CHAPTER- V

SUMMARY AND CONCLUSION

5.0. INTRODUCTION

Youth is the real asset of every society, the future of the societies, countries and the world at large depends on its youth. Youth indulging in crimes or deviating from the law have high return to themselves, their families, the societies and the world at large. Over the years efforts have been made to identify the causes of the juvenile delinquency. Researchers report core factors that predict juvenile delinquency among youth such as broken homes, absence of close relationships between children and their parents, number of people in the family. Besides nurturance and family background, intelligence, learning disabilities, mental retardation have been of great concern to researchers during the early years of 19th century (Hollin, 1989) with little agreement regarding the role of these factors as a contributory factor to juvenile delinquency.

During the last few decades the delinquency and crime rate is rising in both developed and developing countries (Rutter and Giller, 1983). The increase of crime rate in Pakistan has heightened the importance of investigating the explanation for the reasons (and whether these are changing) for delinquency and crimes in order to help the policy makers, law enforcing agencies and also the mental health practitioners.

5.1 Need and Importance/Significance of the Study.

Every human being has to grow, develop and attain the fulfillment of his personality. In a happy home with a healthy environment, the individual grows and develops mentally, physically, emotionally and socially and reaches his full stature in all aspects. Deprived of the most basic needs. Viz. home and the love of parents, the individual is darted in his infancy and other factors have to substitute or help him achieve the fullness of his personality. It is these factors which the investigator wished to determine by undertaking this study, which is, but a part of a far-reaching problem. The juvenile delinquency rate is an index of the social, emotional and moral maladjustment of a nation. Psychologists have insisted that all behavior of the part of an organism is an attempt to adjust by reducing the tensions that cause
dissatisfaction. Hence daydreaming on the part of a child, although considered a symptom of maladjustment, is really a tension reducing mechanism. Likewise, aggressiveness, lying and stealing are attempts to reduce tensions. Thus all behavior can be considered adjective behavior if it succeeds in reducing tension, even temporarily.

Juvenile delinquents are those children or students who indulge themselves in criminal or illegal activities. They would engage in smoking, taking alcohol, drugs, being casino or sometimes behave like a bully and even commit murderer. These may be due to social surroundings, locality, influence of peer group, poverty, or they may be orphans that they could not get guidance from parents. Sometimes because of psychological disorder and victim of bullying {in order to take revenge of such bullying they too become bullies.

Self concept refers to the concept individual things who he is an individual and as a member of social group. Juvenile delinquents usually have self concept that only illegal activities or so-called activities they could be recognized in society. It may be get style or fashion of that society.

It is obvious that juvenile delinquents have adjustment difficulties with peer groups, society and family. So they indulge in such activities to do so when they find difficulty to adjust with the family they run off from houses. When they find difficult to adjust with the friends, they use to follow them like smoking, drinking, taking drugs, ragging younger ones or junior ones, eye teasing, gambling and casino activities to be called cool dood. It’s quite a fashion in big cities.

Sometime juvenile delinquents were of low I.Q. to overcome with that they adopt delinquent behavior whereas some other juvenile delinquents are of extra ordinary I.Q. the engineering and IIT students who are juvenile delinquents plans technical points for their activities.

Academic achievements of juvenile delinquents are individualized. It is based on individuals interests. They would engage in criminal activities and can lose their performance in school or even they could manage the both.

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reducing mechanism. Likewise, aggressiveness, lying and stealing are attempts to reduce tensions. Thus all behavior can be considered adjective behavior if it succeeds in reducing tension, even temporarily.

5.2 Statement of the problem:
“A STUDY ON SELF CONCEPT, ADJUSTMENT AND INTELLIGENCE IN RELATION TO ACADEMIC ACHIEVEMENT OF “JUVENILE DELINQUENTS”.

5.3 Objectives of the study:
- To study the deference between Boy and Girl juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.
- To study the deference between rural and urban juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.
- To study the deference among various parents occupation (Agriculture, Govt, Business) with respect to self concept, adjustment, intelligence and academic achievement.
- To study the deference between nuclear family and joint family of juvenile Delinquents with respect to self concept, adjustment, intelligence and academic Achievement.
- To find out the deference between south and north Karnataka region in the conditions of juvenile delinquents.
- To study the deference between senior and junior juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.
- To study the deference between educated parents and uneducated parents of juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.
- To study the relationship between academic achievement of Boy and Girl juvenile delinquents with respect to self concept, adjustment, intelligence.
- To study the relationship between academic achievement of rural and urban juvenile delinquents with respect to self concept, adjustment, intelligence.
To study the relationship between academic achievement of various parents occupation (Agriculture, Govt, Business) juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of nuclear family and joint family juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of south and north Karnataka region juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of senior and junior juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of educated parents and uneducated parents of juvenile delinquents with respect to self concept, adjustment, intelligence

To study the direct and indirect effect of self concept, adjustment and intelligence on academic achievement of juvenile delinquents

To survey the available facilities for the improving conditions of juvenile Delinquents.

5.3 **Hypotheses of the study:**

Following are the hypotheses of the present study

1. There is significant difference between boy and girl juvenile delinquents with respect to their academic achievement scores

2. There is significant difference between rural and urban juvenile delinquents with respect to their academic achievement scores

3. There is significant difference between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their academic achievement scores

4. There is significant difference between juvenile delinquents living nuclear and joint family with respect to their academic achievement scores
5. There is significant difference between juvenile delinquents of south and north regions with respect to their academic achievement scores.

6. There is significant difference between senior and junior juvenile delinquents of with respect to their academic achievement scores.

7. There is significant difference between educated and non-educated parents of juvenile delinquents of with respect to their academic achievement scores.

8. There is significant difference between boy and girl juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

9. There is significant difference between rural and urban juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

10. There is significant difference between occupations (agriculture, business and government employees) of parents of juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

11. There is significant difference between juvenile delinquents living in nuclear and joint family with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

12. There is significant difference between juvenile delinquents of south and north regions with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

13. There is significant difference between senior and junior juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

14. There is significant difference between juvenile delinquents of educated and uneducated parents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.
15. There is significant difference between boy and girl juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, and Individual.

16. There is significant difference between rural and urban juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, and Individual.

17. There is significant difference between occupations (agriculture, business and government employees) of parents of juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

18. There is significant difference between juvenile delinquents living in nuclear and joint family with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, and Individual.

19. There is significant difference between juvenile delinquents of south and north regions with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

20. There is significant difference between senior and junior juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

21. There is significant difference between educated and uneducated parents of juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

22. There is significant difference between boy and girl juvenile delinquents with respect to their intelligence scores.

23. There is significant difference between rural and urban juvenile delinquents with respect to their intelligence scores.

