Effect of video-assisted teaching programme on knowledge of teachers regarding juvenile delinquency in selected primary schools, West Bengal.

Priyanka Biswas[1], Banani Das[2]
[1]Lecturer, Sister Florence College of Nursing, Kolkata
[2]Senior Lecturer, West Bengal Govt. College of Nursing, SSKM Hospital, Kolkata

Abstract: Assessment of effect of video-assisted teaching programme on knowledge of teachers regarding juvenile delinquency in selected primary schools, West Bengal.

Background: One of the greatest problems in crime nowadays is Juvenile Delinquency. The children act, 1960 in India defines delinquent as "a child who has committed an offence". Juvenile means a boy who has not attained the age of 16 years and a girl who has not attained the age of 18 years. When a juvenile, below an age specified under a statute exhibits behaviour which may prove to be dangerous to society and / or to himself, he may be called a Juvenile delinquent. The school because of its constant and intimate contact with all the children occupies a strategic position in the prevention of juvenile delinquency. A good teacher, in tandem with good parents, help begin a determined educational basis for children; and good kids who are good students make for good adults, who in return make the world a better place.

Objectives: 1. To develop and validate a video-assisted teaching programme for school teachers regarding juvenile delinquency.
2**.** To assess the knowledge of school teachers regarding juvenile delinquency before and after introduction of video-assisted teaching programme.
3. To evaluate the effect of video-assisted teaching programme regarding juvenile delinquency among primary school teachers in terms of change in knowledge score.
4.   To find out association between knowledge of school teachers and selected demographic variables.

Materials and Methods: In this pre- experimental research study, 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 structured knowledge questionnaire after checking the split half method of reliability testing (r=0.82). Demographic data (age, gender, marital status, educational qualification, professional training, working experience and personal experience of dealing with delinquent child) was collected from each participant.

Results: The findings revealed that mean post-test knowledge score (25.8) of participants was higher than the mean pre-test knowledge score (19.75) which was statistically significant at 0.05 level of significance as evident from the "t" value of 4.25 [$df_{(59)}=3.23, p<0.001$]. The chi-square value showed association between pre-test knowledge and age, educational qualification, professional training and personal experience of school teachers in dealing with delinquent child.

Conclusion: Video-assisted teaching programme on juvenile delinquency was effective in increasing the knowledge of primary school teachers

Key Word: Juvenile delinquency, Knowledge, Effect, Video-assisted teaching programme, School teachers

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I. INTRODUCTION

Juvenile delinquency is increasing in India during the past 2 or 3 decades due to changes in the cultural pattern of the people, urbanization and industrialization. One of the most obvious reasons for our concern with juvenile delinquency is the fear of continued adult crime. The detection of future delinquents would greatly simplify the problem of prevention. As juvenile delinquency affects the future of the young child and also of the society, it is important to come up with programs which can help in preventing these problems. Programs are targeted not only towards the children and parents but also to teachers who need to encourage students for healthy life habits free from delinquent behaviours. Teachers should have a more knowledge regarding juvenile delinquency because the children will spend their more time in schools. Early diagnosis and early screening helps the prevention of progress of disease for the treatment of the child and for effective mental health service.

So, the researcher has decided to design a study to introduce video-assisted teaching programme on juvenile delinquency for the primary school teachers and to assess their knowledge for evaluation of teaching programme.

II. MATERIAL AND METHODS

This pre- experimental research study was carried out on 11 selected primary schools of Howrah Sadar Subdivision (West circle), West Bengal from 2nd January 2019 to 31st January 2019. A total 60 primary school teachers were in this study.

Study Design: One group pretest- posttest design

Study Location: 11 selected primary schools of Howrah Sadar Subdivision (West circle), West Bengal

Study Duration: 2nd January 2019 to 31st January 2019

Sample size: 60 primary school teachers

Sample size calculation: Sample size was estimated by non- probability convenient sampling technique.

Subjects & selection method: All primary school teachers of West Bengal was population. In this study, the sample was 60 primary school teachers who were in 11 selected primary schools of Howrah Sadar Subdivision (West circle), West Bengal who fulfilled the desired inclusion criteria.

Inclusion criteria:
1.   School teachers who were available during data collection period.
2.   School teachers who were willing to participate in the study.

Exclusion criteria:
1.   School teachers who were not willing to participate.
2.   School teachers who were absent at the time of study.

Procedure methodology

Prior to data collection permission was taken from Chairperson of District Primary School Commission (DPSC), Howrah and Teacher in-charge / Headmaster / Headmistress of respected schools. Self-introduction was given and rapport established with the participants. Purpose and procedure of data collection of the study was explained to each respondent. Informed written consent was taken from every respondent. Separate code was used for each participant to maintain the anonymity and privacy. On day 1 video-assisted teaching was given to the school teachers after taking pre-test, date of post-test was informed. Post-test was taken on day 8 with the same structured knowledge questionnaire. After completing the total procedure, the investigator thanked the respondents for their co-operation.

