

ORIGINAL RESEARCH

A pre experimental study to evaluate the effectiveness of structure teaching programme regarding prevention of juvenile delinquency in terms of knowledge among the primary school teachers in selected schools of District Ludhiana, Punjab

Harmanjot Kaur Tiwana

Nursing Tutor, Faculty of Nursing, Desh Bhagat University, Mandi Gobindgarh, Punjab, India

Correspondence:

Harmanjot Kaur Tiwana

Nursing Tutor, Faculty of Nursing, Desh Bhagat University, Mandi Gobindgarh, Punjab, India

Introduction

"Children are like wet cement, whatever falls on them make an impression" -Keith Kameg

Background of study

Today's children are tomorrow's responsible citizens of the world. There is a great deal of emphasis of children, these days because of the recognition that a very substantial proportion of the world population 35-45% constitutes the young children. The future of our country depends on the mental health of our young people. However, one in 5 children have emotional and behavioural problem at some point of time in their lives regardless of their geographical region or socioeconomic status.¹

Youth now a days, regardless of gender, social origin or country of residence, are subject to individual risks but are also being presented with new individual opportunities- some beneficial and some potentially harmful. Quite often, advantage is being taken of illegal opportunities as young people commit various offences, become addicted to drugs and use violence against their peers.^{2 2}

Most people associate policing with fighting crime. Stories about policing and crime have always been popular in the news media as well as with novelists, playwrights and film makers. But these crime stories tend to be sensational. They focus on violent offences; shooting stabbing, murders, rape and on the behaviour of gangs. In fact most criminal offending is petty and usually involve in theft of small items or minor acts of vandalism. A Juvenile Delinquent is a person who is typically under the age of 17 and commits an act that otherwise would have been charged as a crime if they were adult. Depending on the type and severity of the offense committed, it is possible for people under 18 to be charged and treated as adults.^{3 3}

Need of study

As a psychological term attachment is defined as the emotional bond that forms between two people. The parent child attachment is a process that develops over the first year of life. The quality and security of parent child attachment depends on the sensitivity of the caregiver.²¹ According to reports in WHO, 2007, depression is a common mental disorder that is present with depressed mood, loss of interest or pleasure, feeling of guilt or low self esteem, disturbed sleep or appetite, low energy, and poor concentration. At its worst, depression can

lead to suicide, a magic fatality associated with the loss of about 850.000 thousand lives every year same studies reported that nearly half of adolescents suffer from depressed mood and feeling of hopelessness and sadness at one point in time. 18

On the contrary to this finding, it was estimated that only 5% of adolescents have the symptoms of a depressive syndrome. But, the following conclusions can be drawn from the present study that more adolescent girls were in depressed mood as compared to adolescent boy. Similarly, a relationship between family environment and adolescent internalizing and externalizing disorders has been established. ¹⁹ 19

The study was conducted to assess the level of parent child relationship between father and mother of adolescents by age and sexing in District, Ludhiana. Total 160 adolescents of age group 14-16 years of both sexes were selected from 4 high selected schools located in villages. The results of study included that the attitudes of fathers were significantly more in different towards sons in comparison to daughters. Fathers were more loving towards daughters in comparison to sons. Similarly, on other hands the mothers attitudes towards daughters were more different in comparison to the same towards sons while mothers were more loving towards sons as compared to daughters. 20

Juvenile delinquency also known as "Juvenile offending" is participation in illegal behavior by minors. Most legal system prescribes specific procedures for dealing with juveniles, such as juvenile detention centers, and courts. Citing national crime records bureau (NCRB) data, the minister said percentage of crimes committed by juvenile had also increased in relation to the total crimes committed by juvenile all ages.²²

The percentage of robbery are rise from 40.7% in 2002 to 58% in 2016. A Mumbai police officer explained that controlling juvenile crimes is a challenge as it is not merely linked to law and order but also the socio economic dynamics of the society. Most juvenile criminals come from extremely poor backgrounds, start stealing and then slowly start indulging in bigger crimes, including robbery, murder and rape. So many of them go back to their old ways even after getting caught and spending time in juvenile homes it is not just the fear of the law that will stop this (Nesman TM2007).

Objectives

1. To assess the pre-test knowledge score of the primary school teachers regarding prevention of juvenile delinquency.
2. To assess the post-test knowledge score of the primary school teachers regarding prevention of juvenile delinquency.

