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A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Juvenile Delinquency Among School Teachers in Selected Schools

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Abstract

A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Juvenile Delinquency among School Teachers in Selected Schools.

Objectives

Primary Objective

- 1) To assess the pre-existing knowledge of the school teachers regarding Juvenile delinquency.

Secondary Objectives

1. To assess the effectiveness of a Structured teaching programme on knowledge regarding juvenile delinquency among school teachers.
2. To find out the association between the pre-test level of knowledge score with their selected demographic variable.

Material and Methods

The research approach adopted in this study is quantitative research approach. Pre experimental research design one group pre test post test design was chosen for the study. The sample were selected non probability conveniently sampling to suit the study Sample size was 60.

Results

The data was analyzed by using inferential and descriptive statistics on the basis of objectives.

- The finding revealed that with respect to age 28 (47%) were of age group 21-30 years, 19(32%) were of age group 31-40 years, 8(13%) were of age group 41 to 50 years and 5(8%) were of age 50 years and above.
- For gender 18(30%) were male and 42 (70%) were female.
- With respect to professional education 24(60%) had done diploma in education, 20(33%) had done bachelor in education, 9(15%) had done masters in education and 7(12%) had done philosophy in education.
- For work experience 32(53%) had experience 1 to 5 years, 17(28%) had experience 6 to 10 years, 7(12%) had experience 11 to 15 years, 4(7%) had experience 16 years and above.
- For previous exposure in handling juvenile delinquents 44(73%) had previous exposure and 16(27%) had no exposure in handling juvenile delinquents.

- With respect to source of information 15(25%) had information from media, 17(28%) had information from friends, 16(27%) had information from family, and 12(20%) from book.
- For monthly income 33(55%) had income below Rs.30000, 14(23%) had income between Rs. 30001 to Rs.40000, 11(18%) had income between Rs. 40001 to Rs.50000 and 2(3%) had income above Rs.50001.
- The study reveals that in terms of pre test knowledge 46 (77%) had Inadequate knowledge, 8(13%) had moderately adequate and 6(10%) had Adequate Knowledge.
- Study reveals that in post test 6(10%) had Inadequate knowledge, 14(23%) had Moderately Adequate knowledge and 40(67%) had Adequate knowledge.
- Study reveals that that the pre-test mean score of the teachers was 4.5 and post - test of the mean score was 12.7. And Standard deviation was 19.50. The obtained 't'-value was 1.542 was greater than the table value (1.02) at 29 degree off freedom at 0.05 level of significance. There for it was concluded that there was significant gain in knowledge.
- There was no significant association between knowledge scores of the School Teachers on Juvenile Delinquency with any of the demographic variables such as age, gender, marital status, qualification, work experience, previous experience in handling Juvenile Delinquents, source of information and monthly income.

Conclusion

- The study reveals that in terms of pre test knowledge 46 (77%) had Inadequate knowledge, 8(13%) had moderately adequate and 6(10%) had Adequate Knowledge.
- Study reveals that in post test 6(10%) had Inadequate knowledge, 14(23%) had Moderately Adequate knowledge and 40(67%) had Adequate knowledge.
- Study reveals that that the pre-test mean score of the teachers was 4.5 and post - test of the mean score was 12.7. And Standard deviation was 19.50. The obtained 't'-value was 1.542 was greater than the table value (1.02) at 29 degree off freedom at 0.05 level of significance. There for it was concluded that there was significant gain in knowledge.

Keywords: Structured Teaching Programme, Teachers, India

Introduction

“All children wear the sign: ‘I want to be important NOW.’ Many of our juvenile delinquency problems arise because nobody reads the sign”

Dan. Pursuit

Juvenile delinquency is the most serious problem of the modern, industrial, and urbanized society. Crime means any antisocial behaviour committed by the members of the society, especially those against the law of the state. Juvenile delinquency is anti-social behaviour committed by young people. The rate of both these is increasing rapidly these days. Delinquency has many causes and consequences^[1].

Delinquency means criminal offenses committed for children and youth. When the law of the land is violated by adults, it is called a crime. Juvenile Delinquents are non-adult criminals or under aged criminals. Usually, the delinquents fall between 7 to 16 years. According to the Juvenile Justice Act of 1986, 16 years for boys and 18 years for girls [2].