24. There is significant difference between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their intelligence scores.

25. There is significant difference between juvenile delinquents living nuclear and joint family with respect to their intelligence scores.
26. There is significant difference between juvenile delinquents of south and north regions with respect to their intelligence scores

27. There is significant difference between senior and junior juvenile delinquents with respect to their intelligence scores

28. There is significant difference between educated and non-educated parents of juvenile delinquents with respect to their intelligence scores

29. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of juvenile delinquents

30. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of boy and girl juvenile delinquents

31. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of rural and urban juvenile delinquents

32. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of occupations of parents (agriculture, business) of juvenile delinquents

33. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of occupations of parents (government employee) of juvenile delinquents

34. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of juvenile delinquents living in nuclear and joint family

35. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and
spiteful scores) and academic achievement scores of south and north region juvenile delinquents.

36. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of senior and junior juvenile delinquents

37. There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of juvenile delinquents of educated and uneducated parents

38. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of juvenile delinquents

39. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of boy and girl juvenile delinquents

40. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of rural and urban juvenile delinquents

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42. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of occupations of parents (government employee) of juvenile delinquents

43. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of juvenile delinquents living in nuclear and joint family
44. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of south and north region juvenile delinquents.

45. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of senior and junior juvenile delinquents.

46. There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and individual and academic achievement scores of juvenile delinquents of educated and uneducated parents.

47. There is significant relationship between intelligence and academic achievement scores of juvenile delinquents as a whole and in sub samples like Gender, Location, Parent’s occupations, Nature of family, Regions, Seniority, Education of parents.

48. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents.

49. Self concept, adjustment and intelligence are significant predictors of academic achievement of boy juvenile delinquents.

50. Self concept, adjustment and intelligence are significant predictors of academic achievement of girl juvenile delinquents.

51. Self concept, adjustment and intelligence are significant predictors of academic achievement of rural juvenile delinquents.

52. Self concept, adjustment and intelligence are significant predictors of academic achievement of urban juvenile delinquents.

53. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents with parents with agriculture as a occupation.

54. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents with parents with business as a occupation.

55. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents with parents with government employee as a occupation.
56. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents living in nuclear family

57. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents living in joint family

58. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of south region.

59. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of north region

60. Self concept, adjustment and intelligence are significant predictors of academic achievement of senior juvenile delinquents

61. Self concept, adjustment and intelligence are significant predictors of academic achievement of junior juvenile delinquents

62. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of educated parents

63. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of uneducated parents

64. There is significant direct and indirect effect of self concept, adjustment and intelligence on academic achievement of juvenile delinquents

5.4 Operational Terms Defined:

**Juvenile delinquent: (JD)**

Any child whose conduct deviates sufficiently from normal social usage that it may be labeled antisocial; while state legal codes very considerable, the following common denominators may be noted in regard to the legal definition of the term:

The individual is under the age of 16(male) and 16 (female).

He has violated any law of the state that if committed by a person above this age group would be an offense punishable other than by death or life imprisonment, and
He has violated laws particularly designed for juveniles such as those dealing with truancy, in
corrigibility, un governability, and habitual disobedience.

The various state laws have an average of eight or nine such items in addition to the violation
of already enacted laws, in addition to the legal definitions. The term juvenile delinquent
includes detected antisocial deviants brought to the attention of social agencies.

**Academic Achievement:**

Academic achievement represents performance outcomes that indicate the extent to which a
person has accomplished specific goals that were the focus of activities in instructional
environments, specifically in school, college, and university. School systems mostly define
cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or
include the acquisition of knowledge and understanding in a specific intellectual domain
(e.g., numeracy, literacy, science, history). Therefore, academic achievement should be
considered to be a multifaceted construct that comprises different domains of learning.
Because the field of academic achievement is very wide-ranging and covers a broad variety
of educational outcomes, the definition of academic achievement depends on the indicators
used to measure it.

**Intelligence:**

RAVEN’S PROGRESSIVE MATRICES defined The aggregate of global capacity of the
individual to act purposefully, to think rationally and to deal effectively with the
environment”

Operationally, intelligence seems to indicate the individual’s capacity to profit to from
experience, this reinforces the standard concept that intelligence is a measure of person’s
ability to make associations.

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved
in reasoning, perceiving relationships and analogies, calculating, learning quickly… etc.
Earlier it was believed that there was one underlying general factor at the intelligence base
(the g-factor), but later psychologists maintained that it is more complicated and could not be
determined by such a simplistic method.
Self –Concept:

“The self-concept is psychological construct not biological given. Therefore it is subject to change and development. Because the self Concept is psychological in origin and nature. Many contemporary psychologists regard it as the most important influence on a person’s behavior.” An individual’s full view and appraisal of himself - his physique abilities, social roles and worth. The manner in which one perceives oneself. The Self-Concept is derived from several factors including: certain personality traits, how you look, your personal values and life goals, and your place or role in life. The Self-Concept is the way babies and children start to understand the social world in relation to them. Relationships with relatives and friends/mentors influence the developmental process heavily.

In childhood the Self-Concept tends to be tied to concrete or physical things like looks, items and skill levels. As the child grows, they learn about things like intrinsic (inner) characteristics and psychological differences due to the fact that they now have a larger network of peers and mentors to compare themselves with. Later in life (teenager-adulthood) the self-concept changes into a more nebulous idea that is organized by what is relevant to the individual.

Self-Concept is an ever changing concept depending on the person because our feelings, personal belief systems and attitude can change when new information is shown to us.

Adjustment:

“This approach regards the student primarily as a member of society one who either fits or does not fit in well with his group and with the larger society. Therefore school guidance concentrates not on pupil self-development but rather on assisting the individual to adjust and conform to the demands and exigencies of both his own group and the larger society”.

“The quality of an individual’s behavior (its efficiency and satisfying ness) in relation to his environment, especially in these interpersonal relations.

You may have heard someone say that “somebody just doesn’t adjust to situation” or “somebody facing problem in adjustment”. Adjustment is a necessary characteristic to be able to live peacefully in this world.
Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present.

Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual.

- **Rural juvenile delinquents (RJD)**
  
  The juvenile delinquents who is born and brought up and studied at prior to joining the juvenile delinquents school rural place are termed as Rural Juvenile Delinquents.

- **Urban juvenile delinquents (UJD)**
  
  The juvenile delinquents who is born and brought up and studied at prior to joining the juvenile delinquents school urban place are termed as Urban juvenile delinquents.

- **Senior juvenile delinquents (SJD)**
  
  The juvenile delinquents who are studying in 9th and 10th standard classes and their age from 14 years to 16 years old considered as senior juvenile delinquents.

