير _____
- أية درجة علميه أخرى _____
- ٠٧ التخصص الرئيسي في دراستك _____
- ٠٨ التخصص الفرعي في دراستك _____
- ٠٩ عدد الساعات المعتمده التي حصلت عليها في الموضوعات التالية : _____
- الارشاد والتوجيه _____
- علم النفس التربوى _____
- علم النفس الاكلينيكي (العيادى) _____
- الصحة النفسيه _____
- ١٠ ما هو التدريب الذى تعتقد أنه أهلك للقيام بهذا العمل . _____

اولويات برنامج ارشاد وتوجيه الاحداث الجانحين

هناك قائمة مرفقة باولويات برامج ارشاد وتوجيه الاحداث الجانحين ، يرجى اعطاء رايك في كل جملة وذلك بوضع دائره حول الرقم الذي يتطابق مع رايك حسب الترتيب التالي :

- اوافق بشده = (١)
 اوافق بصورة عامه = (٢)
 لا اوافق ولا اعارض = (٣)
 لا اوافق = (٤)
 لا اوافق مطلقا = (٥)

الاستجابيه

٥ ٤ ٣ ٢ ١

٥ ٤ ٣ ٢ ١

٥ ٤ ٣ ٢ ١

٥ ٤ ٣ ٢ ١

٥ ٤ ٣ ٢ ١

٥ ٤ ٣ ٢ ١

٥ ٤ ٣ ٢ ١

الجميل

٠١ فلسفه واهداف ارشاد وتوجيه الاحداث الجانحين واضحة ومحدده بشكل جيد .

٠٢ خدمات ارشاد وتوجيه الاحداث الجانحين مخططه ومنظمه .

٠٣ خدمات ارشاد وتوجيه الاحداث الجانحين مفهومه من قبل العالمين في مراكز الاحداث .

٠٤ هناك استعدادات مسبقه لتقييم وتحسين خدمات الارشاد والتوجيه المقدمه للاحداث الجانحين .

٠٥ تدعم الجهات الرسميه الاردنيه خدمات ارشاد وتوجيه الاحداث الجانحين .

٠٦ تدعم الجهات الرسميه الاردنيه برامج الاحداث التوجيهيه والارشادية عن طريق :

أ - تقديم الدعم المالي المناسب

ب - تعيين العالمين المساعدين من غير

الاعضائين الاجتماعيين

- ج - توفير اماكن خاصة الارشاد .
- د - تخصيص اماكن معينه لحفظ السجلات والملفات
- المتعلقة بالاحداث الجانحين .
- ٧٠ يقدم الاختصاصيون الاجتماعيون المساعدات اللازمة
- للأحداث الجانحين فيما يتعلق بمشاكلهم الخاصة .
- ٨٠ يقدم الاختصاصيون الاجتماعيون المساعدات اللازمة
- للأحداث الجانحين فيما يتعلق بمشاكلهم
- التعليمية والمهنية .
- ٩٠ هناك استعداد مسبق من قبل الاختصاصيين
- الاجتماعيين لدراسة وتقييم قدرات ومهارات
- واهتمامات الأحداث الجانحين وعلاقة ذلك
- بالتكيف الشخصي وادراك القيم المهمة التي
- تحقق النجاح المهني والشعور بالارتياح .
- ١٠٠ يتوفر الارشاد والتوجيه لجميع الأحداث
- الجانحين .
- ١١٠ يتوفر الارشاد والتوجيه للجانحين قبل
- ابداعهم في مراكز رعاية الأحداث .
- ١٢٠ يتوفر الارشاد والتوجيه للأحداث عند
- طلبهم ذلك .
- ١٣٠ يتوفر الارشاد للأحداث الجانحين عند
- دخولهم لمراكز الأحداث الجانحين .
- ١٤٠ يتوفر الارشاد والتوجيه للأحداث
- الجانحين قبل مغادرتهم لمراكز رعاية
- الأحداث .

١٥. يتوفر الارشاد والتوجيه للاحداث الجانحين
بعد تركهم لمراكز رعاية الاحداث .