Statistical analysis

Demographic data and the knowledge of primary school teachers regarding juvenile delinquency was analyzed by frequency percentage (descriptive statistics) and the effect of video-assisted teaching programme in terms of difference in knowledge score was analyzed by computing paired "t" test.

III.   RESULT

Table 1 Frequency and percentage distribution of sample according to age, gender, marital status, educational qualification and professional training

n=60

Variables	Frequency	Percentage (%)
Age in years		
20-30	10	16.7
31- 40	16	26.7
41-50	17	28.3
51-60	17	28.3
Gender		
Male	31	51.7
Female	29	48.3
Marital status		
Married	54	90

Unmarried	06	10
Educational qualification		
H.S.	13	21.7
Diploma	02	3.3
Graduate	29	48.3
Post graduate	16	26.7
Professional training		
D.El.Ed	44	73.3
PTT	16	26.7

Data presented in Table 1 shows that 28.3% (17) primary school teachers were within 40-50 years of age, 28.3% (17) belonged to the age group of 50-60 years, 26.7% (16) were within 30-40 years and 16.7% (10) primary school teachers belonged to the age group of 20-30 years. Table also shows that 51.7% (31) primary school teachers were male and 48.3% (29) were female. It also shows that 90% (54) primary school teachers were married and 10% (6) were unmarried. It also shows that 48.3% (29) primary school teachers were graduate, 26.7% (16) were postgraduate, 21.7% (13) primary school teachers were educated up to higher secondary and 3.3 % (2) were educated up to diploma. This table also depicts that 73.3% (43) primary school teachers were completed their D.El.Ed training and 26.7% (17) were completed their PTT training.

Table 2 Frequency and percentage distribution of sample according to working experience and personal experience in dealing with delinquent child

n=60

Variables	Frequency	Percentage (%)
Working experience in years		
<10	34	56.7
10-20	18	30
20-30	08	13.3
Personal experience in dealing with delinquent child		
Yes	02	3.3
No	58	96.7
If yes,(n_1=2) <2 years	02	100
>2 years	Nil	-

Data presented in Table 2 shows that 56.7% (34) primary school teachers had less than 10 years of working experience, 30% (18) had 10-20 years of working experience, and 13.3% (08) primary school teachers had 20-30 years of working experience.

This table also depicts that 96.7% (58) primary school teachers had no personal experience to dealing with delinquent child. Only 3.3% (2) had personal experience in dealing with delinquent child and they both had less than 2 years of personal experience

Table 3 Mean, median and standard deviation of pre-test and post-test knowledge score of primary school teachers regarding juvenile delinquency

n=60

Type of assessment	Knowledge score			
	Range	Mean	Median	Standard deviation
Pre-test	10-25	19.75	20.5	3.45
Post-test	20-28	25.8	26	2.23

Maximum possible score = 28

Minimum possible score = 0

Data presented in Table 3 shows that the mean post-test knowledge score (25.8) of primary school teachers was higher than the mean pre-test knowledge score (19.75) . It also shows that the standard deviation of pre-test knowledge score (3.45) is higher than the post -test knowledge score (2.23) which means variation of the scores are more in pre-test than in post-test.

Table 4 Mean, mean difference and t-value of score of primary school teachers regarding juvenile delinquency

Type of				Knowledge score	
Assessment	Mean	MD	SE	SD	't' value
Pre-test	19.75			3.45	
		6.05	1.2		
					4.25***
Post-test	25.8			2.23	

$df_{(59)}=3.23, p<0.001$

Data presented Table no. 4 shows that the mean post-test knowledge score (25.8) of primary school teachers was higher than the mean pre-test knowledge score (19.75) with a mean difference of 6.05 . It also shows that the standard deviation of pre- test knowledge score (3.45) is higher than the post -test knowledge score (2.23) which means variation of the scores are more in pre-test than in post-test.

The 't' value computed in the given data (4.25) was statistically significant at 0.001 level of significance. This shows that the obtained mean difference between post- test and pre-test knowledge score of the primary school teachers was not by chance, it was a true difference. Hence the null hypothesis (H0) was rejected and research hypothesis (H1) was accepted.

So, the data indicated that video-assisted teaching programme on juvenile delinquency was effective in increasing the knowledge of primary school teachers.

Table 5 Chi-square value showing association between pre-test knowledge scores and selected demographic variable (Age, gender, marital status and working experience)
n=60

Selected variables	Knowledge scores		Total	Chi-square (χ^2)
	Below median	At and above median		
Age in years				
20-40	9	17	26	
41-60	21	13	34	4.34*
Total	30	30	60	
Gender				
Male	16	15	31	
Female	14	15	29	0.07
Total	30	30	60	
Marital status				
Married	28	26	54	
Unmarried	2	4	6	0.19
Total	30	30	60	
Working experience in years				
< 20	26	26	52	
> 20	4	4	8	0.8
Total	30	30	60	

$df_{(1)} =3.841, p< 0.05$

Data presented in Table 5 shows that 9 primary school teachers within 20-40 years scored below median and 17 primary school teachers within 20-40 years scored above median; 21 primary school teachers within 40-60 years scored below median and 31 primary school teachers within 40-60 years scored above median. Chi- value computed to determine the association between pre-test knowledge score and age of primary school teachers was 4.34 which was significant at 0.05 level of significance. So there was association between the pretest knowledge and age of primary school teachers. Therefore it could be concluded that the knowledge of primary school teachers increased with their age.