  - **Junior juvenile delinquents (JJD)**
    
    The juvenile delinquents who are studying in 7th and 8th standard classes and there age are varies from 12 years to 14 years old. Considered as junior juvenile delinquents.

- **Boy juvenile delinquents (BJD)** The boy who is under age of 16 we called as boy juvenile delinquents.

- **Girl juvenile delinquents (GJD)** The girl who is under age of 18 we called as girl juvenile delinquents.

- **Juvenile delinquents of educated parents (JDEP)**
  
  The juvenile delinquents who is born and brought up from educated family that is parents, who have possessed any education, should be educated or even literate family.
such kind of juvenile delinquents are called as juvenile delinquents of educated parents.

**Juvenile delinquents uneducated parents (JDUEP)**

The juvenile delinquents who is born & brought up from uneducated family that is parents, who have not possessed any education, should be uneducated or completely illiterates such kind of juvenile delinquents are called as juvenile delinquents of Uneducated parents.

**Parent’s occupation (Agriculture, Business, Government employee)**

_Agriculture-_The parents of juvenile delinquents who are working as farmers and farm (Agriculture) labors are considered under Agriculture category.

_Business-_ The parents of juvenile delinquents who are having their own entrepreneurship are considered under business category.

_Government employee-_ The parents of juvenile delinquents who are employed in government sector are considered under Government employee category.

➢ **Regions of Karnataka (South Karnataka and North Karnataka)**

_North Karnataka-_ the juvenile delinquents schools which falls in the Belagavi and kalaburgai division are categorized as North Karnataka

_South Karnataka-_ the juvenile delinquents schools which falls in the Bengaluru and mangaluru division are categorized as south Karnataka.

**Type of family (joint family Nuclear family)**

_Joint family-_ The family where three and more generations are living together is called joint family The parents of juvenile delinquents who are living in such family are categorized under joint family.

_Nuclear family_- The family where two generations are living together is called Nuclear family the parents of juvenile delinquents who are living in such family are categorized under Nuclear family.
5.5 SCOPE OF THE STUDY:

The present study is focusing on juvenile delinquents which are the very necessary aspect in society. Juvenile delinquents the present day’s demand is the education should prepare and individual to meet all the environment needs as well as social needs so that an individual should have enough dare to handle the situations.

Juvenile delinquents.

Juvenile delinquents are those children or students who indulges themselves in criminal or illegal activities. They would engage in smoking taking alcohol drugs being casino or sometimes behave like a bully and even commit murderer. These may be due to social surroundings locality influence of peer group poverty or they may be orphans that they could not get guidance from parents. Sometime because of psychological disorder and victim of bullying in order to take revenge of such bullying they too become bullies.

Self concept.

Self concept refers to the concept individual things who he is an individual and as a member of social group. Juvenile delinquents usually have self concept that only illegal activities or so called activities they could be to recognized in society. it may be get style or fashion of that society

Adjustment.

It is obvious that juvenile delinquents have adjustment difficulties with peer groups, society and family. So they indulge in such activities to do so when they find difficulty to adjust with the family they run off from houses. When they find difficult to adjust with the friends, they use to follow them like smoking, drinking, taking drugs, ragging younger ones or junior ones, eye teasing gambling and casino activities to be called cool dood. It’s quite a fashion in big cities.

Intelligence.

Sometime juvenile delinquents were of low I.Q. to overcome with that they adopt delinquent behavior whereas some other juvenile delinquents are of extra ordinary I.Q. the engineering and IIT students who are juvenile delinquents plans technical points for their activities.

Academic achievements.

Academic achievements of juvenile delinquents are individualized. It is based on individuals interests. They would engage in criminal activities and can lose their performance in school or even they could manage the both.
The present study is mainly focusing on the juvenile delinquents and its relation with the some selected variables namely, self concept, intelligence, adjustment and academic achievement, the study is conducted on the juvenile delinquents of Karnataka state.

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5.7 Method and procedure of study:

Descriptive method:

Descriptive methods can tell us about what exists at present by determining the nature and degree of existing conditions. Because of the methods apparent ease and directness, descriptive method has undoubtedly been the most popular and most widely used research method in education.

Nature of descriptive method:

Descriptive research studies are designed to obtained pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered. They are restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation.

The activities of descriptive studies researchers are not different from those of other researchers. As in any study they –

- Identify and define their problem.
- State their objectives and hypotheses.
- List the assumptions upon which their hypotheses and procedures are based.
- Choose appropriate subjects and source materials.
- Select or construct tools for collecting data.
- Specify categories of data that are relevant for the purpose of study and capable of bringing out significant similarities, differences or relationships.
- Describe, analyze and interpret their data in clear and precise terms and
• Draw significant and meaningful conclusions.

Descriptive studies investigate phenomena in their natural setting. Their purpose is both immediate and long range. They constitute a primitive type of research and do not aspire to develop an organized body of scientific laws. Such studies however provide information useful to the solution of local problems and at time provide data to form the basis of research of a more fundamental nature. Research and do not aspire to develop an organized body of scientific laws. Such studies however provide information useful to the solution of local problems and at time provide data to form the basis of research of a more fundamental nature.

Types of descriptive research:

Descriptive studies have been classified variously by various writers. Some have classified them on the basis of purpose they achieve; some on the basis of the geographical areas they cover and some on the basis of the technique they employ. For the sake of convenience descriptive studies may be classified in the following three categories:

- Survey studies.
- Interrelationship studies.
- Developmental studies.

Survey studies:

Survey studies are conducted to collect detailed descriptions of existing phenomena with the intent to employing data to justify current conditions and practices or to make more intelligent plans for improving them. Their objective is not only analyze, interpret and report the status of an institution, group or area in order to guide practice in the immediate future, but also to determine the adequacy of status by comparing it with established standards. Some surveys are confined to gather all three types of information:

- Data concerning existing status.
- Comparison of existing status with the established status and standards. and
- Means of improving the existing status.

While others are limited to one or two of these types.

Survey studies may take different forms depending upon the scope, nature and purpose of the problem under investigation. They may be broad or narrow in scope. Survey data may be collected from every unit of the population or from the representative sample. The
information gathered may be concerning a large number of related factors or may be confined to a few selected items.

For the present study the descriptive survey method was employed. A descriptive survey research design was employed in the present study in which the researcher collected the data from the respondents by means of some psychological tests and tools to investigate the relationship between SELF CONCEPT, ADJUSTMENT AND INTELLIGENCE IN RELATION TO ACADEMIC ACHIEVEMENT OF “JUVENILE DELINQUENTS OF KARNATAKA STATE”

5.8 Selection of sample

Concept of Sampling:

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected.

A population is any group of individuals who has one or more characteristics in common that are of interest of the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. All public school teachers, all male secondary school teachers, all elementary school teachers or all Chicago kindergarten teachers may be populations.

