



Scientific research and relevant scientific publications

(I)

The object of the JSL research
(theoretical delineation of the framework)

The JSL Foundation research is directed towards juveniles' attitude with respect to societal values and norms (A) and towards the rearing influence of rearing (B) on this attitude (C)

A) The attitude of children and juveniles

The object of the JSL research is in the first place the *attitude* of children and juveniles towards societal values and norms and towards the laws and rules in which these values and norms find their expression. Within the JSL research the societal values and norms converted into laws and rules are referred to as *social limits*.

This attitude contains the personality baggage with which juveniles face the social limits. This baggage has three components:

- the *knowledge* of the different reaction types how to deal with the social limits;
- the *tendency to actively carry out* the different reaction types; and
- the *motivations* for this tendency.

The reaction types are:

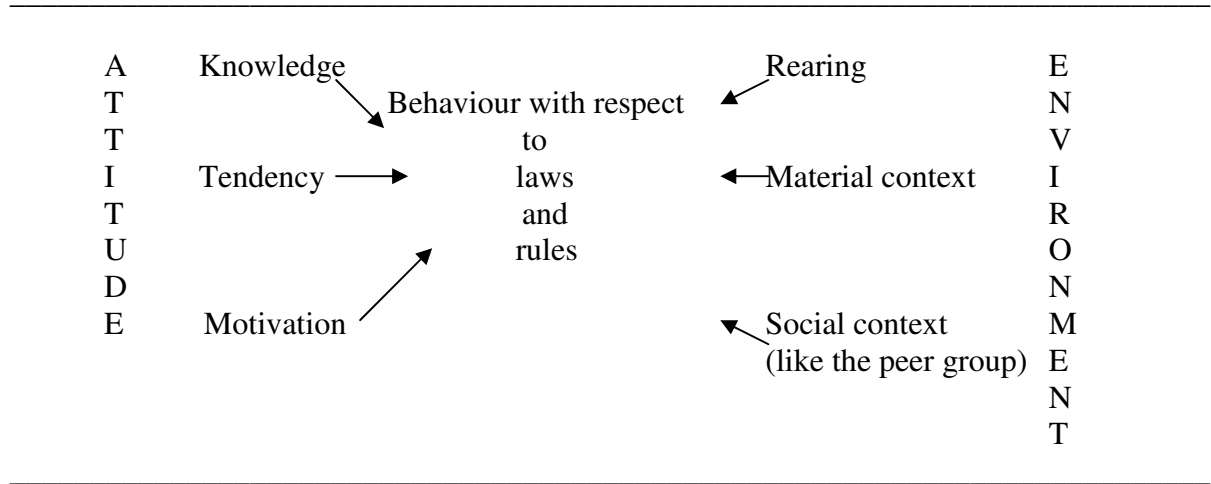
- *adjusting* to the laws and rules (A type);
- *overstepping* the laws and rules (B type);
- trying to change the laws and rules or the situation in which these occur by *negotiating* (C type); and
- *retreating* from the situation in which a tense confrontation with a law or rule takes place (D type).

The motivations can be divided into:

- motivations with a *low level of abstraction*: strong I-oriented (a type) or here-and-now-oriented (c type) situation; and
- motivations with a *high level of abstraction*: strong orientation on the other/society (b type) or on the future/consequences of one's acting (d type).