Data also shows that 16 male primary school teachers scored below median and 15 male primary school teachers scored above median; 14 female primary school teachers scored below median and 15 female primary school teachers scored above median. Chi- value computed to determine the association between pre-test knowledge score and gender of primary school teachers was 0.07 which was not significant at 0.05 level of significance. So it could be concluded that there was no association between the pretest knowledge and gender of primary school teachers.

Data also shows that 28 married primary school teachers scored below median and 26 married primary school teachers scored above median ; 2 unmarried primary school teachers scored below median and 4 unmarried primary school teachers scored above median. Chi- value computed to determine the association between pre-test knowledge score and marital status of primary school teachers was 0.19 which was not significant at 0.05 level of significance. So it could be concluded that there was no association between the pretest knowledge and marital status of primary school teachers.

Data also shows that 26 primary school teachers having working experience less than 20 years scored below median and 26 primary school teachers having working experience less than 20 years scored above median; 4 primary school teachers having working experience more than 20 years scored below median and 4 primary school

teachers having working experience more than 20 years scored above median. Chi- value computed to determine the association between pre-test knowledge score and gender of primary school teachers was 0.8 which was not significant at 0.05 level of significance. So it could be concluded that there was no association between the pretest knowledge and working experience of primary school teachers.

Table 6 Chi-square value showing association between pre-test knowledge scores and selected demographic variable (Educational qualification and professional training)
n=60

Selected variables	Knowledge scores		Total	Chi-square (χ^2)
	Below median	At an above median		
Educational qualification				
H.S. and Diploma	11	4	15	4.35*
Graduate or above	19	26	45	
Total	30	30	60	
Professional Training				
D.El.Ed	17	27	44	8.52**
PTT	13	3	16	
Total	30	30	60	

$df_{(1)} = 3.841, p < 0.05; 6.635, p < 0.01$

Data presented in Table 6 shows that 11 primary school teachers having H.S and diploma scored below median and 4 primary school teachers having H.S and diploma scored above median ; 19 graduated or above primary school teachers scored below median and 26 graduated or above primary school teachers scored above median. Chi- value computed to determine the association between pre-test knowledge score and educational status of primary school teachers was 4.35 which was significant at 0.05 level of significance. So there was association between the pretest knowledge and educational qualification of primary school teachers. Therefore it could be concluded that knowledge of primary school teachers depended on their educational qualification.

Data also shows that 17 primary school teachers having D.El.Ed training scored below median and 27 primary school teachers having D.El.Ed training scored above median; 13 primary school teachers having PTT training scored below median and 3 primary school teachers having PTT training scored above median. Chi-value computed to determine the association between pre-test knowledge score and others training of primary school teachers was 8.52 which was significant at 0.01 level of significance.So there was association between the pretest knowledge and professional training of primary school teachers. Therefore it could be concluded that knowledge of primary school teachers increased with their professional training.

Table 7 Chi square value showing association between pre-test knowledge scores and personal experience of primary school teachers in dealing with delinquent child
n=60

Selected variables	Knowledge scores		Total	Chi-square (χ^2)
	Below median	At and above median		
Personal experience in dealing with delinquent child				
Yes	0	2	2	5.1*
No	32	26	58	
Total	32	28	60	

df (1) =3.841, p< 0.05

Data presented in Table 7 shows that no primary school teachers were having personal experience in dealing with delinquent child scored below median and 2 primary school teachers having personal experience in dealing with delinquent child scored above median; 32 personal experience in dealing with delinquent child scored below median and 26 personal experience in dealing with delinquent child scored above median. Chi-value computed to determine the association between pre-test knowledge score and personal experience of primary school teachers in dealing with delinquent child was 5.1 which was significant at 0.05 level of significance. So there was association between the pretest knowledge and personal experience of primary school teachers in dealing with delinquent child. Therefore it could be concluded that knowledge of primary school teacher depended on their personal experience in dealing with delinquent child.

IV. CONCLUSION
The following conclusion were drawn on the basis of the findings of the study that in pretest most of the primary school teachers had good knowledge regarding juvenile delinquency but in posttest they had excellent knowledge. Hence, the video- assisted teaching programme on juvenile delinquency was effective to improve the knowledge level of primary school. The pre-test knowledge score of primary school teachers was depended on their age, educational qualification, professional training and personal experience in dealing with delinquent child.

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