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Contrary to some popular opinion, samples are not selected haphazardly; they are chosen in a systematically random way so that chance or the operation of probability can be utilized.

The representative proportion of the population is called a sample. To obtain a representative sample, the researcher selects each unit in a specified way under controlled conditions. Usually four steps are involved in the process:

- Defining the population.
- Listing the population.
- Selecting a representative sample
- Obtaining an adequate sample
3.2 Selection of Sample:

District WISE juvenile delinquents list

**BOYS SCHOOLS**

**DIVISION LEVEL FLOW CHART**

**BOYS SCHOOLS**

**BENGALURU DIVISION**
1. BENGALURU 89  
2. SHIVAMOGGA 18  
3. HASSAN 11  
4. KOLAR 09  
5. DAVANGERE 18  
   **TOTAL** 145

**MYSORE DIVISION**
1. MYSORE - 17  
2. MANDYA - 22  
3. KODAGU - 08  
4. CHITRADHURGA - 08  
   **TOTAL** - 45
BELGUAM DIVISION

1. BAGALKOT - 17
2. BELGUAM - 22
3. KARWAR - 08
4. HAVERI - 06
5. VIJAYAPURA - 11

TOTAL - 64

KALBURGI DIVISION

1. KALBURGI - 09
2. KOPPALA - 11
3. RAICHUR - 06
4. BIDAR - 08
5. BALLARY - 13

TOTAL - 47
GIRLS SCHOOLS

BENGALUR DIVISION

1. BENGALUR - 42
2. TUMKUR - 18
3. DAVANGERE - 09
4. CHAMARAJ NAGAR - 11

TOTAL - 80

MYSORE DIVISION

1. UDAPI - 03
2. HASSAN - 05
3. MYSORE - 08

TOTAL - 16
### BELGUAM DIVISION

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### KALBURGI DIVISION

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</table>
Stratified random sampling:

At times a simple random sample, particularly a small one, may by chance have an undue proportion of one type of units in it and therefore, it is necessary to make certain that the units includes in the sample are selected in proportion to their occurrence in the population. When the units in a sample are proportional to their presence in the population, the sample is said to be stratified. When employing the method of stratified random sampling, a researcher divides his population into different strata by some characteristics which is known from previous research or theories to be related to the phenomena under investigation. And from each of the smaller homogeneous groups falling in each strata, he draws randomly a predetermined number of units. Thus, in addition to randomness, stratification introduces a secondary element of control as a means of increasing precision and representativeness.

The usual stratification factors are sex, residence, type of schools, discipline of study, age, socio-economic status, educational background, occupation, religion, caste, general intelligence and so on. The efficiency of the stratified random sample depends upon the allocation of sample size to is in proportion to the size of the strata.

Stratified sampling provide more accurate results than simple random sampling only if stratification results in greater homogeneity within the strata, with respect to the trait under study than it would be found in the whole population taken as unit.

For the present study the stratified simple random sampling method was adopted. For the present study all the district juvenile delinquents who are presently studying in schools the population was for the study.

By using the tools researcher select the sample of 20 boy’s juvenile delinquents schools and 15 girl’s juvenile delinquents girls keeping in the mind that is 475 juvenile delinquents sample represents gender i.e., Boy and Girls ,, Urban and Rural, Senior and Junior, Parents occupation, Educated parents Uneducated parents, and Type of family and ,North Karnataka and South Karnataka.
5.9 TOOLS USED.

For the present study the researcher was used the following tools

RAVEN’S PROGRESSIVE MATRICES (RPM) By Raven’s

The capacity to form comparisons and reason by analogy has developed, and in cases where it has failed to develop or has since become impaired, sets A, Ab, B, Printed on brightly colored backgrounds.

Raven’s Coloured progressive matrices

Obtain a representative sample of approximately a hundred children of each year of age from 5 to 11 1/2, lists of children living in the Burgh of Dumfries, whose names began with the letters E to L inclusive, were prepared. From a total school population of 2700 children between these children were tested individually. 19 children had either moved out of the district or were suffering from a physical illness of long duration.

Table CPM VI

Comparisons between the CPM, Terman-Merrill and Criston Vocabulary Scale Correlations for Children 9 years of age

<table>
<thead>
<tr>
<th></th>
<th>CPM</th>
<th>T-M</th>
<th>CVS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coloured progressive Matrices</td>
<td>0.80</td>
<td>0.66</td>
<td>0.65</td>
</tr>
<tr>
<td>Terman-Merrill Scale</td>
<td></td>
<td>0.90</td>
<td>0.83</td>
</tr>
<tr>
<td>Criston Vocab. Scale</td>
<td></td>
<td></td>
<td>0.95</td>
</tr>
</tbody>
</table>

Reliability

In an extensive review of the psychometric properties of the RPM, Burke (1958) was unable to cite reliability data for CPM other than the initial work reported in this manual (see table CPM VIII). Since that time, however, studies of CPM reliability have generally confirmed that it is extremely satisfactory, whether assessed by split-half or retest methods. The reliability studies can be reviewed in relation to independent variables such as age and ethnic grouping, while sample size often has a bearing on the findings reported.
Carlson has related CPM to Piagetian conservation concepts, noting a development in the reasoning processes required for CPM solutions from perceptual to conceptual (after Winkelmann 1972). Carlson and Wiedl (1977) found high loadings for both perceptual items and conceptual items on the factor defined as simultaneous processing, following Das (1973).

Further development of this work in the U.S.A. and Germany has led to the conclusion that three dimensions can be identify in CPM, viz. abstract reasoning by analogy, pattern completion through identity and closure, and simple completion ie.

**Self concept scale : By The Researcher**

Infant learns physical self different from environment. If basic needs are met, child has positive feelings of self. Child internalizes others people’s attitudes toward self. Child or adult internalizes standards of society.

The Self Concept scale has been designed for use with English/Kannada knowing juvenile students of Karnataka. The scale seeks to segregate well adjusted secondary schools students (age group 12 to 16 years) from poorly adjusted students in the eight areas of Self concept Desirable Behavior, Intellectual and/ School status, Dynamic Attitude, Popularity, Depression, Benevolent, Spiteful.

List of 32 questions indicating the significant problems of juvenile students in eight areas where prepared. The questions were to be answered in ‘Always liking’, ‘More Time’, ‘Some Time’, ‘Never’ this list was presented to five judges, all of whom were psychologists engaged in teaching, counseling or vocational guidance work, to judge each item in term of its merit for being included in the scale. The scale was administrated to sample of 50 juvenile students to remove the language difficulties if any reported by them in understanding clearly the different items.

