

Understanding the General Condition of Juvenile Delinquent Character Education Program

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Abstract

The purpose of this study was to understand the general condition of character education program aimed at cultivating character of juvenile delinquent in correctional education in juvenile detention center. Analysis of participation experience of juvenile delinquent showed that participation of programs such as sexual delinquency prevention and violence prevention education was high and group program of relationship with parent-children was a helpful program. Overall, evaluations of instructors and staff were positive and satisfactory. Overall evaluation of the character education program showed that juvenile delinquents were well provided with opportunities to participate in the character education program and highly satisfied. Although there was a positive response to the evaluation of character education programs participated, the need for character education program they wanted was greater than uniform program. The evaluation of operation method was generally satisfactory for the guidance of the character education program, the location, hours of operation, and the way the instructor operated the program, although some juvenile delinquents participated in the program involuntarily.

Keywords: *juvenile detention center, juvenile delinquent, character education, program¹*

1. Introduction

Juvenile delinquency is a concept set for separating juvenile delinquency from adult delinquency. Juvenile delinquency refers to anti-social behavior or act against the social norm of minor juveniles. If a criminal offense is committed beyond simple deviation of a youth, a disposal of criminal is imposed in the case of serious criminal offenses. However, most of them are disciplined for disposal of criminal[1]. They receive disposal of protection from family court or juvenile court. Adolescents who receive disposal of criminal or disposal of protection fall within the representative category of juvenile delinquency. They are legally defined as juvenile offenders. According to a white paper on crime (2016), juvenile delinquency had 71,035 cases, accounting for 3.6% of all crimes committed in 2015[2]. For adults, the number of criminals per 100,000 population declined from 4,586 in 2006 to 4,482 in 2015 while that in juvenile increased from 1,034 in 2006 to 1,411 in 2015, up by 36.5% The severity of juvenile

This study was supported by a grant (NRF-2018S1A5A2A01035170) of the National Research Foundation funded by the Ministry of Education, Republic of Korea.

Article history:

Received (March 7, 2019), Review Result (April 8, 2019), Accepted (May 9, 2019)

delinquency is reaffirmed as violent crime rate including violent offense is high. Most juvenile delinquents or juvenile offenders are subject to disposal of protection, although some are referred to disposal of criminal.

Among various disposal of protection, the number of persons who are subjected to disposal at juvenile detention center was 2,288 in 2015. Currently, an average of 1,112 people stays in a juvenile detention center daily. Risk factors for juvenile delinquency include family conflicts by weakening family function due to abnormal family structure, family structural defects such as parenting style and attitude, dysfunctional family atmosphere, family risk from family economic and social risks, external risk such as factors related to delinquency, school, and community risk arising from harmful environment[3]. Also, there are intrinsic risk factors such as aggression, impulsivity, depression, self-esteem, and so on related to individual personality and temperamental problems[4].

Character education is an education that cultivates character to mature into a human being. It can be interpreted as education to raise humanity or cultivate personality. Thus, it can be seen as an education for maturing human beings. From a developmental perspective, personality changes drastically depend on a person's experience which also determines the quality of a person's life direction and moral conduct. Therefore, character education for developmental stage is indispensable personally and socially. Character education is the most important period in the life cycle because juvenile delinquent personally cleans inner difficulties, forms self-identity of adolescence, and acquires social adaptation skills as a socially mature adult.

Currently, juvenile detention center, a juvenile protection and education institute, has the following character education for juvenile delinquent: group instruction such as life etiquette, sexuality education and law education, sensitivity training, group counseling on prevention of robbery/theft and sexual delinquency, social service activities, experiential education, art, music, dance, film, gardening, psychotherapy, and so on. Most of these character education programs are short-term for each cross-sectional purpose with limited effect of character education[5][6]. Therefore, character education as the core curriculum of juvenile detention center in the future needs to develop integrated and Korean type programs in a new perspective[7]. The purpose of this study was to understand the general condition of character education program for the purpose of cultivating character among correctional education programs carried out at juvenile detention center where juveniles who have committed crimes are accepted.