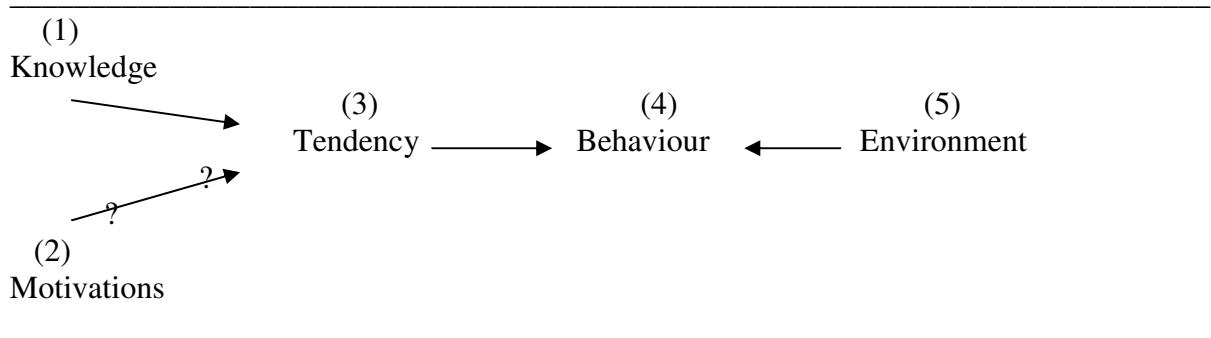
The JSL research starts from the assumption that a child’s or juvenile’s actual behaviour with respect to social limits is determined by both environmental factors and the above-mentioned attitude towards these limits. Scheme 1 serves to illustrate this.

Scheme1 :Laws and rules oriented behaviour as product of environmental factors and attitude



From research results obtained by now it appears that within the attitude the tendency or inner drive shows a clear correlation with the actual behaviour and at the same time that knowledge shows a correlation with that tendency. This is represented in scheme 2.

Scheme 2 Correlation attitude – behaviour



Legenda

- Knowledge affects tendency: (1) → (3)
- Tendency affects behaviour: (3) → (4)
- Correlation motivation – tendency not (yet) shown: (2) → ? (3)

The JSL research uses the following 9 social limits that are widely accepted in a multicultural society:

- no physical violence against persons;
- no non-physical violence against persons;
- no violence against objects of a different nature (e.g. vandalism);
- no fraud with manuscripts;
- no financial or property offences;
- promises must be kept;

- the environment must be protected;
- persons with special needs/limitations must be supported;
- good manners must be accepted and observed (e.g. behaviour in restaurants, on a plane or during meetings).

Relevant literature

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B) Rearing

The next object of the JSL research is *rearing*. Rearing takes place in a home situation, at schools and in (judicial) centres, whether or not residential, where juveniles are placed for a short or long period on account of causes within themselves and/or in their environment.

A home situation, a class and e.g. a situation of a communal living in an intramural institute are *rearing systems* whose intended product is rearing. The quality of that rearing is determined by 4 factors:

- the child (C) as the person to be reared;
- the rearing adult (RA) who must carry out this rearing and is responsible for it;
- the daily, weekly or weekend programme that consists of a sequence of situation types (St). A situation type is an ever recurring moment with the same identity because of the activities, the current rules or expectations and the communicative atmosphere such as getting up, coming home from school, the group discussion or the afternoon meal; and

- the situational context (Sc) in which a rearing is embedded; such as the housing quality, the social network in the neighbourhood or the quality of the contacts between the rearing adults as (house sharing) grown-ups.

These 4 factors can affect the quality of rearing within a rearing system in a relatively autonomous manner. This influence can vary in terms of intensity. It can be positive or negative. It can be effectively altered by outside intervention and it can be quantitatively recorded. For that reason these rearing factors can be characterised as *rearing variables*.

Rearing within a rearing system takes place during communication between a grown-up as a rearing adult (RA) and a child or juvenile (C) that has to be reared. In this process the rearing adult tries to stimulate or compensate the child's capacities or shortcomings. For this purpose the rearing adult uses a rearing programme (St) and the situational context (Sc). Thus he hopes to stimulate the child's development in a way and a direction that match his personal view of life.

Practically the rearing adult realises this rearing by carrying out the following *10 rearing tasks*.