**Self Concept scale**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Areas</th>
<th>Sl.No of Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Desirable Behavior</td>
<td>2,3,4,17,20,21,26,27</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Intellectual and/ School status</td>
<td>1,7,13,14,15,22,23,25,31</td>
<td>9</td>
</tr>
</tbody>
</table>
**SCORING PROCEDURE FOR SELF CONCEPT SCALE.**

Scoring procedure is very simple the positive response. Always liking-3, more time-2, some time-1, never-3, for the construction of this tool researcher reviewed and referred several tools such as Dr.S.P.Ahluwalias’s Children’s self concepts scale and Dr.Harishankar Shing Children’s self concepts scale, etc.

Validity of the tool co-efficient was 0.9372 by the split half method on sample of 50 boys and 50 girls.

Using the split half method on sample on 20 boys and 20 girls level the co-efficient of co-relation was 0.7831 between odd and even items.

The inventory has a high validity co-efficient of 0.9372 as this tool was found reliable and present study.

**II. Adjustment scale: By The Researcher**

Adjustment is a continued process in which a person varies his behavior relationship between himself and his environment. Adjustment refers to the degree of harmony between the person and his environment. Characteristics of a well adjusted person Awareness of his own strengths and limitations. Respecting him and others. An adequate level of aspiration, Satisfaction of his basic needs. Absence of critical or fault finding attitude. Flexibility in behavior. The capacity to deal with the adverse circumstances. A realistic perception of the world. A feeling of ease with his surroundings. A balanced philosophy of life.

Role of the teacher in pupils’ adjustment Provide a classroom climate that permits the students to feel free to express themselves. Develop pupils self respect and self esteem by...
giving complements for the work well done through a smile or praise. The degree of one’s adjustment is directly proportional to satisfaction of one’s basic needs. Therefore the school atmosphere such that the child should not suffer from physical, mental emotional and social starvation

Help the students in acquiring balanced emotional development and to exercise control over their emotions. Help the students to develop proper level of aspiration, help them to set a attainable goals. Find out the maladjusted children in the class and help them to adjust with the classmates and school environment.

Find out the maladjusted children in the class and help them to adjust with the classmates and school environment. Help the pupils to develop proper patience and power of tolerance to face failures and frustration. Accept that every person is unique and respect their personality.

The Adjustment scale has been designed for use with English/Kannada knowing juvenile students of karnataka. The scale seeks to segregate well adjusted secondary schools students (age group 12 to 16 years) from poorly adjusted students in the four areas of adjustment. Family, School Climate and Friends, Society, Education, and Individual.

List of 50 questions indicating the significant problems of juvenile students in five areas where prepared. The questions were to be answered in ‘Yes’ or ‘No’ this list was presented to five judges, all of whom were psychologists engaged in teaching, counseling or vocational guidance work, to judge each item in term of its merit for being included in the scale. The scale was administrated to sample of 50 juvenile students to remove the language difficulties if any reported by them in understanding clearly the different items.

**Adjustment scale.**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Areas</th>
<th>Sl.No of Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family</td>
<td>1,4,6,16,21,23,26,29,39,36,41,44</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>School Climate and Friends</td>
<td>3,7,12,13,18,28,37,3842,46,47,48</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Society</td>
<td>2,5,10,42,24,25,27,32,40,43</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Education</td>
<td>39,8</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Individual</td>
<td>9,11,14,15,17,19,20,24,30,33,34,35,45,49,50</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
SCORING PROCEDURE FOR ADJUSTMENT SCALE:

Scoring procedure is very simple for positive response Yes-1, No-0 and for negative response Yes-0, No-1 the response.

For the construction of this tool researcher reviewed and referred several tools such as A.K.P Sinha Adjustment inventory for school students and R.P.Sing Adjustment inventory for school students etc.

Validity of the tool co-efficient was 0.7856 by the split half method on sample of 50 boys and 50 girl’s juvenile delinquents

Using the split half method on sample on 20 boys and 15 girls level the co-efficient of co-relation was 0.8799 between odd and even items.

The inventory has a high validity co-efficient of 0.9380 as this tool was found reliable and present stud.

Facilitations of juvenile delinquents: : By The Researcher

The facilitations of juvenile delinquents has been designed for use with Kannada knowing juvenile students of Karnataka. The scale seeks to segregate well adjusted secondary schools students (age group 12 to 16 years) from poorly adjusted students in the Six areas of Communication with Friends, Economic and Social status of family, Hostel climate, Sapper/ Meals Arrangement, Parent’s Support, Teacher’s Support.

List of 70 questions indicating the significant problems of juvenile students in Six areas where prepared. The questions were to be answered in ‘Yes’ or ‘No’ this list was presented to five judges, all of whom were psychologists engaged in teaching, counseling or vocational guidance work, to judge each item in term of its merit for being included in the scale. The scale was administrated to sample of 50 juvenile students to remove the language difficulties if any reported by them in understanding clearly the different items.

Facilitationsof Juvenile Delinquent’s.

<table>
<thead>
<tr>
<th>SI.NO</th>
<th>Areas</th>
<th>SI.NO.ITEMS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Communication with Friends .</td>
<td>1,2,3,4,5,6,7,8,9,10.</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Economic and Social status of family.</td>
<td>11,12,13,14,15,16,17,18,19,20,21,22.</td>
<td>12</td>
</tr>
</tbody>
</table>
SCORING PROCEDURE FOR Facilitation of Juvenile Delinquent’s scale.

Scoring procedure is very simple for positive response Yes-1, No-0 and for negative response Yes-0, No-1 the response.

Validity of the tool co-efficient was 0.9152 by the split half method on sample of 50 boys and 50 girls.

Reliability of the tool co-efficient was 0.8376 by the split half method on sample of 50 boys and 50 girls.

The inventory has a high validity co-efficient of 0.9152 as this tool was found reliable and present study.

5.10 Data Collection Techniques and Procedure:

Concept of Data Collection:

Data collection is essentially an important part of the research process so that the inferences, hypothesis or generalizations tentatively held may be identified as valid, verified as correct or rejected as untenable. In order to collect the requisite data for any research problem, the researcher has to simple the population concerned, since it is not possible to encompass the entire population, to device appropriate tools measuring the attributes concerned and to administer those tools.

A researcher will require many data gathering tools or techniques which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools, which will provide data, he requires for the testing of the hypothesis.
I. SELF CONCEPT SCALE - By Researcher.

This inventory was developed and standardized by researcher himself.

The Self Concept scale has been designed for use with English/Kannada knowing juvenile students of India. The scale seeks to segregate well adjusted secondary schools students (age group 12 to 16 years) from poorly adjusted students in the eight areas of Self concept Desirable Behavior, Intellectual and/ School status, Dynamic Attitude, Popularity, Depression, Benevolent, Spiteful.