Juvenile delinquency is a problem that has to be dealt with by society. India, we are concerned with our country's most precious resources-children and youth. The Studies on juvenile delinquency and crime in India indicate that prevention is less expensive than cure from the early 20th century; the different Indian states had enacted their own children Acts. The Madras Children Act 1920 was the first Children Act to be enacted, closely followed by Bengal and Bombay in 1922 and 1924, respectively. In February 1924, a voluntary state-aided agency, viz. the Children's Aid Society, was formed to implement the provisions of the Bombay Children Act within the municipal corporation limits of Bombay [3].

Review of Literature

Kethineni S, et al (2021) The study was conducted to determine to examines the Effectiveness of parent-engagement programs to reduce truancy and juvenile delinquency Delinquent behavior will be assessed as a secondary outcome when included. The objective was of this study is (1) what is the effectiveness of parent-engagement programs for children in preschool (ages 4–5) through secondary education (ages 13–19) on primarily (a) reducing student truancy (i.e., unexcused or unauthorized

absence) and secondarily (and when included) (b) reducing delinquent behaviours? (2) Is there variability in the effectiveness of parent-engagement programs across moderators such as gender, age, grade levels, settings, and contexts? (3) What factors (e.g., groups, settings, and contexts explain the variability in the effectiveness of engagement programs in a multivariate framework [4].

Priyanka B et al. (2021) The study was conducted Assessment of the effect of video-assisted teaching programme on the knowledge of teachers regarding juvenile delinquency in selected primary schools, West Bengal. In this pre-experimental research study, a one-group pretest-posttest design was adopted. 60 primary school teachers of Howrah district were selected by non-probability convenient sampling technique. Data collection was done with the help of a structured knowledge questionnaire after checking the split-half method of reliability testing (r=0.82). The chi-square value showed an association between pre-test knowledge and age, educational qualification, professional training, and personal experience of school teachers in dealing with delinquent child [5].

Results

The data was analyzed by using inferential and descriptive statistics on the basis of objectives.

- **Section A:** In this section the description of socio demographic characteristics of the subject was drawn and its percentage analysis has shown.

Section A: Description of Socio Demographic Characteristics.

Table 1: Distribution of Socio-demographic Characteristics of School Teachers

Demographic variables	Category	No of subjects (N)	Percentage%
Age in years	21-30	28	47
	31-40	19	32
	41-50	8	13
	above 50 years	5	8
Gender	Male	18	30
	Female	42	70
Professional Qualification	Diploma in Education (D.Ed.)	24	40
	Bachelor of Education (B.Ed.)	20	33
	Master in education (M.Ed)	9	15
	Philosophy in education (Phd)	7	12
Work Experience	1-5 years	32	53
	6-10 years	17	28
	11-15years	7	12
	16 years and above	4	7
Previous exposure in handling Juvenile Delinquents	Yes	44	73
	No	16	27
Source of Information	Media	15	25
	Friend	17	28
	Family	16	27
	Book	12	20
Monthly income of teacher	Below Rs.30000	33	55
	Rs.30001 -Rs.40000	14	23
	Rs.40001 -Rs. 50000	11	18
	Rs.50001 and above	2	3

N=60

Table 2: Pre-test knowledge of juvenile delinquency among school teachers

Level of Knowledge	Pre Test	
	Frequency	Percentage
Inadequate	46	77
Moderately Adequate	8	13
Adequate	6	10

N=60

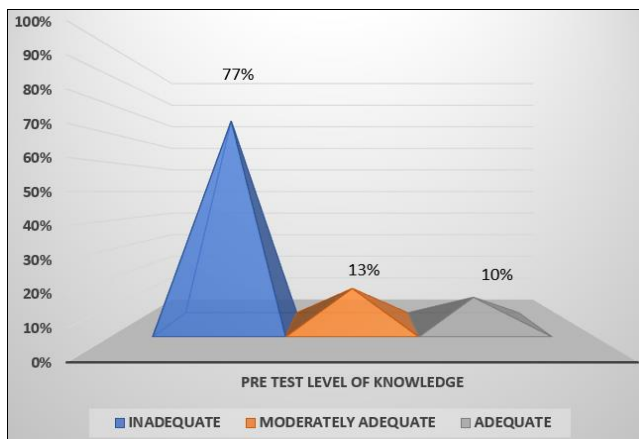


Fig 1: Pre-test knowledge of juvenile delinquency among school teacher

Section B

Assessment of the Pre-Test Knowledge of Juvenile Delinquency among School Teachers has shown Table 2 and Fig 1.