2. Methods

This study focused on understanding the general condition of character education program for the purpose of cultivating character among correctional education programs carried out at juvenile detention center. This study is based on results of complete enumeration survey on the entire juvenile delinquent population that juvenile justice department has grasped[8]. Among 10 juvenile detention centers nationwide that accommodate criminal juveniles, the following centers were selected for this study: S juvenile detention center operating most character educations, C juvenile detention center accommodating only female juvenile delinquents, J juvenile detention center being the poorest, and B juvenile detention center placed in southern region. The survey took place from February to March 2019. The questionnaire was sent via e-mail in cooperation with the ministry of justice juvenile division to explain the purpose and contents of the survey. The authors noted in the email that participation in this study was voluntary based on anonymity. The staff in charge of program operations at each juvenile detention center completed the questionnaire and sent it to the researcher by mail. A total of

350 copies were collected from the distributed questionnaires, of which 340 were used for the final analysis after excluding 10 questionnaires that had poor answers.

The purpose of this study was to investigate the general status of character education operation through questionnaires provided to juvenile delinquents who had received character education directly from the juvenile detention center. Results of this study could be used as basis data for developing new programs. This study divided juvenile delinquents into three groups: S juvenile detention center, B or J male juvenile detention center, and C female juvenile detention center. The reason for this is that S juvenile detention center currently has the most character education with strong government support while B or J male juvenile detention center has a harsh environment compared to S juvenile detention center. Therefore, B and J were set as a general male juvenile detention center group. C juvenile detention center is the representative female juvenile detention center in Korea. In order to compare differences in character education, characteristics of juvenile delinquents in these three groups were compared and analyzed.

3. Results

(1) Analysis of participation experience in character education program

Among character education programs, juvenile delinquents had the highest participation experience in sexual delinquency prevention education (217, 63.8%), followed by violence prevention education (195, 57.4%), smoking, drinking, or drug abuse (194, 57.1%), art therapy (178, 51.8%), prevention of robbery/theft (166, 48.8%), MBTI (character) (155, 45.6%), law education (152, 44.7%), and movie therapy (150, 44.1%). On the other hand, juvenile delinquents had low participation experience in happiness class (2, 0.6%), TSL (Thank you, Sorry, Love) (10, 2.9%), dream note (12, 3.5%), psychodrama therapy (16, 4.7%), parents' one night two days program (29, 8.5%), and Chinese cookies (30, 8.8%). Overall, juvenile delinquents were more likely to participate in programs such as sexual delinquency prevention education, violence prevention education, smoking, drinking, drug addiction, and so on. However, their experience of participating in psychological and humanities program such as art therapy and film therapy was also high.

(2) Juvenile delinquents' recognition about assistance degree of character education program

We asked how well character education programs that they participated helped these juvenile delinquents and analyzed assistance degree for programs recognized by juvenile delinquents. Results showed an average of evaluation item value assessed by juvenile delinquents between 1 point (not helpful at all) and 4 points (very helpful). The average of assistance degree in 'Raising good habits with parents-children' was 3.36 (sd = 0.48) and the most helpful program, followed by parent-children educational communication (3.32, sd = 0.59), dream notes (3.29, sd = 0.46), parental one-night and two-day programs (3.28, sd = 0.45), and film therapy (3.20, sd = 0.45), respectively. Programs with a relatively low assistance degree were psychodrama (2.55, sd = 0.67), horticultural therapy (2.77, sd = 0.75), and prevention of robbery/theft (2.87, sd = 0.94). As a result of assistance degree analysis, group program that mainly focused on relationship with parents was recognized as the most helpful. On the other hand, programs with low assistance degree were psychodrama, horticultural therapy, and prevention of robbery/theft.

(3) Overall evaluation about opportunities to participate in character education programs

To determine overall juvenile delinquents' opportunities to participate in character education programs, average responses on a scale of 1 (very low) to 4 (very high) were evaluated. Results showed that their average response to question 'The content of the personality programs that I participated was helpful to me' was the highest at 3.02 points (sd = 0.63), followed by 'For me, character education (action) time was sufficient' (2.99 points, sd = 0.63), 'I have enough space for character education' (2.98 points, sd = 0.67), 'type, content and expectation of character education program were fully guided' (2.98 points, sd = 0.66), and 'The teacher (lecturer) tried to focus on using various methods to increase participation in education' (2.97 points, sd = 0.66). This suggested that juvenile delinquents were sufficiently provided with opportunities to participate in character education programs and that their satisfaction was high. Juvenile delinquents were generally satisfied with time and space aspects of character education programs and assistance degree.