Methodology

The methodology for the study is defined as the way pertinent information is gathered in order to answer the research question or analyze the research problem. It enables the researcher to project a blue print of the research undertaken. According to Abdellah (1997)48 research methodologies involves the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusion.

This chapter deals with the methodology for the problem selection and are discussed under following headings:

Research approach

Research design

Variables under study

Research settings

Population

Sample size and sampling technique

Criteria for selection of study subjects

Development and description of tool
 Content validity and reliability of tool
 Pilot study
 • Ethical consideration
 Data collection procedure
 Problem faced by researcher
 Plan for data analysis

Analysis and interpretation

Plan for analysis

This chapter deals with analysis and interpretation of data collected from the 50 selected primary school teachers in selected schools of District Ludhiana, Punjab.

The analysis and interpretation was done in accordance with the objectives laid down for the study. The data was analysed by using descriptive and inferential statistics according to the objectives of the study.

In the descriptive statistics, mean and standard deviation was used for analysing the knowledge of primary school teachers according to their demographic variables. In inferential statistics, 't' test, ANOVA and "Z" test were used. "t" test was applied to compare the mean pre-test and post test knowledge of primary school teachers. The results of the study represent in the form of pie chart, tables and figures. The level of significance selected for the study were $p < 0.05$ and $p < 0.001$ level of significance. The data was organized according to the objectives.

Organization of data for analysis

The analyzed data was organised according to the objectives and presented under the following sections:

Section-1

Frequency and percentage distribution of sample demographic characteristics.

Section-2

The post test level of knowledge regarding the prevention of juvenile delinquency among the primary school teachers. Percentage distribution of primary school teachers according to the post test level of knowledge score regarding the prevention of juvenile delinquency. The effectiveness of structured teaching programme on prevention of juvenile delinquency was evaluated among the primary school teachers by comparing the pre test and post test knowledge score regarding the prevention of juvenile delinquency with the help of paired "t" test.

Section-1

Table-1: Percentage distribution of characteristics N=50

S.No.	Sample characteristics	n	%age
1.	Age (in years)		
	a) 21-30	3	6%
	b) 31-40	27	54%
	c) 41-50	12	24%
	d) > 50	8	16%
2.	Sex	12	24%
	a) Male		
	b) Female	38	76%

3.	Education		
	a) E.T.T.	7	14%
	b) B.A.	2	4%
	c) M.A.	5	10%
4.	d) B.Ed/M.Ed	36	72%
	Marital status		
	a) Married	46	92%
	d) Unmarried	2	4%
5.	c) Widow	2	4%
	d) Divorce	0	0%
	Residence area		
	a) Urban	13	26%
6.	b) Rural	37	74%
	Teaching experience (in years)		
	a) < 1year	2	4%
	b) 1-10 years	30	60%
7.	c) 11-20 years	14	28%
	d) above 50years	4	8%
	Source of Information		
	a) TV	18	36%
	b) Newspaper	12	24%
	c) Seminar	17	34%
	d) Workshop	3	6%

Table 1 depicts the frequency and percentage distribution of sample characteristics according to the demographic variables.

According to age maximum number of primary school teachers belonged to age group of 31-40 years that is 54% followed by 24% belonged to age group of 41-50 years, 16% belonged to the age group of >50 years and only 6% belonged to age group of 21-30 years. According to sex, majority of the primary school teachers were female that is 76% followed by minimum that is 24% primary school teachers were males.

According to education, maximum number of primary school teachers that is 72% were B.Ed/M.Ed followed by 14% were E.T.T, 10% were M.A. and only 4% were B.A.

According to marital status, most of the school teachers that is 92% were married followed by 4% were unmarried and least 4% were widow.

According to marital status, most of primary school teachers that is 92% were married and least of them that is 4% were in both widow and unmarried.

According to residence area, majority of primary school teachers belonged to rural area that is 74% followed by minimum that is 26% of them belonged to urban areas.

According to teaching experience, maximum number of primary school teachers had 1-10 years teaching experience followed by 28% had 11-20 years, 8% had >50 years and minimum of them that is 4% had <1 year teaching experience.

According to source of information, maximum number of primary school teachers that is 36% had taken information from T.V followed by 34% from seminar, 24% from newspaper and least 6% from workshop.

Section-2

Objective 1: To assess the pre test level of knowledge of teachers regarding prevention of juvenile delinquency.

