



School based programme on knowledge regarding prevention of juvenile delinquency among primary school teachers

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Abstract

Quasi- experimental one-group pre-test post-test research design was adopted and the study was conducted among primary school teachers at selected government school of Sabarkantha District, Gujarat. 60 primary school teachers were selected by using Probability simple random sampling method. Pre test level of knowledge of primary school teachers of regarding prevention of juvenile delinquency were assessed. School based programme was given for 30 minutes regarding prevention of juvenile delinquency. After 7 days post test was conducted. The same questionnaire was used to assess the post test knowledge of primary school teachers. The data gathered was analysed by descriptive and inferential statistical method and interpretations were made based on the objectives of the study. The major findings of the study the mean knowledge pre-test score was 11.85 and mean knowledge post-test score was 20.1 regarding prevention of juvenile delinquency. The mean post-test knowledge score was significantly higher than the mean pre-test knowledge score with the mean difference of 8.25 and calculated 't' value ($t = 27.64$) was greater than tabulated 't' value ($t = 2.00$) which was statistically proved at 0.05 level of significance. Therefore, the null hypothesis H_0 was rejected and research hypothesis H_1 was accepted and it revealed that the school based programme was effective in increasing knowledge among primary school teachers. The study findings shows that there was no significant association between the Age, Gender, Religion, Marital status, Professional qualification, Work experience, Previous sources of information regarding juvenile delinquency with the pre-test score of the primary school teachers.

Keywords: Assess, effectiveness, knowledge, juvenile delinquency, teachers, school

Introduction

Children were viewed as non-persons until the 1700's. They did not receive special treatment or recognition. Discipline then is what we now call abuse. In ancient Britain, children at the age of seven were tried, convicted, and punished as adults. It did not make sense to the parents in those days to create an emotional bond with children. There was a strong chance that the children would not survive until adulthood. At the end of the 19th century, "The enlightenment" appeared as a new cultural transition. This period of history is sometimes known as the beginning of reason and humanism. People began to see children as flowers, who needed nurturing in order to bloom. It was the invention of childhood, love and nurturing instead of beatings to stay in line. Children had finally begun to emerge as a distinct group.

Albert Bandura in his one of the main theories 'The social learning theory' explains that human beings learn by imitating things that they see around themselves. In other words, children first observe how people around them behave, and then imitate them without realizing that it is correct or not. During the teenage years, children spend more time with their friends rather than their family. In such circumstances, if the children are not given proper guidance, the influence of the peer group can give rise to delinquent behaviour.

Statement Problem

A Study to Assess the Effectiveness of School Based Programme on Knowledge Regarding Prevention of Juvenile Delinquency Among Primary School Teachers in Selected Government School of Sabarkantha District, Gujarat.

Aim of Study

To evaluate the effectiveness of school based programme on knowledge regarding prevention of juvenile delinquency among primary school teachers.

Objectives

1. To assess the knowledge on primary school teachers in selected government school regarding prevention of juvenile delinquency before and after administration of school based programme.
2. To assess the effectiveness of school based programme on knowledge regarding prevention of juvenile delinquency among primary school teachers in selected government school of Sabarkantha District, Gujarat.
3. To find out the association between selected demographic variables with pre-test knowledge score among primary school teachers in selected government school of Sabarkantha District, Gujarat.

Methodology

Research Approach: In this study, quantitative research approach was adopted.

Research Design: In this study, Quasi- experimental one-group pre-test post-test research design was adopted to determine school based programme on knowledge regarding prevention of juvenile delinquency among primary school teachers in selected government school.

Research Setting: In this study will be conducted in selected government school.

Variables under study

Dependent Variable: Knowledge regarding prevention of juvenile delinquency among primary school teachers.

Independent Variable: School based programme on prevention of juvenile delinquency was the independent variable.

Population: In the present study, population comprised of primary school teachers in selected government school.

Sample size and Sampling technique: The sample size for the study was 60 primary school teachers was selected and using Probability simple random sampling techniques.

Description of tool

Section A: Demographic Variables It consists of demographic variables such as Age, Gender, Religion, Marital status, Professional qualification, Work experience, Previous sources of information regarding juvenile delinquency.

Section B: It consists of 30 items about prevention of juvenile delinquency related questions including Introduction, Definition, Historical background of juvenile justice law in India / Activities, Causes / condition for the formation of delinquent behaviours, Prevention and intervention.

Reliability: The reliability of semi structured knowledge questionnaire was established by testing the stability. The stability for semi structured knowledge questionnaire was determined by Test Re-test Method (Spearman's rank correlation formula) using this formula and it was 0.8.

Results and Discussion Finding Related To the Demographic Variables Of Samples

1. In Age 02 (03.33%) samples were 21-30 Years, 25 (41.67%) samples were 31-40 Years, 15 (25.00%) samples were 41-50 Years and 18 (30.00%) were above 50 Years.
2. In Gender 35 (58.33%) were Male, 25 (41.67%) were Female, 00 (00.00%) were Transgender.
3. In Religion 59 (98.33%) were Hindu, 00 (00.00%) were Christian, 01 (01.67%) were Muslim and 00 (00.00%) were Others.
4. In Marital status 58 (96.67%) were Married, 00 (00.00%) were Unmarried and 02 (03.33%) were Separated/Widow/Widower.
5. In Professional qualification 27 (45.00%) were Primary teachers certificate, 11 (18.33%) were Bachelor of education, 08 (13.33%) were Under graduation and 14 (23.33%) were Post graduation.
6. In Work experience 01 (01.67%) were 1-5 Years, 07 (11.67%) were 6-10 Years, 15 (25.00%) were 11-15 Years and 37 (61.66%) were 16 Years and above.
7. In Previous sources of information regarding juvenile delinquency 13 (21.67%) were No information, 30 (50.00%) were Social media, 07 (11.67%) were News paper and 10 (16.66%) were T.V.

Findings Related to Knowledge of Sample Regarding Prevention of Juvenile Delinquency

The mean knowledge pre-test score was 11.85 and mean knowledge post-test score was 20.1 regarding prevention of juvenile delinquency. The mean post-test knowledge score was significantly higher than the mean pre-test knowledge

score with the mean difference of 8.25 and calculated 't' value ($t = 27.64$) was greater than tabulated 't' value ($t = 2.00$) which was statistically proved at 0.05 level of significance.

Therefore, the null hypothesis H_0 was rejected and research hypothesis H_1 was accepted and it revealed that the school based programme was effective in increasing knowledge among primary school teachers.

Association with Pre-Test Knowledge Scores Primary School Teachers and Demographic Variables

There was no significant association between the Age, Gender, Religion, Marital status, Professional qualification, Work experience, Previous sources of information regarding juvenile delinquency with the pre-test score of the primary school teachers.

Conclusion

The present study assessed the effectiveness of school based programme on knowledge regarding prevention of juvenile delinquency among primary school teachers in selected government school of Sabarkantha District, Gujarat. Based on statistical findings, it is evident that, the total 42 (70.00%) of the samples has average and 18 (30.00%) of samples has poor knowledge regarding prevention of juvenile delinquency in pre-test, where as in post-test knowledge level improved after administration of school based programme about 02 (03.33%) sample has poor knowledge, 26 (43.33%) has average and 32 (53.34%) has good knowledge in post-test score. Thus, investigator concluded that school based programme was effective in gaining knowledge regarding prevention of juvenile delinquency.

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