- a The rearing Adult (RA) must enter into and maintain mutual communication with the child (C).
- b The rearing adult (RA) must look after the child's (C) physical and mental health.
- c The rearing adult (RA) must offer the child (C) regularity by means of a structured timetable (St) suitable for the child's (C) level of development.
- d The rearing adult (RA) must provide the child (C) with sufficient material means suitable for its level of development.
- e The rearing adult (RA) must offer the child (C) a suitable living situation and environment (Sc).
- f The rearing adult (RA) must see to it that the mutual relationships and the communication in the rearing group (Sc) are such that they benefit the child's (C) development.
- g The rearing adult (RA) must offer the child (C) a good social network.
- h The rearing adult (RA) must stimulate the child's (C) development by accepting its personality.
- i The rearing adult (RA) must stimulate the child's (C) development by being perfectly clear to the child (C) about expectations and limits (St & Sc).
- j The rearing adult (RA) must stimulate the child's (C) development by checking up (St & Sc) on the child's doings.

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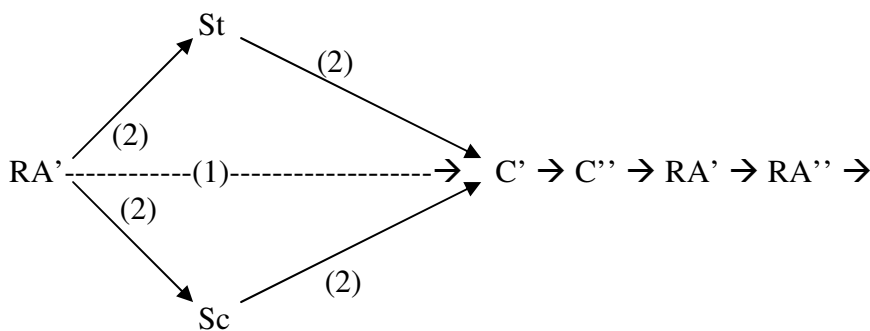
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C) The influence of rearing on juveniles' attitude regarding societal values and norms

The ultimate purpose of the attention for the above-mentioned attitude and rearing is to get a better idea of the influence of rearing on that attitude. This influence occurs within a rearing system. The K variable's *attitude* is the *object* of influencing and the remaining rearing variables are the *intervention variables* with which or through which influencing takes place. In this process the rearing adult (RA) uses himself *directly* and the use of the St and Sc variables takes place *in an indirect way*, i.e. (ultimately) through intervention on the part of the rearing adult.

This direct and indirect use occurs while the ten above-mentioned rearing tasks are being carried out. The effect of rearing on the juveniles' attitude towards social limits supposes a correlation between the way in which the ten rearing tasks are carried out on the one hand and the child's knowledge, tendency and motivations on the other. The causal nature of this correlation can be unilateral and bilateral, as is shown in scheme 3.

Scheme 3 Unilateral and bilateral nature of the cause of the correlation between rearing and attitude



Legenda

- (1) = the rearing adult influences the child's attitude directly and in doing so causes unilateral effects on the child's functioning.
- (2) = the rearing adult affects the child's attitude indirectly because of the way he handles or shapes the rearing programme or the situational context and in this process he causes unilateral effects on the child's functioning.
- C' → C'' = as a result of the unilateral effect C' is transformed into C''
- C'' → RA' → RA'' → = the changes in the child's functioning affect the rearing adult's (RA') functioning as a result of which the latter is transformed into RA''. In his

turn this changed rearing adult affects, directly or indirectly, the child’s attitude in a different way from the time his influence was unilateral.

