Research Article

Research on the Impact of Non-Formal Schooling on Juvenile Delinquent Conduct

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ARTICLE INFO	ABSTRACT
	The moderating effect of cultural relevance was highlighted in this research that explored the influence of non-formal schooling on juvenile delinquent behaviour within the culturally setting of China. Finding out how at-risk youth's behavioural characteristics were affected by culturally relevant non-formal education initiatives was the main goal of the study. As part of a mixed-method strategy, surveys provided quantitative data, while in-depth interviews provided qualitative insights. The theoretical framework provided emphasis on the importance of community-centeredness, accessibility, and flexibility in non-formal education, as well as how incorporating local norms, convictions, and practices may promote social cohesiveness and moral growth. Evidence from this study suggested that educational strategies that incorporate cultural traditions and communal values could be a powerful way of reducing delinquent behaviours, as there was a strong enthusiastic correlation between non-formal schooling and culturally relevant content. The findings highlighted the importance of non-formal education that is culturally based in helping youths develop a sense of self, a feeling of community, and morality awareness. This, in turn, promotes social integration and prosocial actions. Despite fast industrialisation and globalisation, culturally appropriate curriculum assisted retain cultural authenticity, strengthened social cohesiveness, and empowered individuals, according to the research. Culturally responsive methods are crucial for developing successful treatments for at-risk kids in China, and these findings gave empirical confirmation for the concept that cultural relevance modulates the link between non-formal education and juvenile behaviour. The results add to the knowledge of how community-based educational interventions may be used to address juvenile delinquency in different intercultural contexts. **Keywords:** Non-formal schooling; Juvenile delinquency; Cultural relevance; Social integration; Adolescent behaviour.

1. INTRODUCTION

It is essential to address adolescent misconduct within the broader sociocultural framework. Research on innovative, socially appropriate therapy is very important as societies worldwide confront the repercussions of teenage destructive conduct. Juvenile criminality should be addressed through the larger societal context. Exploring new and regionally appropriate therapies is becoming increasingly important as communities throughout the globe deal with the devastating fallout of teenage aberrant behaviour. It is crucial to examine information that discusses different danger and prevention factors to have a thorough comprehension of the complexities of juvenile delinquency (Aminu, 2022). Individual, family, and social effects interact intricately, as shown by several studies that have outlined these elements. For example, as compared to the effect of familial surveillance, the likelihood of privately reported delinquency is much higher when peers are involved in antisocial behaviours (Maemonah et al., 2024). By stressing accessibility, flexibility, and community-centredness, non-formal

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schooling has arisen as a practical reaction to deficiencies in China's traditional educational sector. To guarantee that underprivileged youth, including those who have migrated from rural areas, dropped out of school, or come from economically unstable backgrounds, are able to participate in the educational process, accessibility must be guaranteed. Scheduling and curriculum that are adaptable to students' needs may combine vocational skills, redirect kids off criminalised paths, and deliver rehabilitative techniques. Community- centredness programs are rooted on regional standards and opportunities, bringing together households, neighbourhoods' groups, and nongovernmental organisations to create supporting structures that promote positive behaviours and integration into society (Zhang & Perkins, 2023). Key strategies for minimising recurrence and boosting positive interpersonal growth among at-risk Chinese teenagers which combined alternate educational institutions that promote inclusiveness and relationship supports. This study delves into the ways in which these factors combine to impact the paths that delinquents choose and maintain cultural relevance.