- Desirable Behavior- 8 items
- Intellectual and/ School status-9 items
- Dynamic Attitude-7 items
- Popularity-6 items
- Depression-2 items
- Benevolent-2 items
- Spiteful-1 items

The inventory consists of 32 items among them 30 are positive in nature and 2 are negative in nature.

II. ADJUSTMENT SCALE- By Researcher

The Adjustment scale has been designed for use with English/Kannada knowing juvenile students of India. The scale seeks to segregate well adjusted secondary schools students (age group 12 to 16 years) from poorly adjusted students in the four areas of Family, School Climate and Friends, Society, Education, and Individual.

- Family-12 Items
- School Climate and Friends- 12 items
- Society- 9 items
- Education- 2 items
- Individual-15 items

The inventory consists of 50 items among them 30 are positive in nature and 2 are negative in nature.
III. FACILITATIONS SCALE - By Researcher

The facilitations of juvenile delinquents has been designed for use with Kannada knowing juvenile students of Karnataka. The scale seeks to segregate well adjusted secondary schools students (age group 12 to 16 years) from poorly adjusted students in the Six areas of Communication with Friends, Economic and Social status of family, Hostel climate, Sapper/Meals Arrangement, Parent’s Support, Teacher’s Support.

- Communication with Friends -10 items
- Economic and Social status of family-12 items
- Hostel climate- 14 items
- Sapper/Meals Arrangement-09 items
- Parent’s Support-10 items
- Teacher’s Support-15 items

The inventory consists of 70 items among them 30 are positive in nature and 2 are negative in nature.

5.11 Statistical techniques used:

Statistical techniques used:

For the present study the researcher used descriptive statistics,- namely mean and S D. differential analysis including unpaired t-test, one way ANOVA followed by Tukeys multiple posthoc procedures, correlation analysis- Karl-Pearson’s correlation coefficient, multiple regression analysis- multiple linear regression models and path analysis by using SPSS 21.0 statistical software and the results obtained, thereby have been interpreted.

After the data had been collected, it was processed and tabulated using Microsoft Excel -2007 Software. The data collected on academic achievement, self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful), adjustment and its dimensions (i.e. family, school climate and friends, society, education) and intelligence of juvenile delinquents. Then the data were analyzed with reference to the objectives and hypotheses by using descriptive statistics, differential analysis including unpaired t-test, one way ANOVA followed by Tukeys multiple posthoc procedures, correlation analysis, multiple regression analysis and path analysis by using SPSS 21.0 statistical software and the results obtained there by have been interpreted.
The purpose of the convenience, the different sections of chapter IV of the study has been organized under the following sections:

6. Descriptive statistics
7. Differential statistics
8. Correlation analysis of academic achievement scores of juvenile delinquents with other variables of students
9. Multiple linear regressions analysis of academic achievement scores of juvenile delinquents with other independent variables of students
10. Path analysis i.e. direct and indirect effects of independent variables of students on academic achievement scores of juvenile delinquents

**Descriptive statistics**

In this section, the mean and standard values of academic achievement, self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful), adjustment and its dimensions (i.e. family, school climate and friends, society, education) and intelligence of juvenile delinquents by gender (boys and girls and female), location (rural and urban), occupations of parents (Agriculture, business and government employee), nature of family (nuclear and joint), regions (south and north), seniority (senior and junior) and educations of parents (educated and uneducated)and presented in the following section.

**Differential statistics**

In this section, we compared the different characteristics like gender (boys and girls and female), location (rural and urban), occupations of parents (Agriculture, business and government employee), nature of family (nuclear and joint), regions (south and north), seniority (senior and junior) and educations of parents (educated and uneducated) with respect to academic achievement, self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful), adjustment and its dimensions (i.e. family, school climate and friends, society, education) and intelligence of juvenile delinquents by unpaired t-test, one way ANOVA followed by Tukeys multiple posthoc procedures.
Correlation analysis

In the present study, the academic achievement scores of juvenile delinquents is taken as dependent variable and self concept, adjustment and intelligence scores of juvenile delinquents is considered as independent variables.

In order to find out the relationship between dependent variable with independent variables, the correlation coefficients were obtained. The correlation coefficient is calculated by using the Karl-Pearson’s correlation coefficient method and it is mathematically expressed in the following way:

\[
 r = \frac{\sum XY - n\bar{x}\bar{y}}{\sqrt{(\sum X^2 - n\bar{x}^2)(\sum Y^2 - n\bar{y}^2)}}
\]

If r value if zero, it indicates that there is no correlation between the two variables. If r-value is positive, it indicates that, one variable values increases with increase in another variable value and if r-value is negative, it indicates that, one variable values increases with decrease in another variable value.

Multiple Regression analysis

The most commonly used procedure in the prediction of a continuous criterion variable is the multiple linear regression models. Weights are known, as regression coefficients are determined for each predictor variable. The resulting sum of squares on the composite of these variables will show the highest possible relationship (multiple correlation) with the criterion variable.

The most commonly applied computational procedures for multiple linear regressions, which have now been made feasible by electronic computers. In this method, multiple correlation coefficients reveal the degree of relation between linear combination of independent (or predictor) variable and respective dependent (or criterion) variable.

In this method, multiple correlations and multiple linear regressions reveal the degree to which each selected independent variable like Self concept, adjustment and intelligence of juvenile delinquents. To identify this type of relationship between of independent variables on the one hand and the dependent variable i.e. academic achievement of juvenile delinquents on the other hand, the multiple correlations and multiple regression analysis were carried out.
**Path Analysis**

In simple, multiple regression analysis, empathizes was on the study of the extent to which the dependent variable(s) get affected by the contribution of the independent variable(s) on original scales measurements being standardized for comparison of the scores with the studies being carried out by others with the same variables(s). The regression coefficients obtained carrying out simple, multiple regression analysis were found to get affected by the unit of measurement. In other words, the values of the regression coefficients of the variables get affected with the change of unit of measurement of the variable(s). In order to understand the true relation between the dependent and independent variables it becomes necessary to have regression coefficients independent of the unit of measurement of the variables. This is achieved by both the dependent and the independent variables being standardized as: $Z=(X-\mu)/\sigma$ with $\mu$ and $\sigma$ being the mean and the standard deviation of the variable X. It is evident that the standardized variable Z has mean zero (0) and standard deviation (1) (Garrett, 1981. PP.313). With the standardized variables, the regression coefficients will be having the same values as that of the corresponding correlation coefficients. The regression coefficients are directional in the sense that they indicate the direction of the direction in the form of independent variable as the cause of the corresponding dependent variable. Thus, the regression coefficients in the regression models of the standardized variables have come to be named path (directional) coefficients, with the path (direction) being from an independent variable towards the corresponding dependent variable. Hence the regression analysis carried out with the help of standardized variables has come to be known as path analysis. It is worth nothing that, one value of the path coefficients as regression coefficients of the standardized variables, are the same in their values as those of the corresponding correlation coefficients. In the magnitude, the path coefficients are directional, but correlation coefficients are not directional, though both are independent of the units of measurement of the corresponding variables.