Table-2: Percentage distribution of teachers according to pre-test level of knowledge
N=50

Level of knowledge	Score	n	%age
Good	19-26	1	2%
Average	11-19	44	88%
Below average	<10	5	10%

Maximum score = 26

Minimum score = 1

Table 2 depicts the percentage distribution of primary school teachers according to pre-test level of knowledge regarding prevention of juvenile delinquency. The teachers who had average knowledge were 88% followed by below average were 10% and good knowledge were only 2%.

Hence, it was concluded that in pre- test majority of teachers had average level of knowledge regarding the prevention of juvenile delinquency.

Section-3

Objective 2: To assess the post test level of knowledge of the teachers regarding prevention of juvenile delinquency.

Table-3: Percentage distribution of teachers according to post test level of knowledge
N=50

Level of knowledge	Score	N	%age
Good	19-26	46	92%
Average	11-19	4	8%
Below average	<10	-	-

Maximum score = 26

Minimum score = 1

Table 3 and Fig 4 depicts the percentage distribution of primary school teachers according to post test level of knowledge regarding prevention of juvenile delinquency. The primary school teachers who had good level of knowledge were 92% followed by 8% had average level of knowledge.

Hence, it was concluded that maximum number of teachers had gain knowledge in post test which reveals that structured teaching programme is effective regarding prevention of juvenile delinquency among teachers in selected primary schools of District, Ludhiana, Punjab.

Discussion

This chapter deals with discussion of findings of the present study in accordance with objective of research and they are discussed with reference of result observed by others investigators, trends and theoretical constructs.

The distribution of teachers according to experience, source of information show that distribution of teachers according to experience. It indicate that majority of them i.e. (60%) were having experience between 1-5 years (22%) between 5-10 years and (18%) were having experience of 10-15 years, teachers got information from contact with health person (24%) from formal education (24%) from mass media (24%) from friends and relatives. The (64%) of teachers attend training programme on prevention of juvenile delinquency and (36%) do not attend in such programme.

According to first object that is to assess the pre test knowledge of primary school teachers regarding prevention of juvenile delinquency. Findings reveals that (2%) of subject had good knowledge score followed by (88%) had average knowledge score (10 %) had below average

score regarding prevention of juvenile delinquency. These findings were similar study conducted by Kumar Santosh (2015) on effectiveness of structured teaching programme on knowledge regarding prevention of juvenile delinquency among primary school teachers in Tumkur which was revealed that (80 %) of the teachers had moderate knowledge score followed by (12%) had adequate knowledge score.

According to second object that is to assess the post test knowledge of primary school teachers regarding juvenile delinquency. The findings revealed that (92%) of the respondents had good knowledge score and (8%) had average knowledge score regarding prevention of juvenile delinquency. No teachers were falling under the category of below average knowledge score. The finding were similar to the study conducted by Kumar Santosh 50 (2015) on effectiveness of structured teaching programme on knowledge regarding prevention of juvenile delinquency in Tumkur which revealed that (76.4%) of the teachers had adequate knowledge regarding prevention of juvenile delinquency among primary school teachers.³