2. BACKGROUND OF THE STUDY

Personality growth reaches a critical point throughout adolescent. Both the physical and mental aspects of a person undergo transformation over this time. Several variables influence this procedure, and their impacts could be beneficial or detrimental. Regrettably, some youths, whether influenced by others or impacted by unsavoury living circumstances, choose for antisocial conduct (Müller-Fabian et al., 2020). When it comes to meeting the sociological and academic requirements of marginalised communities, non-formal schooling has become an essential supplement to formal education. The fast growth in socioeconomic inequality and demands of contemporary scholastic systems in China have made juvenile delinquency a more pressing issue. To address the issue of at-risk adolescents, non-formal education initiatives have emerged as an alternative to standard formal schooling. Several programs provide alternate avenues for acquiring skills, ethical education, and integrating into society. The courses range from extracurricular seminars and trade schools to community-based educational projects. In determining the efficacy of non-formal education, cultural relevance acts as a mediator (Shirk, 2020). Culturally relevant learning helps adolescents develop an understanding of self, affiliation, and moral consciousness by embracing indigenous customs, practices, and community values. By tying in with cultural traditions, non-formal interventions are better able to nurture pro-social growth, decrease delinquent inclinations, and beneficially impact behaviour. Accessibility, flexibility, and community-centeredness are the three main pillars around which non-formal schooling is built. By removing financial, social, and geographical obstacles, accessibility guarantees that services serve disadvantaged and at-risk kids. By being adaptable, learning techniques and information may cater to the preferences, needs, and educational patterns of learners, resulting in enhanced involvement (Newman et al., 2020). Mentoring, collaborative accountability, and social cohesiveness are promoted by community-centred techniques that use nearby assistance networks. When taken as a whole, these elements, via cultural relevance, constitute a complete structure that helps with juveniles' longevity, inclusion into society, behavioural improvements, and educational disparities. Policymakers and educators may use the findings of the research to develop effective non-formal education interventions by learning more about the interplay between these aspects and their effects on reducing delinquent behaviour.

3. PURPOSE OF THE RESEARCH

This research set out to answer the question, "How does cultural relevance mediate the relationship between non-formal schooling and juvenile delinquent conduct in China" by looking at the effects of non-formal education on this issue. The study sought to determine the effects of non-formal education

programmes on the behavioural tendencies of juvenile delinquents, including community-based educational experiences, professional development, and cultural activities. The usefulness of non-formal schooling in moulding good behaviour was investigated in relation to culturally appropriate material, such as conventional beliefs, local practices, and community standards. The study aimed at investigating how cultural relevance influenced the connection between non-formal education and juvenile behaviour. The researchers hypothesised that including culturally significant moments in instructional settings would enhance ethical growth, behavioural accountability, and conformity to the standards of society. The study aimed to give empirical findings on how incorporating cultural beliefs into non-formal education may decrease delinquent inclinations and increase positive social behaviour by analysing statistics from different educational programmes and juvenile generations. In the end, the study proved that non-formal schooling, when combined with juvenile educational opportunities, played an integral part in directing youth towards positive social behaviour. This finding emphasised the significance of culturally grounded schooling and achievement methods to combat behavioural issues among adolescents.

4. LITERATURE REVIEW

Several literature stated that when it comes to maturation, decision-making, and prospective planning, adolescents are second to none. Morals, preferences, hobbies, and spiritually requirements all take shape over this formative period of a human character. Acceptance of public standards and societal ideals is resisted by juveniles. Arguably the most pervasive and serious problems affecting people throughout all backgrounds is juvenile delinquency. It permeates almost aspect of this society. This offence has a negative impact on the future of the juvenile offender. Every industrialised nation's criminal policy has long prioritised addressing the issue of juvenile criminality. As the modern era progresses, new threats and circumstances are adding to the aggressive character of juveniles. Take the impact of the web on the integration of juveniles, for instance (Kiknavelidze, 2021). Another research paper discussed that economic inequality, violence, unemployment, and global warming are all on the rise, and adolescents are struggling to cope. Adolescent therapists can provide young people with the tools they need to face these difficulties head-on. The research identified the capabilities young facilitators taught their participants in after-school programs and to propose policy changes that would make these programs more widely available (Chauke, 2022). One research looked at the ways that underprivileged kids in poor nations become powerful community leaders. With that goal in mind, the study examined what they learnt via the non-formal education program SALUTE. Numerous important conclusions emerged from the research. To begin with, it found that young people were not only receptive to education but rather active participants with the power to effect positive development in their neighbourhoods. Furthermore, it demonstrated that non-formal education could help create resilient community by establishing connections between students' real-life experiences and their classroom instruction. Thirdly, it was noted that individuals' informal learning, which occurred between the academy's stated goals and members' practical observations, was strongly tied to the process of empowerment via non-formal education. Four, it brought attention to the tactical factors that local activists, non-governmental organisations, and other organisations should consider when designing learning initiatives to empower young and encourage community involvement (Gull & Sarwar, 2020). To find areas where adolescent personnel, academics, and governments might agree on one description of professional work with young people, another study conducted a selective literature review of worldwide sources. They reached the conclusion that different nations and jurisdictions implemented professional youth work differently. Despite this diversity and complexity, the practices and programs that helped the youth seemed to be based on a frequently used educational paradigm, social pedagogy (Corney et al., 2024). This study explored the impact of non-formal schooling on juvenile delinquent conduct considering cultural relevance in the context of China.