Added advantage of path analysis over multiple linear regression analysis is that of finding the direct and indirect effects of the independent variables on the corresponding dependent variable. In general, a variable can have its effect being revealed by the magnitude and the direction of the path coefficient of the independent variable. It can also have an effect on the dependent variable by the virtue of its relation with another independent variable. Thus, the effect of an independent variable on a dependent variable as received by the path coefficient of the independent variable is known as direct effect of the independent variable.
On the other hand, the effect of an independent variable through another variable is termed as indirect effect of the independent variable on the dependent variable. **Figure**: Direct and Indirect paths

![Diagram of Direct and Indirect paths](image)

In the above figure, $P_1$ is the direct effect of $X_1$ on $Y$, $r_{1.2}$, $P_1$ is the indirect effect of $X_1$ on $Y$ through $X_2$ and $P_2$ is direct effect of $X_2$ on $Y$.

A variable not exerting direct effect on the dependent variable may exert indirect effect on the dependent variable through an independent variable. Such a phenomena holds good in many situations. **Figure**: Indirect paths through intermediately variables

![Diagram of Indirect paths through intermediately variables](image)

In the above figure $X_1$, $X_2$, and $X_3$ are the independent variables each having direct effect as well as indirect effect on the dependent variables $Y$. The variables $u_1$, $u_2$, $u_3$, $v_1$, and $v_2$ are also the independent variables with only indirect effect on $Y$ through some or all of the independent variables $X_1$, $X_2$, and $X_3$ as indicated in the figure 2. In such situations the variables $X_1$, $X_2$, and $X_3$ are called the intermediately variables between $Y$ and $u_1$, $u_2$, $u_3$, $v_1$, and $v_2$. 

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From the above narration it is evident that a variable can have only direct effect, only indirect effect and both direct and indirect effects on a dependent variable or variables.

5.12 Major findings of study

- A significant difference is observed between boy and girl juvenile delinquents with respect to their academic achievement scores.
- The girl juvenile delinquents have significant higher academic achievement scores as compared to boy juvenile delinquents.
- A significant difference is observed between rural and urban juvenile delinquents with respect to their academic achievement scores.
- The urban juvenile delinquents have significant higher academic achievement scores as compared to rural juvenile delinquents.
- A significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their academic achievement scores.
- The agriculture and business parents of juvenile delinquents have similar academic achievement scores.
- The agriculture and government employed parents of juvenile delinquents have different academic achievement scores.
- The business and government employed parents of juvenile delinquents have different academic achievement scores.
- A significant difference is observed between juvenile delinquents living nuclear and joint family with respect to their academic achievement scores.
- The juvenile delinquents living in nuclear families have significant higher academic achievement scores as compared to juvenile delinquents living in joint family.
- A significant difference is observed between juvenile delinquents of south and north regions with respect to their academic achievement scores.
- The north region juvenile delinquents have significant higher academic achievement scores as compared to south region juvenile delinquents.
- A non-significant difference is observed between senior and junior juvenile delinquents of with respect to their academic achievement scores.
- The senior and junior juvenile delinquents have similar academic achievement scores.
- A significant difference is observed between educated and non-educated parents of juvenile delinquents of with respect to their academic achievement scores.
- The juvenile delinquents of educated parents have significant higher academic achievement scores as compared to juvenile delinquents of uneducated parents.
A significant difference is observed between boy and girl juvenile delinquents with respect to self concept scores. The girl juvenile delinquents have significant higher self concept scores as compared to boy juvenile delinquents.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of self concept i.e. desirable behavior scores. The boy and girl juvenile delinquents have similar desirable behavior scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of self concept i.e. intellect and school status scores. The boy and girl juvenile delinquents have similar intellect and school status scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of self concept i.e. dynamic attitude scores. The boy and girl juvenile delinquents have similar dynamic attitude scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of self concept i.e. popularity scores. The boy and girl juvenile delinquents have similar popularity scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of self concept i.e. depression scores. The boy and girl juvenile delinquents have similar depression scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of self concept i.e. benevolent scores. The boy and girl juvenile delinquents have similar benevolent scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of self concept i.e. spiteful scores. The boy and girl juvenile delinquents have similar spiteful scores.

A significant difference is observed between rural and urban juvenile delinquents with respect to self concept scores. The urban juvenile delinquents have significant higher self concept scores as compared to rural juvenile delinquents.

A significant difference is observed between rural and urban juvenile delinquents with respect to dimension of self concept i.e. desirable behavior scores. The urban juvenile delinquents have higher desirable behavior scores as compared to rural juvenile delinquents.
✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of self concept i.e. intellect and school status scores
✓ the rural and urban juvenile delinquents have similar intellect and school status scores
✓ A significant difference is observed between rural and urban juvenile delinquents with respect to dimension of self concept i.e. dynamic attitude scores
✓ The urban juvenile delinquents have higher dynamic attitude scores as compared to rural juvenile delinquents.
✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of self concept i.e. popularity scores
✓ The rural and urban juvenile delinquents have similar popularity scores.
✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of self concept i.e. depression scores
✓ The rural and urban juvenile delinquents have similar depression scores.
✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of self concept i.e. benevolent scores
✓ The rural and urban juvenile delinquents have similar benevolent scores.
✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of self concept i.e. spiteful scores
✓ The rural and urban juvenile delinquents have similar spiteful scores.
✓ A significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to self concept scores
✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have different self concept scores.
✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of self concept i.e. desirable behavior scores
✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar desirable behavior scores.
✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of self concept i.e. intellect and school status scores
✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar intellect and school status scores.
✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of self concept i.e. dynamic attitude scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar dynamic attitude scores.

✓ A significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of self concept i.e. Popularity scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have different Popularity scores.

✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of self concept i.e. depression scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar depression scores.

✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of self concept i.e. benevolent scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar benevolent scores.

✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of self concept i.e. spiteful scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar spiteful scores.

✓ A non-significant difference is observed between agriculture and business parents of juvenile delinquents with respect to self concept scores

✓ The agriculture and business parents of juvenile delinquents have similar self concept scores.

✓ A significant difference is observed between agriculture and government employed parents of juvenile delinquents with respect to self concept scores

✓ The agriculture and government employed parents of juvenile delinquents have different self concept scores.
A non-significant difference is observed between business and government employed parents of juvenile delinquents with respect to self concept scores

The business and government employed parents of juvenile delinquents have similar self concept scores.