١ ٢ ٣ ٤ ٥

١٦. هناك برامج تدريبية مناسبة للاخصائيين
الاجتماعيين اثنا * فترة عملهم في مراكز
الاحداث .

١ ٢ ٣ ٤ ٥

١٧. هناك برامج تدريبية مناسبة للعاملين
الماعدين اثنا * فترة عملهم في مراكز
الاحداث .

١ ٢ ٣ ٤ ٥

١٨. المجالات متاحة لاولياء امور الاحداث
الجانحين للتحدث والتناور مع
الاخصائيين الاجتماعيين .

١ ٢ ٣ ٤ ٥

١٩. يدعى المهتمون بأمر الاحداث الجانحين
للتحدث والتناور مع الاخصائيين
الاجتماعيين والعاملين في مراكز
الاحداث .

١ ٢ ٣ ٤ ٥

٢٠. تدعى الهيئة التدريسية في المدارس
للتحدث والتناور مع الاخصائيين
الاجتماعيين والعاملين في مراكز
الاحداث .

١ ٢ ٣ ٤ ٥

اولويات برنامج ارشاد وتوجيه الاحداث الجانحين

هناك قائمة مرفقة باولويات برنامج ارشاد وتوجيه الاحداث الجانحين ، يرجى اعطاء رايك في كل جملة وذلك بوضع دائره حول الرقم الذي يتطابق مع رايك حسب الترتيب التالي :

- (١) = اولويه رئيسيه لبرنامج الارشاد والتوجيه
 (٢) = اولويه ثانوية لبرنامج الارشاد والتوجيه
 (٣) = اولوية غير محدده ، بحاجة للتوضيح
 (٤) = لا تعتبر من اولويات برنامج الارشاد والتوجيه

معايير الاولويات

الاولويات

١. مساعدة الاحداث في تحديد اهدافهم في مدى قصر من
 خلال الفهم الايجابي للذات وما هو متوقع اجتماعيا .
 ٤ ٣ ٢ ١
٢. وضع دليل رئيسي للمؤسسات التي يمكن تحويل
 الاحداث اليها طلبا للمساعدة او المعالجة لبعض
 المشكلات ، مثل :
 أ - قسم المساعدات في الدوائر الرسميه .
 ب - مكاتب الاستخدام .
 ج - مراكز التأهيل المختلفه .
 د - مراكز الصحه النفسيه .
 ٤ ٣ ٢ ١
٣. تطوير برنامج تقييمه مناسبه لمساعدة الاحداث
 الجانحين في تحديد السلوك المناسب .
 ٤ ٣ ٢ ١

- ٠٤ توجيه وتشجيع وتنسيق الاتصالات المستمرة بين
الأخصائيين الاجتماعيين والمدراء من جهة
أخرى فيما يتعلق بالتطورات المختلفة
للأحداث الجانحين .
- ٠٥ تسهيل عملية التكيف الملائم للحدث الجانح
عن طريق توفير البيئة التعليمية المناسبة
التي تؤدي إلى النمو السليم .
- ٠٦ إعداد دراسات متابعة على المدى القصير
للحصول على المعلومات اللازمة لتقييم جميع
برامج الإرشاد والتوجيه .
- ٠٧ إعداد دراسات متابعة على المدى الطويل
للحصول على المعلومات اللازمة لتقييم برامج
الإرشاد والتوجيه .
- ٠٨ مساعدة الحدث الجانح ليصبح مدركا وواعيا
للخيارات والبدائل المتوفرة عند تحقيقه
الأهداف السلوكية المرغوبة .
- ٠٩ دمج المعلومات المهنية والتعليمية
والاجتماعية الخاصة بالحدث الجانح مع
نمط حياته وخلفيته الاجتماعية وخبراته .
- ١٠ مشاركة الأحداث الجانحين بتنمية وتلوير المجتمع
والتفاعل معه لكي يصبحوا مدركين لمشكلات المجتمع
ومن ثم العمل على تطوير الأهداف التي تساعد هؤلاء
الجانحين في ان يصبحوا جزءا متدمجا مع مجتمعهم .