5. RESEARCH QUESTION

- What is the impact of non-formal schooling on cultural relevance?

6. RESEARCH METHODOLOGY

6.1 Research Design

A mixed-method research strategy was used to carry out the study. For the quantitative data analysis, SPSS version 25 was used. To measure the magnitude and direction of the statistical association, the odds ratio and 95% confidence interval were used. A level of statistical significance was provided when p was less than 0.05. Using descriptive analysis, researchers were able to understand the data's essential nature. In addition, qualitative data was gathered via in-depth interviews.

6.2 Sampling

The investigator used a convenience sampling technique. The Rao-soft program was used to verify that the sample included 624 individuals. The researcher conducted a study necessitating the distribution of 770 questionnaires to the participants. A total of 715 questionnaire sets were gathered; 37 sets were eliminated due to incompleteness. Consequently, the final sample size was determined to be 678.

6.3 Data and Measurement

A combination of qualitative and quantitative methods was used to gather primary data for the study project. For quantitative data measurement, the surveys used a five-point Likert scale to ask respondents to assess their ideas. To further evaluate the qualitative data, in-depth interviews were also conducted. Information for the secondary analysis came from a variety of sources, the majority of which were online.

6.4 Statistical Software

The researchers conducted the statistical study using SPSS 25 and Microsoft Excel.

6.5 Statistical Tools

The investigators produced an overview of the dataset's attributes using descriptive statistics. Investigators used factor analysis to ascertain the dependability of the constructs. The authors of the research used analysis of variance (ANOVA) to evaluate the collected data. The direction and magnitude of the connections were evaluated using expectation levels, 95% confidence intervals, and the Odds Ratio. Researchers considered a finding statistically significant when $p < 0.05$.