Section C

Assessment of the Post-test Knowledge of Juvenile Delinquency among School Teachers has Shown.

Table 3: Post-test knowledge of juvenile delinquency among school teachers

Level of Knowledge	Pre Test	
	Frequency	Percentage
Inadequate	6	10
Moderately Adequate	14	23
Adequate	40	67

N=60

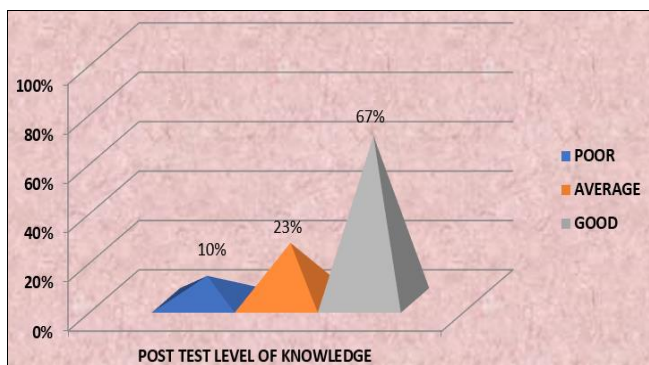


Fig 2: Post-test knowledge of juvenile delinquency among school teachers

Section D

Effectiveness of Stp on Juvenile Delinquency by Comparison between Pre-Test and Post-Test Knowledge Scores among the Subjects has Shown

Table 4: Comparison between pre-test and post-test knowledge scores among the subjects

Level of Knowledge	Pretest		Post Test	
	Frequency	Percentage	Frequency	Percentage
Inadequate	46	77	6	10
Moderately Adequate	8	13	14	23
Adequate	6	10	40	67

N=60

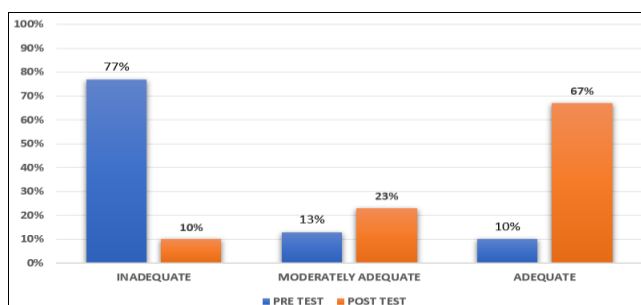


Fig 3: Comparison between pre-test and post-test knowledge scores

Table 5: SD and mean percentage of pre test and post test level of knowledge

Knowledge	Mean	Standard deviation	t-value
Pre-test	4.5	19.50	1.542*Df=29 P=1.02
Post-test	12.7		

N = 60

*Significant (p<0.05)

Table 5 shows that the pre-test mean score of the teachers was 4.5 and post -test mean score was 12.7. And Standard deviation was 19.50. The obtained'-value was 1.542 was greater than the table value (1.02) at 29 degree of freedom at 0.05 level of significance. Therefore, it was concluded that there was significant gain in knowledge.

Section E

Table 6: Association between the Post Test Knowledge Scores and Selected Demographic Variables has Shown

N=60

Demographic variables	Category	Table Value	D f	X ²	Significance
Age in years	21-30	7.82	3	4.12	NS
	31-40				
	41-50				
	above 50 years				
Gender	Male	3.84	1	1.02	NS
	Female				
Professional Qualification	Diploma in Education (D.Ed.)	7.82	3	5.12	NS
	Bachelor of Education (B.Ed.)				
	Master in education (M.Ed)				
	Philosophy in education (Phd)				
Work Experience	1-5 years	7.82	3	2.81	NS
	6-10 years				
	11-15years				
	16 years and above				
Previous exposure in handling Juvenile Delinquents	Yes	3.84	1	0.98	NS
	No				
Source of Information	Media	7.82	3	4.11	NS
	Friend				
	Family				
	Book				
` Monthly income of teacher	Below Rs.30000	7.82	3	4.25	NS
	Rs.30001 -Rs.40000				
	Rs.40001 -Rs. 50000				
	Rs.50001 and above				

Key: * Significant at 0.05, NS: Not significant

The above table shows that there was no significant association of post test level of knowledge with any of the demographic variables.

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