



Parents Education and Mental Health of Juvenile Delinquents

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ABSTRACT

A research was conducted to study the parent's education and mental health of juvenile delinquents. The objective of the study is to find out the significant difference, if any, in mental health of juvenile delinquents with regard to parent's education. Survey method was used for the present study. The sample consists of 52 juvenile delinquents from three districts of Tamilnadu. Mental health questionnaire was developed and validated by the investigator. The findings of the study are there is a significant difference between educated mother and uneducated mother's juvenile delinquents in their emotional disturbance.

KEYWORDS : Mental Health, Juvenile Delinquents, Parents Education

Introduction:

Juvenile Delinquency refers to antisocial or illegal behavior by minors which are subject to legal action (Agnes, 1996). Juvenile misbehaviour occurs in every city, town and rural area throughout the world. Broadly considered, juvenile delinquency could mean any type of behaviour by those socially defined as juveniles that violate the norms, standards of proper behaviour set by the controlling group (Kratcoski 1989). The prevalence of mental health problems among young people in juvenile justice systems requires responses to identify and treat disorders. Parents of young people are often blamed for the delinquent behavior of their children. In some courts parents are even penalized for the antisocial conduct of their children (e.g., Bessant and Hil 1998; Drakeford 1996; Dundes 1994). Mental health assessment of juvenile offenders helps to determine how the system can address their treatment needs. Another important purpose of mental health assessment is to address the legal issues surrounding a juvenile's competency to understand the adjudicatory.

Objectives:

To find out the significant difference, if any, in mental health of juvenile delinquents with regard to their parent's education.

Methodology:

In the present study, the investigator has adopted the survey method to study the mental health of juvenile delinquents.

Population and Sample:

In the present study, the investigator has used convenient sampling technique for selecting the sample. The investigator has randomly selected three observation homes situated in Chennai, Salem and Trichy districts of Tamil Nadu and collected the data from all the juvenile delinquents belonging to the three districts. The sample consists of 52 juvenile delinquents.

Tool Used:

In the present study, to measure the mental health of the juvenile delinquents, the tool has been developed and validated by the investigator.

Statistical Techniques Used:

Differential Analysis (t-test)

Table 4.1

t-test Analysis on the Scores of Mental health of Juvenile Delinquents With Regard to Mother's Education

Mental health and Its Dimensions	Mother's Education	N	Mean	SD	t-Value	P-Value
Life Satisfaction	Educated	13	50.03	9.008	0	1.000 NS
	Uneducated	39	50.03	10.421		
Emotional Disturbance	Educated	13	44.97	9.498	2.188	0.035 S
	Uneducated	39	51.66	9.705		

Depression	Educated	13	47.75	7.054	1.157	0.351 NS
	Uneducated	39	50.77	10.781		
Mental Health in total	Educated	13	47.04	8.113	1.418	0.217 NS
	Uneducated	39	51.01	10.457		

Significant at 5% level

In the above table, P value is greater than 0.05 for mental health of juvenile delinquents as a whole and in its dimensions 'life satisfaction' and 'depression', it shows that there is no significant difference between educated mother and uneducated mother's juvenile delinquents in their life satisfaction, depression and mental health in total.

Since P value is less than 0.05 for the mental health of juvenile delinquents in its dimension 'emotional disturbance', it shows that there is a significant difference between educated mother and uneducated mother's juvenile delinquents in their emotional disturbance.

Table 4.2
t-test Analysis on the Scores of Mental health of Juvenile Delinquents With Regard to Father's Education

Mental health and Its Dimensions	Father's Education	N	Mean	SD	t-Value	P-Value
Life Satisfaction	Educated	16	52.32	10.132	1.096	0.274 NS
	Uneducated	36	49.01	9.912		
Emotional Disturbance	Educated	16	48.28	11.357	0.762	0.416 NS
	Uneducated	36	50.75	9.405		
Depression	Educated	16	52.43	9.720	1.181	0.250 NS
	Uneducated	36	48.94	10.073		
Mental Health in total	Educated	16	51.81	9.977	0.863	0.394 NS
	Uneducated	36	49.22	10.045		

NS-Not Significant at 5% level

It is inferred from the above table that the P value is greater than 0.05 for mental health of juvenile delinquents as a whole and all its dimensions. It shows that there is no significant difference between educated father and uneducated father's juvenile delinquents in their life satisfaction, emotional disturbance, depression and mental health in total.

Findings:

- There is no significant difference between educated mother and uneducated mother's juvenile delinquents in their life satisfaction, depression and mental health in total.
- There is a significant difference between educated mother and uneducated mother's juvenile delinquents in their emotional disturbance.
- There is no significant difference between educated father and uneducated father's juvenile delinquents in their life satisfaction, emotional disturbance, depression and mental health in total.

Interpretations:

The juvenile delinquents with uneducated mothers have higher scores on emotional disturbance compared to those with educated mothers. This may be because education of mothers would have trained them to manage their emotions effectively and this would have created an environment free of emotional disturbances. This could in turn improve the emotional development of the juveniles.

Educational Implications:

The findings have significant implications for intervention and prevention policies focusing on delinquency. Parental knowledge is more strongly concurrent to emotional disturbances which in turn leads to delinquency in school age children and early adolescents, stresses the purpose of interventions to prevent delinquent behaviour early in life. The interventions should not only spotlight on aspects of behavioral control but also target parenting styles.

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