7. CONCEPTUAL FRAMEWORK
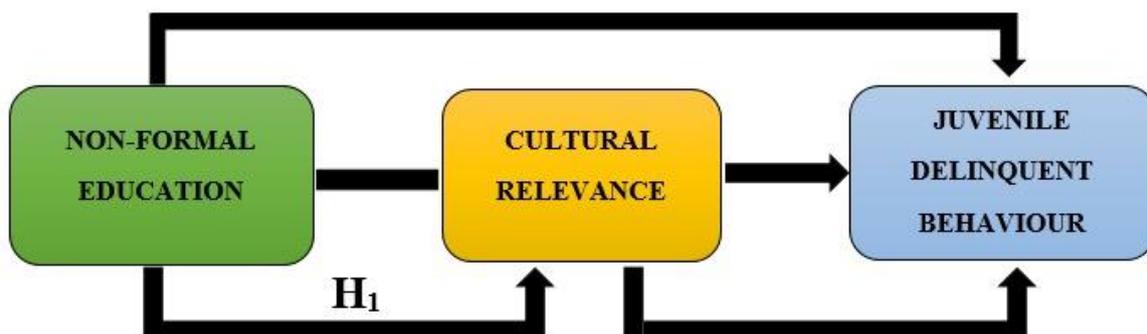
8. RESULT

- **Factor Analysis**

Finding new components is the goal of Factor Analysis (FA) using open-source data sets. Regression coefficients are often used by physicians to narrow down the probable diagnosis when no visible symptoms are present. Mathematical models are mostly used to find weaknesses, trends, and inconsistencies. Kaiser-Meyer-Olkin (KMO) tests are used by certain researchers to evaluate regression outcomes. The dependent variables in the model and the inductive definition are both supported by this investigation. There seems to be some duplication based on the data. To facilitate better comprehension, scientists may choose to decrease the image's size. A number between 0 and 1 might be theirs with MO. There are sufficient samples if the KMO score is between 0.8 and 1. As Kaiser puts it, to go forward, one will need: According to Kaiser, all these conditions were met: The average lies somewhere between sixty-nine and sixty-nine, with a more condensed range of zero to fifty-nine points. For most intermediate uses, a ground grade between 0.70 and 0.79 will do. Using an HPS with a coefficient between 0.80 and 0.89.

They marvel at the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .926

The results of Bartlett's test of Sphericity are as follows:

approx. chi-square = 3252.968

df = 190; sig =.000

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.926
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

Many individuals use this method to obtain the claims inside their samples. Upon establishing the statistical significance of the correlation matrices, the researchers will use Bartlett's Test of Sphericity. The sample size is considered enough for the investigation, as shown by a Kaiser-Meyer-Olkin score of 0.926. A p-value of 0.00 indicates that the Bartlett sphericity test yielded negative results. Researchers may determine that the correlation matrix is not an identity matrix if it successfully passes Bartlett's Sphericity test.

❖ **INDEPENDENT VARIABLE**
• **Non-formal schooling**

There are several distinctions between formal and non-formal schooling. Training in these environments is not haphazard but rather purposeful and structured, while it is methodologically and academically adaptable. The focus is on the pupils' needs and interests, and there is no mention of a deadline (Wu et al., 2024). Much less learning takes place in traditional classroom settings, and pupils and teachers have much less face-to-face interaction. An informal schooling emphasises skill building and the cultivation of qualities like acceptance, in contrast to formal schooling's absence of practical knowledge. non-formal learning does not have a fixed plan; it occurs in many different places and people do not know they are gaining knowledge In informal education, the person is responsible for their own learning. Failures are important for learning, and the more mistakes it make, the more it learns. Most of the time, this kind of learning occurs in families, acquaintances, and workplaces (Kicherova & Trifonova, 2023).

❖ **MEDIATING VARIABLE**
• **Cultural Relevance**

Integration of local customs, beliefs, and belief sets into instruction irrespective of the formal school framework is emphasised by cultural relevance in non-formal schooling. Learning is made relevant, accessible, and culturally sensitive when this is achieved. Traditional knowledge and contemporary abilities may be better communicated via non-formal education in many settings, particularly in diverse communities. Non-formal schooling promotes a feeling of identity, pride, and belonging in pupils by adding culturally relevant information, such as native tongues, traditional arts, civic engagement, and local traditions. parental involvement, moral development, and tranquilly are highly valued in Chinese culture (Li et al., 2020). To keep academic and social initiatives in contemporary China in line with the values while also accommodating external factors and cultural relevance is essential. By fostering schooling that is reflective of regional spoken languages, practices, and culture, it assists pupils with making connections between what they learn in the classroom and their actual lives and the history of their community. In the face of fast industrialisation and technical development, this method helps maintain cultural identity. By promoting tolerance and acceptance among China's many ethnic groups, culturally appropriate schooling helps bring the country closer together. Also, China maintains its cultural wealth and promotes development based on legacy by cherishing indigenous arts, traditions, and philosophies (Zhou, 2023). As a result, cultural relevance may help China progress without compromising its sense of ethics or its distinctive character.