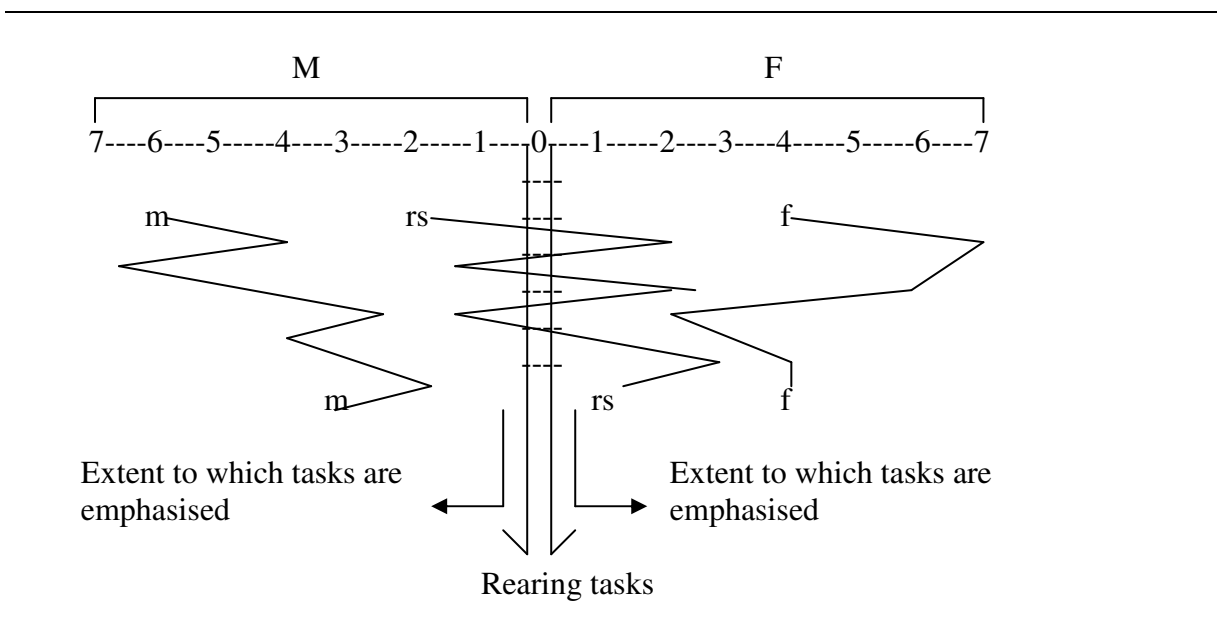
After the initial unilateral influence on the part of the rearing adult there consequently follows bilateral influence. The causality during the rearing process is then bilateral or circular.

The distinction between unilateral and bilateral causality during the rearing process is of a theoretical nature. But the fact that the rearing adult is responsible in the first place and his initiative is consequently often encouraged makes it plausible to assume that the unilateral causality may precede the bilateral causality. For the sake of research the correlation as such between carrying out the ten rearing tasks and the child’s attitude towards social limits is of importance – irrespective of the causal nature in this correlation. The JSL research investigates whether the emphasis on certain rearing tasks during the rearing process is connected with ever recurring profiles in the juveniles’ attitude in question. When such correlations occur on a regular basis it may be assumed that they may include two-sided oriented ‘if – then’ expectations. Then the occurrence of one component in a correlation would justify the assumption of the occurrence of the other.

Within a rearing system these correlations may be related to different independent variables of a personal nature. In a system with e.g. two rearing adults the manner in which the rearing tasks are carried out may differ for each rearing adult. These differences may be identified from the correlations between each of these ways of carrying out the tasks and the profiles of the juveniles’ attitude towards social limits. In addition, the combination of the two rearing adults’ way of rearing offers the possibility that their rearing system shows a correlation with a different attitude profile than another system; and this difference at system level may also be found between institutes or organisations in which several rearing systems are used (such as schools or residential youth centres).

Scheme 4 illustrates the possible ways to carry out the 10 rearing tasks in a family as a rearing system. Each of these ways may correlate with a specific attitude profile.

Scheme 4 Possible ways to carry out the 10 rearing tasks in a family as a rearing system (rs)



Legenda:

- m line : the extent to which the mother (M) emphasises the rearing tasks
- f line : the extent to which the father (F) emphasises the tasks; and
- rs line :the extent to which in the family as a rearing system the tasks are emphasised;
this time expressed in the difference between the highest and the lowest scores. This extent can also be expressed in a different way, e.g. by the sum of both scores.

Relevant literature

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