١ ٢ ٣ ٤

١ ٢ ٣ ٤

١ ٢ ٣ ٤

١ ٢ ٣ ٤

١ ٢ ٣ ٤

١ ٢ ٣ ٤

١ ٢ ٣ ٤

١ ٢ ٣ ٤

عناصر القوة والضعف الرئيسية في برامج ارشاد
وتوجيه الاحداث الجانحين

هناك قائمة بالعناصر الرئيسية لبرامج ارشاد وتوجيه الاحداث الجانحين
يرجى استعمال المعايير العرفية في تحديد رايك في كل جملة وذلك بوضع دائره حول
الرقم الذي يبين درجة الاهمية كما تراها في البرنامج الذي تتبعه .

- قوى جدا = (١)
قوى = (٢)
ضعيف = (٣)
ضعيف جدا = (٤)
غير موجود في البرنامج = (٥)

معايير التصنيف

العناصر

١	٢	٣	٤	٥	٠١ برنامج تقييمي للاحداث .
١	٢	٣	٤	٥	٠٢ المخصصات المالية تكفي لتحقيق برنامج الارشاد والتوجيه .
١	٢	٣	٤	٥	٠٣ برامج المتابعة معده مسبقا لجميع الاجداث الجانحين .
١	٢	٣	٤	٥	٠٤ وجود دليل مناسب للمؤسسات التي يمكن التحويل اليها .
١	٢	٣	٤	٥	٠٥ الوقت كاف لتحقيق برنامج الارشاد والتوجيه
١	٢	٣	٤	٥	٠٦ الفهم الواضح لمختلف الطرق والالاسب والاجراءات الارشادية المناسبة المتبعة مع الاحداث الجانحين .
١	٢	٣	٤	٥	٠٧ تفسير وتوضيح برنامج الارشاد والتوجيه للاحداث الجانحين .

٠٨. الاخصائيون الاجتماعيون مؤهلون تأهيل مهني كافٍ . ١ ٢ ٣ ٤ ٥
٠٩. العاملون المساعدون مؤهلون تأهيل كافٍ . ١ ٢ ٣ ٤ ٥
٠١٠. تدعم الجهات الرسمية برامج الارشاد والتوجيه . ١ ٢ ٣ ٤ ٥

**المشكلات التي تؤثر في أحداث أو إنجاز
أو استمرار تطوير برامج الإرشاد والتوجيه
للأحداث الجانحين**

يرجى استعمال المعايير التالية لتصنيف كل مشكلة حسب درجة الصعوبة التي
تواجهها في إنجاز البرنامج الذي تتبعه .

- مذكرة رئيسيه = (١)
مذكرة ثانويه = (٢)
لا تعتبر مذكرة = (٣)

معايير التصنيف

المشكلات

- | | | | |
|---|---|---|--|
| ١ | ٢ | ٣ | ٠١ المخصصات المالية لبرامج الإرشاد والتوجيه . |
| ١ | ٢ | ٣ | ٠٢ دعم الجهات الرسمية لبرامج الإرشاد والتوجيه . |
| ١ | ٢ | ٣ | ٠٣ دعم زملاء العمل لبرامج الإرشاد والتوجيه . |
| ١ | ٢ | ٣ | ٠٤ تعاون ودعم المجتمع لبرامج الإرشاد والتوجيه . |
| ١ | ٢ | ٣ | ٠٥ كفاءة العاملين في مجال إرشاد وتوجيه الأحداث
الجانحين . |
| ١ | ٢ | ٣ | ٠٦ ادراك المسؤولين لفلسفة ووظيفة وأهداف برامج
إرشاد وتوجيه الأحداث الجانحين . |
| ١ | ٢ | ٣ | ٠٧ الوقت المخصص لخدمات إرشاد وتوجيه الأحداث الجانحين . |
| ١ | ٢ | ٣ | ٠٨ توجهات المسؤولين تجاه تحديد أهداف الإرشاد والتوجيه . |
| ١ | ٢ | ٣ | للأحداث الجانحين . |
| ١ | ٢ | ٣ | ٠٩ الامام الكافي في مجال إرشاد وتوجيه الأحداث الجانحين . |

الوقت المخصص لارشاد وتوجيه الحدث الجانح بشكل فردي

ضع اشارة (x) مقابل النسبة التي تبين مقدار الوقت الذي تقضيه اسبوعيا في توجيه وارشاد الاحداث الجانحين بشكل فردي .

