

Tea Cultural Therapy Program through Psychological Intervention Character Education for Juvenile Delinquent

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Abstract

In adolescence, biological, social, and cognitive changes occur rapidly, increasing psychological anxiety. Also, it is difficult to stably achieve the task of forming a self-identity, which is the task of adolescents, due to the disintegration of families caused by various social changes and the increase in the divorce rate. Due to various social problems, juvenile delinquency has increased quantitatively and qualitatively, leading to social problems. Character education is very important in a juvenile detention center where teaches juvenile delinquency to grow as a faithful member of society through proper treatment and education. If the tea cultural therapy program is used as a psychological intervention in personality education in the juvenile detention center, it is possible to recognize psychological stability and one's emotions well through tea culture therapy to the juvenile delinquent and to understand the emotions of themselves and others appropriately. Therefore, it would help harmonious growth of body and mind and healthy behavior change by forming a healthy self-identity.

Keywords: *Juvenile detention center, Juvenile delinquent, Character education, Psychological intervention, Tea cultural therapy*

1. Introduction

Adolescents are the future leaders to lead our society. Currently, in Korea, it is difficult to stabilize the formation of self-identity, which is the task of adolescents, due to the disintegration of families caused by various social changes and the increase in divorce rate with the informatization and the 4th industrial revolution. Also, as the number of nuclear families and single-person households increased, the personal and self-centered mindset of adolescents grew. This makes it hard to achieve a healthy social adaptation, causing various social problems and appearing as delinquency. The causes of adolescents' delinquency vary from personal factors, family factors, academic and educational factors, cultural factors, and social and environmental factors. These causes, alone or in combination, trigger deviant behavior of adolescents and result in juvenile delinquency [1]. Through proper treatment and education to delinquent adolescents, delinquency tendencies should be reduced and repeated delinquency should be prevented. Furthermore, it is a task for our society to lead delinquent adolescents to grow as faithful members of society. Juvenile delinquency refers to any deviant

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behavior that violates social morals or social norms or morals to be followed as adolescents. However, in general, there is a tendency to approach limited to legally prohibited actions. Juvenile delinquents need to control impulsivity, aggression, and anger control through psychological intervention to prevent impulsive adolescents' repeated delinquency and improve personality. Therefore, character education that fosters sociality to grow into a mature adult is more important than any other education, and the need for a character education program is essential [2].

We approached the concept and characteristic of character as a desirable and ideal character to be equipped as a human rather than a discussable concept. Therefore, the character education effect of juvenile delinquents was studied by approaching from two aspects: the approach as a psychological property and the dignity inherent in the value scale of humanity that should be equipped as a member of society [3]. Character education at the juvenile detention center allows adolescents to look back on their lives, alleviate psychological conflicts and create emotional stability and desirable and healthy personality. At the same time, we would like to present it as a concept of character education to prevent repeated delinquency. Curiosity, temptation, speculation, and retaliation have not changed significantly when looking at the motives of juvenile crime, but accidental crime has always been high since 2008. It seems that mental and physical anxiety, which has not fully grown, shows the characteristics of adolescents who take an accidental attitude at first, without the possibility of having rational judgment. Psychological intervention character education for juvenile delinquents is required to control anger and impulses to prevent recidivism of ridiculous crimes that sometimes are occurred by adolescents because of 'without specific motives', 'just', or 'bad temper', as reported in newspapers.

Tea cultural therapy as a psychological intervention character education program for juvenile delinquents improves the psychological stability of juvenile delinquents by encountering tea culture, which is the core of the national emotional culture. Besides, through interaction and experience with nature, juvenile delinquents can experience anger control, impulse control, empathy and sensitivity, devotion, and etiquette. It is possible to naturally expect their positive socialization and character cultivation. This study purpose to suggest the direction of character education program for juvenile delinquent development through a psychological intervention based on the actual state of character education program in the juvenile detention center.