(4) Characteristics of character education programs

In the evaluation of program characteristics, of all juvenile delinquents, 86.2% answered yes to 'Participated character program was helpful to me' which was the highest, 75.9% answered 'I would like to have a chance to participate in selecting a program that I want rather than a uniform program', 69.4% answered 'I expected character education program time', and 45.6% answered 'yes' to 'I did not have a character program I wanted'. In other words, juvenile delinquents answered that the programs they had participated in were helpful, with a positive response to the overall character education program. However, they also have desire to participate in character education programs of their choice.

(5) Evaluation on management of character education programs

After evaluating program management, results showed that about 80% of juvenile delinquents answered yes to 'I was fully informed about the type, content and expected effect of the character education program' (80.1%), 'For me, character education space is enough' (80.1%), and 'For me, character education is enough time' (80%). Results also showed that 73.5% of juvenile delinquent responded 'No' to question 'they had been neglected (discriminated) by teachers during the education' and 34.7% of respondents answered 'Yes' to 'having been forced to participate in education from a juvenile detention center or teacher'. This showed that juvenile delinquents were generally satisfied with the instruction of the character education program, location, operation time, and the way the instructor operated the program, although some juvenile delinquents might have participated in these programs involuntarily.

(6) Evaluation of interest inducement in participating in character education programs

In the evaluation of interest inducement in character education program, 86.2% of juvenile delinquent responded 'Yes' to 'Character program contents that I participated was helpful to me' and 83.2% responded 'Yes' to 'Lessons learned in character education will be available or helpful after discharge of juvenile detention center'. These number were quite high. Results also showed that 71.5% of respondents answered 'Yes' to 'I am self-confident when participating in character education program', 69.4% of respondents answered 'Yes' to 'I was waiting for character education program', and 54.4% of respondents answered 'No' to 'I did not have a character education program that I wanted'. Overall, juvenile delinquents had been encouraged by the character education program of the juvenile detention center because they believed that the character education program would be helpful, confident, awaited, and available after discharge. This means that character education programs have attracted interest of juvenile delinquents. However, to improve the interest of juvenile delinquents in character education

programs, it is necessary to develop and provide various programs that they can participate and investigate needs of juvenile delinquents.

4. Conclusion

The rapidly changing social atmosphere, informatization, material-oriented values, the overheating of education fever, and the weakening of family power due to changes in the family structure have been acting as obstacles to healthy social adjustment of adolescents. This is an important cause of steady increase of juvenile delinquency. As juvenile delinquents increase, juvenile detention center as a juvenile education institute conducts various programs with character education for juvenile delinquents. The purpose of this study was to investigate the character education operation status through questionnaires to juvenile delinquents who had participated in character education directly from the juvenile detention center. Results of this study could be used as basic data to develop new programs. Therefore, the purpose of this study was to grasp the general condition of character education program for the purpose of cultivating character of correctional education in juvenile detention center accommodating juvenile delinquents.

Overall, juvenile delinquents were more likely to participate in programs such as sexual delinquency prevention education, violence prevention education, smoking, drinking, drug abuse, and so on. However, participations in psychological and humanities program such as art therapy and film therapy were also high. As a result of analysis of the degree of support, it was recognized that group program that operated mainly on the relationship with the parents was the most helpful program. Overall evaluation of the character education program showed that juvenile delinquents were well-received and highly satisfied with the opportunity to participate in character education programs. Although there was a positive response to the evaluation of characteristics of character education programs they participated in, the need for participating in character education program they wanted was greater than the uniform program provided. The evaluation of the method of operation was generally satisfactory for guidance of character education program, location, operation time, and the way the instructor operated the program, although some juvenile delinquents participated in the program involuntarily. Results from induction of interest could lead to interests of juvenile delinquents because the overall character education program is helpful, confident, awaited, and available after discharge. Evaluations of program instructors and employees were generally positive and satisfactory, although participation was somewhat involuntary in recruiting and the number of participants participating in each class was high. However, since their response to the absence of character education program desired by juvenile delinquent is shown, it might be necessary to develop and provide various programs considering programs that juvenile delinquents desire to participate. Therefore, it is necessary to examine the desire of juvenile delinquent to establish a character education program. It is also necessary to discuss ways to reduce the proportion of juvenile delinquents participating in the class involuntarily while developing programs with high satisfaction and expectation of juvenile delinquents.

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