_____	%٦٠	٠٦	_____	%١٠	٠١
_____	%٧٠	٠٧	_____	%٢٠	٠٢
_____	%٨٠	٠٨	_____	%٣٠	٠٣
_____	%٩٠	٠٩	_____	%٤٠	٠٤
_____	%١٠٠	٠١٠	_____	%٥٠	٠٥

الوقت المخصص لارشاد وتوجيه الاحداث الجانحين بشكل جماعي

ضع اشارة (x) مقابل النسبة التي تبين مقدار الوقت الذي تقضيه اسبوعيا في توجيه وارشاد الاحداث الجانحين بشكل جماعي .

_____	%٦٠	٠٦	_____	%١٠	٠١
_____	%٧٠	٠٧	_____	%٢٠	٠٢
_____	%٨٠	٠٨	_____	%٣٠	٠٣
_____	%٩٠	٠٩	_____	%٤٠	٠٤
_____	%١٠٠	٠١٠	_____	%٥٠	٠٥

الأعداد الأكاديمية للأخصائي الاجتماعي في مجال
ارشاد وتوجيه الأحداث الجانحين

هناك قائمة بالمساقات الأكاديمية التي يتطلبها عمل الأخصائي الاجتماعي
العامل في مجال ارشاد وتوجيه الأحداث الجانحين . يرجى وضع إشارة (✓) امام
المساقات التي درستها ، او إشارة (x) امام المساقات التي لم تدرسها .

- | | |
|-----------|--|
| _____ ٠١ | نظريات الارشاد |
| _____ ٠٢ | نظريات الجنوح |
| _____ ٠٣ | دراسات قانونيه ومهنيه في مجال جنوح الأحداث |
| _____ ٠٤ | برامج وانظمة ارشاد وتوجيه الأحداث الجانحين |
| _____ ٠٥ | الاختبارات |
| _____ ٠٦ | تقييم الحاجات والميول والرغبات الشخصية |
| _____ ٠٧ | خدمة الجماعة |
| _____ ٠٨ | خدمة الفرد |
| _____ ٠٩ | وسائل وطرق ارشاد الأحداث الجانحين |
| _____ ٠١٠ | التدريب الميداني |
| _____ ٠١١ | مناهج البحث في التربية وعلم النفس |
| _____ ٠١٢ | طرق الارشاد |
| _____ ٠١٣ | حلقة دراسية في مجال جنوح الأحداث |

APPENDIX C

Approval Letter From the Ministry
of Social Development
(Original and English Translation)

د ٢٢/٤

١٤٠٥/١٠/ هـ

١٩٨٥/٧/ م

مدير التنمية الاجتماعية /

ارجم العظمى فاني تسهيل مهمة الطالب السيد احمد سليمان
 رحاليل والمبعوث من جامعة موته للحصول على درجة الدكتوراة
 في موضوع الارشاد والذي يرافق في اجراء دراسة علمية في هذا
 المجال وذلك من خلال استبيان مكون من ١١ صفحة سيوزعه على
 الموظفين العاملين في شؤون الاحداث موا في مراقبة الطلوك
 او في المؤسسات الاجتماعية .

واقبلوا الاحترام

المهندس خالد الحاج حسن

وزير العمل والتنمية الاجتماعية

مصدق / مدير التأهيل والرعاية الاجتماعية

* / قسم القطاع الاجتماعي

ع م م / م م

No. 5711
Date: July 14, 1985

Director of Social Development/

Please assist the student Ahmad S. Zaghalil from Mutah University who is working in his doctorate in counseling and wants to conduct a scientific study in this field through a questionnaire consisting of 11 pages to be answered by the workers in the organizations dealing with juvenile delinquents.