2. Reality of character education program for juvenile delinquent

The juvenile detention center's mission is to accept juveniles who have been sentenced to protective disposition No. 8, 9, and 10 under juvenile act juvenile detention, and to provide correctional education. To accomplish this task, the juvenile detention center has been converted into a regular school (specialized school) system and efforts have been made to increase social stress through professional vocational skills development training. Also, interest and demand for character education have increased to support juvenile's healthy growth and return to society. Since 2009, the importance and intensity of character education have been increased, and it was organized as a regular curriculum at the juvenile detention center across the country [4]. The purpose of character education for juvenile detention centers is to reduce the psychological maladjustment of a juvenile delinquent and to resolve emotional conflicts to help develop desirable character. Also, it aims to adapt well to the life of the juvenile detention center, and it supports the return to society. The ultimate goal of the juvenile detention center is to prevent recidivism. The juvenile detention center is divided into

first-level new education, second-level basic education, and third-level social return education from entry to discharge, and character education is included in the second-level basic education.

In the juvenile detention center, character education is conducted through the operation of a specialized institution for character education and various psychotherapy programs. The operation of the specialized institution for character education operates a specialized character education-oriented curriculum that reflects the characteristics and desires of students and aims to form a character with the harmony of intelligence and sensitivity through character education and to correct delinquent disposition. In particular, character education organized an open and experience-oriented program that can internalize basic lifestyle, social norms, responsibility, self, and respect for others. Through this, it enhances mind purification, self-control, and responsibility, and minimizes disconnection with society, leading to a smooth social settlement in connection with probation after completion of education. Character educations consist of self-operated programs and external-linked programs, depending on the institution.

The actual status of character education programs conducted by the juvenile detention center is examined by the type of character education program, the amount of experience participating in the program, the satisfaction level of the programs, and the research trend of the juvenile detention center character education program [5]. Character education programs conducted by 10 juvenile schools nationwide have run the following various classes: law education, sexual delinquency prevention education, violence prevention education, prevention of robbery/theft, drinking, drug abuse, smoking, sensitivity training, movie therapy, and MBTI (personality), character-development, art therapy, reading therapy, gardening therapy, integrated art therapy, poetry therapy, happiness class, TSL, dream note, psychodrama therapy, parent-children one night two days program, Chinese cookies (character), and so on [2]. Looking at the analysis of the research trend of the character education program conducted by juvenile detention centers to juvenile delinquents, it was most frequently conducted in the fields of psychology or counseling as an academic category analysis, followed by social welfare, art therapy, and correction [6].

3. Importance of psychological factors with juvenile delinquent character education

Psychological problems such as anxiety and depression of adolescents are important factors that directly increase delinquency. The delinquency of adolescents can be seen as a form in which adolescents' psychological state or conflict with the surrounding environment is expressed externally. When adolescents feel depressed, the delinquency act performs as a coping action to relieve depressed emotions. Especially in the case of depression, it appeared that it reflects emotional and behavioral problems that lead to the development of risk factors in psychosocial areas such as inappropriate family relationships or low academic achievement.

Secondly, the problem of declining self-esteem experienced by delinquent adolescents is also considered as a factor increasing the risk of delinquency. In the discussion of the relationship between self-esteem and delinquency, there is a disagreement with which element precedes it.

A psychological risk factor for individuals is self-control. Self-control is a representative risk factor based on the self-control theory. In the process of growth, as a result of not receiving proper parenting from parents or guardians due to family dissolution or family structure weakness, self-control becomes weaker when faced with a criminal situation,

leading to a situation that commits a crime by yielding to the temptation. This is a risk factor based on the explanation that the situation may be promoted or restrained depending on the opportunity factors of crime. When delinquent adolescents are in a crime-prone situation, self-control may be weak, resulting in repeated delinquency despite experiencing difficulties in previous delinquency.

4. Tea cultural therapy as character education of juvenile delinquents' psychological intervention

Tea cultural therapy can be defined as a process of systematic treatment in which the tea culture therapist helps the subject and induces dynamic change by using tea culture as a tool. Tea cultural therapy is not just drinking one or two cups of tea and absorbing the useful ingredients of tea leaves, it is the process of accurately grasping the needs of the targets, setting specific goals, and implementing the process step by step. It can be seen that the objective and structured tea cultural therapy applied to set and achieve the goal is a completely different concept from the tea life or tea culture simply pursuing health or fashion.