References

1. Parthasarathy Dr. Promotion of Mental Health through Schools Health for the Millions 1994. 12-13.
2. Kapur Malvika. Teachers and Mental Healthcare in School Health for the Million. 1998. Mar-Apr (4):75-76.
3. Bhatia MS and NK Dhar. A Comprehensive Text Book of Child and Adolescent Psychiatry New Delhi, CBS Publishers and Distribution: 2004:1218.
4. Prasad Matha Dr. Need of Providing Mental Health Services in the School." Indian Journal of Psychology 1999 Mar; 16-18.
5. Gladis M, Scipien, Marlyn A and Chard D. Comprehensive in Paediatric Nursing, Mc Graw-Hill Publishing Company, New Delhi: 1986, 461-463.
6. Moony C and Algozzine B. Comparison of Disturbing of Behavioral related to learning Disability and Emotional Disturbance. 2005-Sep: 9(3)347-354.
7. Sathyanarayana Rao TS. Criminal Behaviour: A dispassionate look at parental disciplinary practices. Indian J Psychiatry (serionline) 2001.
8. Steen R and Parzaps. Parent and teacher Reported Behavioural Problems of first Graders, 2005 Feb: 54 (2)104-125.
9. EK Blad. The children behaviour questioner Completion by parents and teachers, in reported Behavioural problems of first Graders, 2005 Feb: 54 (2):104-125.
10. Ristow G, Hermens A, Schmidt MH, Holtmann M, Banaschewski T and Poustka L. Early prevention program for delinquent children home based interventions for children with ADHD and CD and families. 2009 Nov: 37(6):541-50.
11. Howkinsh JD, Kosterman R, Catalano RF, Hill KG and Abbott RD. Effect of social development intervention in children 15 years. 2008 Dec:162(12):1133 41. Available from www.ncbi.nlm.nih.gov/pubmed/2005.
12. Brotman LM, Gouley KK, Huang KY, Rosenfelt A, Neal C, Kelin RG and Shrout D. Prevention intervention for preschoolers at high risk for antisocial behaviour: Long term effects on child physical aggression and parenting practices. 2008 April: 37(2) 386-96.
13. Owners JS, Murphy CE, Richer Son L, Girio EL, Himawan LK. Science to practice in understand communities; the effectiveness of school mental health programming 2008 AP: 37(2); 434-47. Ychoi Rep.
14. Nesman TM. A Participatory Studies oh school dropout and behavioural health of Latino adolescent. 2007 Oct; 34 (4): 414-30 pub Aug 17.
15. Sanders B, Schnrider Man JD, Lokan A, Lankenau SE and Bioom JJ. Gang Youth as vulnerable population for nursing intervention. 2009 Jul-Aug; 26(4); 346-52.

16. Graham J and Bowling B. Young people and crime, Home office Research Study No.145, London: Home Office. 1995; P.35-46
17. Zagar RJ, Busch KG, Hughes JR and Arbit J. Comparing early and late twentieth-century Boston and Chicago male juvenile offenders: What Changed? Psychol Rep. 2009 Feb: V.104(1), P.185-98.
18. Eadie T and Morley R (2003) Crime, justice and punishment' in badldock, J et al. (eds) Social Policy (3rd edn.) Oxford University Press.
19. RANS, Monday 22, 2008, Crime by juvenile on rise in India.
20. Suraj Gupta (2009) Short Text book of paediatrics, Jaypee Publication, New Delhi, 5th Edition.
21. Park K (2009) Text book of prevention and social medicine, Banarsidas Bharat Publishers, 17th Edition.
22. Ahuja Niraj (2010) A Short text book of psychiatry, Jaypee Publication, New Delhi, 7th Edition.
23. Vidya Bhushan (2006) An Introduction to sociology, Kitab Nahal Publication, 48th Edition.
24. Bimla Kapoor (2004) the book of psychiatric nursing, Vol. 11, Kumar Publication.
25. Williamsin (2000) Juvenile Delinquency Prevention, British Medical Journal, 21(6):27.
26. Daphne Philip (P hd), Department of behavioural science, the political economy of school violence trainidad. 11th Edition 245-47.
27. Center for women and family affairs presidential office, 2008; October.
28. Tawana Bandy: B.S: Kristin Anderson Moore: The parent child relationship: a family strength: August2008. WWW.childtrends.org Lynette C, Maqaria, Myers- Wall and Dee Love. Different types of parents'
29. Lynette C, Maqaria, Myers- Wall and Dee Love. Different types of parents' child relationship.
30. Malik Garima. An investigation into parent-adolescent relation and child delinquency, 2005: November.
31. Kim HS and Kim HS. The impact of family violence, family functioning, an parental partner dynamics on Korean juvenile delinquency. Child Psychiatry Hum Dev
32. Zagar RJ and Zagar AK. Introduction to a series of studies on abused, delinquent, violent, and homicidal youth and adult. Psychol Rep. 2009 Feb: V.104 (1).P9-15.
33. Barry CT, Frick PJ and Grafeman SJ. Child versus parent reports of parenting practices: implication for the conceptualization of child behavioural and emotional problems. Assessment. 2008 Sep; V.15(3), P.294-303.
34. Xiong ZB, Retting KD and Tuicomepee A. Difference in non-shared individual, school, and family variables between delinquent and non delinquent among adolescent. J Psychol. 2008 Jul: V.39 (4), P.337-55.
35. Trentacosta CJ, Hyde LW, Shaw DS and Cheong J. Adolescent disposition for antisocial behaviour in context: the roles of neighbourhood dangerousness and parental knowledge. J Abnorm Psychol. 2009 Aug: V.118(3), P.564-75.