Thank you,

Minister of Work and Social Development

APPENDIX D

Number of Responses and Means of Scores of Probation Officers
and Administrators Regarding the Characteristics of
Counseling Services Provided to Juvenile
Delinquents in Jordan

Number of Responses and Means of Scores of Probation Officers and Administrators
Regarding the Characteristics of Counseling Services Provided to
Juvenile Delinquents in Jordan

Item No.	Administrators						Probation Officers						Total					
	Responses						Responses						Responses					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
1.	2	5	2	1	0	2.20	4	9	4	7	4	2.93	6	14	6	8	4	2.74
2.	2	2	3	2	1	2.80	1	12	3	8	4	3.07	3	14	16	10	5	3.00
3.	1	4	3	1	1	2.70	4	13	5	4	2	2.54	5	17	8	5	3	2.58
4.	1	4	3	1	1	2.70	1	8	5	13	1	3.18	2	12	8	14	2	3.05
5.	3	2	4	1	0	2.30	2	11	4	5	6	3.07	5	13	8	6	6	2.87
6.a)	3	4	1	2	0	2.20	4	9	6	6	3	2.82	7	13	7	8	3	2.66
6.b)	0	5	2	2	1	2.90	6	9	5	4	4	2.68	6	14	7	6	5	2.74
6.c)	1	6	1	1	1	2.50	4	10	1	9	4	2.96	5	16	2	10	5	2.84
6.d)	4	4	1	1	0	1.90	12	7	4	4	1	2.11	16	11	5	5	1	2.05
7.	2	7	0	0	1	2.10	8	10	5	5	0	2.25	10	17	5	5	1	2.21

Item No.	Administrators										Probation Officers										Total									
	Responses										Responses										Responses									
	1	2	3	4	5	\bar{x}					1	2	3	4	5	\bar{x}					1	2	3	4	5	\bar{x}				
8.	3	4	2	0	1	2.20					3	14	4	4	3	2.64					6	18	6	4	4	2.53				
9.	1	5	3	1	0	2.40					5	8	6	7	2	2.75					6	13	9	8	2	2.66				
10.	2	3	0	5	0	2.80					4	8	6	10	0	2.79					6	11	6	15	0	2.79				
11.	3	2	2	2	1	2.60					2	6	3	10	7	3.50					5	8	15	12	8	3.26				
12.	2	6	1	1	0	2.10					4	12	6	3	3	2.61					6	18	7	4	3	2.47				
13.	3	4	1	2	0	2.20					5	17	3	3	0	2.14					8	21	4	5	0	2.16				
14.	3	3	1	2	1	2.50					1	16	7	4	0	2.50					4	19	8	6	1	2.50				
15.	1	3	3	2	1	2.90					1	5	4	6	12	3.82					2	8	7	8	13	3.58				
16.	2	3	4	0	1	2.50					4	9	3	7	5	3.00					6	12	7	7	6	2.87				
17.	1	2	6	0	1	2.80					2	9	5	5	7	3.21					3	11	11	5	8	3.11				
18.	4	1	2	1	2	2.60					7	11	4	5	1	2.36					11	12	6	6	3	2.42				
19.	3	2	3	1	1	2.50					3	10	3	10	2	2.93					6	12	6	11	3	2.82				
20.	1	4	3	2	0	2.60					6	4	5	6	7	3.14					7	8	8	8	7	3.00				

APPENDIX E

Number of Responses and Means of Scores of Juvenile
Probation Officers and Administrators
Regarding the Priorities of Counseling Services
Provided to Juvenile Delinquents
in Jordan

Number of Responses and Means of Scores of Juvenile Probation Officers and Administrators
Regarding the Priorities of Counseling Services Provided to
Juvenile Delinquents in Jordan

Item No.	Administrators					Probation Officers					Total				
	Responses					Responses					Responses				
	1	2	3	4	\bar{x}	1	2	3	4	\bar{x}	1	2	3	4	\bar{x}
1.	6	2	2	0	1.60	18	7	3	0	1.46	24	9	5	0	1.50
2.a)	4	3	2	1	2.00	17	5	3	3	1.71	21	8	5	4	1.79
2.b)	4	3	3	0	1.90	9	9	8	2	2.11	13	12	11	2	2.05
2.c)	5	5	0	0	1.50	14	10	2	2	1.71	19	15	2	2	1.66
2.d)	5	4	1	0	1.60	12	8	4	4	2.00	17	12	5	4	1.90
3.	6	4	0	0	1.40	14	9	5	0	1.68	20	13	5	0	1.61
4.	8	1	1	0	1.30	17	9	2	0	1.46	25	10	3	0	1.42
5.	5	4	1	0	1.60	17	7	4	0	1.54	22	11	5	0	1.55
6.	5	2	1	2	2.00	9	9	8	2	2.11	14	11	9	4	2.08
7.	5	1	3	1	2.00	9	5	9	5	2.36	14	6	12	6	2.26