In a study on the effects of tea education and tea culture programs on the character change of delinquent adolescents, adolescents who received tea education were generally more positive than those who did not receive it, and educations had a positive effect on improving manners, moderation, and consideration [4]. Tea educations had character education effect on the right behavior and mind as practical basic life manners, and tea education brought a sense of public order and improvement of basic life habits, showing that it was satisfactory in terms of corrective education. The tea cultural therapy program offered an emotionally stable atmosphere of tea culture for teenagers with intellectual disabilities with high anxiety, naturally reducing anxiety which led to understanding, respect, and love for themselves. The tea medication integration program reported that adolescents in the experimental group had an effect of improving self-esteem, prosocial behavior, and psychological well-being compared to those in the control group. Also, it showed that positive self-esteem was formed by accepting and recognizing reality and oneself as it is. Tea medication integration programs were found to be effective in improving self-esteem, prosocial behavior, and psychological well-being of low-income single-parent families' adolescents [7]. The effect of tea cultural therapy on the emotional stability, self-efficacy, and aggression of adolescents at risk, the Tea cultural therapy program, adolescents at risk showed emotional stability, increased self-efficacy, and decreased aggression [8]. The tea cultural therapy program had a significant influence on improving self-efficacy, self-control, and interpersonal relationship among probation adolescents [6]. In this way, tea cultural therapy brings positive and desirable attitudes, such as emotional stability, self-esteem, self-control, and consideration, to delinquent adolescents. Also, it can be said that it has sufficient value as character education in mental, behavioral, social, and physical aspects.

Tea cultural therapy, as a character education of psychological intervention in the juvenile detention center, considers personal factors, family factors, academic/educational factors, cultural factors, and social/environmental factors which are the cause of delinquency. And it is applied by stages to change the behaviors of a juvenile delinquent. Therefore, as a character education of psychological intervention, tea cultural therapy programs should be structured to reduce anxiety and depression of juvenile delinquents and to improve self-esteem and self-control. Also, the program should be designed considering personal factors, family factors, academic factors, cultural factors, and social/environmental factors that cause delinquency.

5. Conclusion

In adolescence, biological, social, and cognitive changes occur rapidly, increasing psychological anxiety. On the other hand, it is a very important and difficult time to accomplish various tasks including academic work. In this aspect, it is possible to emphasize the significance of psychological support programs, which are the most important among character education programs. Juvenile delinquents show more antisocial behavior when they do not properly follow the normative behavioral patterns of life or the overall flow of society and sometimes commit persistent crimes by not recognizing their psychological anxiety. Also, when there is a problem, there is a lack of psychological experience to defend themselves, resulting in low coping ability or intellectual understanding. Therefore, psychological intervention with tea cultural therapy character education programs for sensitivity training, empathy, self-esteem improvement, self-control enhancement programs, and psychotherapy could have a positive impact on the juvenile delinquent. Also, tea cultural therapy character education programs help recognize one's feelings well, not express emotions impulsively, and cultivating the ability to appropriately judge and understand one's and others' emotions and communicate according to the situation in question. This will help with psychological stability and healthy behavioral changes.

In conclusion, in terms of the value of character education programs in the juvenile detention center, it is necessary to go beyond the scope of traditional character education. In other words, through humanistic introspection and reflection, the personality and values of juvenile delinquents can be changed, so that the internal stabilization of correctional administration and the meaning of correction, passive meaning of building a social safety net, must be overcome. And it should be structured to be a true character education that can induce the inner changes of juvenile delinquents. For the internal stabilization and systematization of the character education of the juvenile detention center, character education of humanistic counseling integrated psychological intervention is required. Also, the tea cultural therapy program of psychological intervention that can overcome the problems of character education in juvenile detention centers can reduce anxiety, depression and increase self-esteem and self-control of juvenile delinquents, thereby helping in mind purification and emotional recovery. In the juvenile detention center, the psychological intervention character education tea cultural therapy program can provide a foundation for juvenile delinquents to promote harmonious growth of mind and body and to form a healthy self-identity.

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