• **Relationship between non-formal schooling and cultural relevance**

Academic and social scientists have dug deep into the correlation between informal learning and antisocial behaviour among youth. How learning outside of the typical educational setting helps maintain and pass on cherished traditions while encouraging social flexibility is shown by the connection between non-formal schooling and cultural relevance in China. The varied academic demands of disadvantaged and remote regions have been significantly met by non-formal education initiatives including community study centres, technical education, and cultural activities (Wentao & Paramalingam, 2024). Juveniles might experience less social isolation and more confidence via non-formal education's mentoring and adaptable educational settings. Pupils have a stronger relationship to their ancestry when these lessons include culturally relevant information, such as indigenous practices, dialects, and rituals. Intervening among contemporary educational and conventional non-formal schooling in China integrates cultural understanding and community involvement. It fosters social cohesiveness, promotes lifetime education, and helps students acquire practical skills while preserving their cultural identity. The curriculum is more relevant and accessible in this kind of schooling because it supplements the formal system by adjusting to local circumstances. In this

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approach, non-formal schooling promotes educational fairness and helps China's objective of cultural preservation in the face of fast industrialisation and globalisation (Wu et al., 2024). Individual empowerment and the sustained evolution of culturally varied societies are both aided by the complementary relationship between cultural relevance and non-formal education.

Investigators have built their whole understanding of the relationship between non-formal schooling and cultural relevance on essential assumptions:

- *"H_{01}: There is no significant relationship between non-formal schooling and cultural relevance."*
- *"H_1: There is a significant relationship between non-formal schooling and cultural relevance."*

Table 2: H_1 ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	78,700.000	279	5150.798	1115.132	.000
Within Groups	454.500	399	4.619		
Total	79,154.500	678			

This investigation yielded important results. When the p-value is less than .000 and the F-value is 1115.132, Researcher have reached the statistical significance threshold. Scientists reject the null hypothesis and accept *"H_1: There is a significant relationship between non-formal schooling and cultural relevance"* considering these findings.

9. DISCUSSION

Considering the intermediary role of cultural relevance, the research showed that non-formal schooling had a substantial impact on juvenile delinquent behaviour. The results showed that teens felt more connected to their community and had a stronger concept of self when instructional programmes included local beliefs, cultural practices, and practices. By bringing together elements of both formal education and community norms, this method fostered greater moral growth and social cohesiveness. Investigators found that students' involvement and knowledge were better supported by culturally appropriate curriculum, which led to improvements in behaviour. The findings provided credence to the notion that, when tailored to specific cultures, non-formal education has the potential to promote ethical behaviour and cultural pride, therefore lowering the incidence of delinquency. The research highlighted how non-formal learning settings may be made more successful by integrating indigenous customs and languages. The association between non-formal schooling and better juvenile behaviour was shown to be strengthened by cultural relevance in the process. Research like this shows that culturally orientated education programmes may help troubled teens with their behaviour problems, and it also shows that lawmakers should take local customs and beliefs into account when developing juvenile intervention programs. Taken together, the findings support the idea that non-formal

education that is mindful of cultural differences might be a powerful instrument for promoting constructive social change and modifying people's behaviour.

CONCLUSION

According to the research, cultural relevance had a critical moderating role in the relationship between non-formal schooling and juvenile delinquent behaviour in China. Research shows that teens' moral development, social behaviour, and feeling of identification and self-worth may all benefit from non-formal education programmes that include culturally relevant material. Consistent with the premise, the results showed that culturally appropriate methods improved the correlation between informal schooling and positive behavioural changes. The study found that non-formal education programs that are adaptable, accessible, and community-focused successfully met the specific requirements of disadvantaged kids, guiding them away from delinquent behaviour and promoting socioeconomic reintegration. These projects helped conserve cultural heritage and promote social cohesiveness and adaptability by highlighting local customs, spoken languages, and communal norms.

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