Item No.	Administrators					Probation Officers					Total				
	Responses					Responses					Responses				
	1	2	3	4	\bar{x}	1	2	3	4	\bar{x}	1	2	3	4	\bar{x}
8.	6	3	1	0	1.50	17	5	5	1	1.64	23	8	6	1	1.61
9.	5	3	2	0	1.70	7	7	9	5	2.43	12	10	11	5	2.24
10.	6	3	0	1	1.60	11	9	4	4	2.04	17	12	4	5	1.92

APPENDIX F

Number of Responses and Means of Scores of Juvenile Probation
Officers and Administrators Regarding the Major Strengths
and Weaknesses of Counseling Services Provided to
Juvenile Delinquents in Jordan

Number of Responses and Means of Scores of Probation Officers and Administrators
Regarding the Major Strengths and Weaknesses of Counseling Services
Provided to Juvenile Delinquents in Jordan

Item No.	Administrators						Probation Officers						Total					
	Responses						Responses						Responses					
	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}	1	2	3	4	5	\bar{x}
1.	3	2	2	2	1	2.60	3	12	8	3	2	2.61	6	14	10	5	3	2.61
2.	0	5	4	1	0	2.60	1	5	14	8	0	3.04	1	10	18	9	0	2.92
3.	2	3	1	4	0	2.70	3	4	11	7	3	3.11	5	7	12	11	3	3.00
4.	3	4	2	1	0	2.10	9	7	7	4	1	2.32	12	11	9	5	1	2.26
5.	1	4	4	0	1	2.60	6	7	7	6	2	2.68	7	11	11	6	3	2.66
6.	1	6	2	1	0	2.30	3	12	6	6	1	2.64	4	18	8	7	1	2.55
7.	2	4	3	1	0	2.30	2	6	18	2	0	2.71	4	10	21	3	0	2.61
8.	2	1	4	2	1	3.00	5	9	7	6	1	2.61	7	10	11	7	3	2.71
9.	1	1	3	2	3	3.50	2	4	9	13	0	3.18	3	5	12	15	3	3.26
10.	2	3	4	0	1	2.50	2	5	12	8	1	3.06	4	8	16	8	2	2.90

APPENDIX G

Number of Responses and Means of Scores of Juvenile Probation
Officers and Administrators Regarding the Problems
Affecting Planning, Implementation or Development
of Counseling Services Provided to
Juvenile Delinquents in Jordan

Number of Responses and Means of Scores of Juvenile Probation
Officers and Administrators Regarding the Problems
Affecting Planning, Implementation, or Development
of Counseling Services Provided to
Juvenile Delinquents in Jordan

Item No.	Administrators				Probation Officers				Total			
	Responses				Responses				Responses			
	1	2	3	\bar{x}	1	2	3	\bar{x}	1	2	3	\bar{x}
1.	4	4	2	1.80	15	13	0	1.46	19	17	2	1.55
2.	4	3	3	1.90	15	13	0	1.46	19	16	3	1.59
3.	2	5	3	2.10	9	13	6	1.89	11	18	9	1.95
4.	3	4	3	2.00	9	10	9	2.00	12	14	12	2.00
5.	8	0	2	1.40	16	6	6	1.64	24	6	8	1.58
6.	6	3	1	1.50	15	7	6	1.68	21	10	7	1.63
7.	0	7	3	2.30	8	16	4	1.86	8	23	7	1.97
8.	3	4	3	2.00	10	14	4	1.79	13	18	7	1.84
9.	6	3	1	1.50	17	8	3	1.50	13	11	4	1.50

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