A significant difference is observed between agriculture and business parents of juvenile delinquents with respect to popularity scores

The agriculture and business parents of juvenile delinquents have different popularity scores.

A significant difference is observed between agriculture and government employed parents of juvenile delinquents with respect to popularity scores

The agriculture and government employed parents of juvenile delinquents have different popularity scores.

A non-significant difference is observed between business and government employed parents of juvenile delinquents with respect to popularity scores

The business and government employed parents of juvenile delinquents have similar popularity scores.

A significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to self concept scores

The juvenile delinquents living in nuclear family have significant higher self concept scores as compared to juvenile delinquents living in joint family.

A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of self concept i.e. desirable behavior scores

The juvenile delinquents living in nuclear and joint family have similar desirable behavior scores.

A significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of self concept i.e. intellect and school status scores

The juvenile delinquents living in nuclear and joint family have different intellect and school status scores.

A significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of self concept i.e. dynamic attitude scores
✓ The juvenile delinquents living in nuclear and joint family have different dynamic attitude scores.
✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of self concept i.e. popularity scores.
✓ The juvenile delinquents living in nuclear and joint family have similar popularity scores.

✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of self concept i.e. depression scores.
✓ The juvenile delinquents living in nuclear and joint family have similar depression scores.
✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of self concept i.e. benevolent scores.
✓ The juvenile delinquents living in nuclear and joint family have similar benevolent scores.
✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of self concept i.e. spiteful scores.
✓ The juvenile delinquents living in nuclear and joint family have similar spiteful scores.
✓ A significant difference is observed between juvenile delinquents of south and north regions with respect to self concept scores.
✓ The north region juvenile delinquents have significant higher self concept scores as compared to south region juvenile delinquents.
✓ A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of self concept i.e. desirable behavior scores.
✓ The juvenile delinquents of south and north regions have similar desirable behavior scores.
✓ A significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of self concept i.e. intellect and school status scores.
The north region juvenile delinquents have significant higher intellect and school status scores as compared to south region juvenile delinquents.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of self concept i.e. dynamic attitude scores.

The juvenile delinquents of south and north regions have similar dynamic attitude scores.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of self concept i.e. popularity scores.

The juvenile delinquents of south and north regions have similar popularity scores.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of self concept i.e. depression scores.

The juvenile delinquents of south and north regions have similar depression scores.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of self concept i.e. benevolent scores.

The juvenile delinquents of south and north regions have similar benevolent scores.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of self concept i.e. spiteful scores.

The juvenile delinquents of south and north regions have similar spiteful scores.

A non-significant difference is observed between senior and junior juvenile delinquents with respect to self concept scores.

The senior and junior juvenile delinquents have similar self concept scores.

A non-significant difference is observed between senior and junior juvenile delinquents with respect to dimension of self concept i.e. desirable behavior scores.

The senior and junior juvenile delinquents have similar desirable behavior scores.

A non-significant difference is observed between senior and junior juvenile delinquents with respect to dimension of self concept i.e. intellect and school status scores.

The senior and junior juvenile delinquents have similar intellect and school status scores.

A non-significant difference is observed between senior and junior juvenile delinquents with respect to dimension of self concept i.e. dynamic attitude scores.

The senior and junior juvenile delinquents have similar dynamic attitude scores.

A non-significant difference is observed between senior and junior juvenile delinquents with respect to dimension of self concept i.e. popularity scores.
✓ The senior and junior juvenile delinquents have similar popularity scores.
✓ A non-significant difference is observed between senior and junior juvenile delinquents with respect to dimension of self concept i.e. depression scores
✓ The senior and junior juvenile delinquents have similar depression scores.
✓ A non-significant difference is observed between senior and junior juvenile delinquents with respect to dimension of self concept i.e. benevolent scores
✓ The senior and junior juvenile delinquents have similar benevolent scores.
✓ A non-significant difference is observed between senior and junior juvenile delinquents with respect to dimension of self concept i.e. spiteful scores
✓ The senior and junior juvenile delinquents have similar spiteful scores.
✓ A significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to self concept scores
✓ The juvenile delinquents of educated parents have significant higher self concept scores as compared to juvenile delinquents of uneducated parents.
✓ A significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of self concept i.e. desirable behavior scores
✓ The juvenile delinquents of educated have higher desirable behavior scores as compared to juvenile delinquents of uneducated parents.
✓ A non-significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of self concept i.e. intellect and school status scores
✓ The juvenile delinquents of educated and uneducated parents have similar intellect and school status scores.
✓ A non-significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of self concept i.e. dynamic attitude scores
✓ The juvenile delinquents of educated and uneducated parents have similar dynamic attitude scores.
✓ A non-significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of self concept i.e. popularity scores
✓ The juvenile delinquents of educated and uneducated parents have similar popularity scores.
A non-significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of self concept i.e. depression scores.

A non-significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of self concept i.e. benevolent scores.

The juvenile delinquents of educated and uneducated parents have similar benevolent scores.

A non-significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of self concept i.e. spiteful scores.

The juvenile delinquents of educated and uneducated parents have similar spiteful scores.

A significant difference is observed between boy and girl juvenile delinquents with respect to adjustment scores.

The girl juvenile delinquents have significant higher adjustment scores as compared to boy juvenile delinquents.

A significant difference is observed between boy and girl juvenile delinquents with respect to dimension of adjustment i.e. family scores.

The girl juvenile delinquents have significant higher family scores as compared to boy juvenile delinquents.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of adjustment i.e. school climate and friends scores.

The boy and girl juvenile delinquents have similar school climate and friends scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of adjustment i.e. society scores.

The boy and girl juvenile delinquents have similar society scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of adjustment i.e. education scores.

The boy and girl juvenile delinquents have similar education scores.

A non-significant difference is observed between boy and girl juvenile delinquents with respect to dimension of adjustment i.e. individual scores.

The boy and girl juvenile delinquents have similar individual scores.

A non-significant difference is observed between rural and urban juvenile delinquents with respect to adjustment scores.

The rural and urban juvenile delinquents have similar adjustment scores.
✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of adjustment i.e. family scores

✓ The rural and urban juvenile delinquents have similar family scores as compared to rural juvenile delinquents.

✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of adjustment i.e. school climate and friends scores

✓ The rural and urban juvenile delinquents have similar school climate and friends scores.

✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of adjustment i.e. society scores

✓ The rural and urban juvenile delinquents have similar society scores.

✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of adjustment i.e. education scores

✓ The rural and urban juvenile delinquents have similar education scores.

✓ A non-significant difference is observed between rural and urban juvenile delinquents with respect to dimension of adjustment i.e. individual scores

✓ The rural and urban juvenile delinquents have similar individual scores.

✓ A significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to adjustment scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have different adjustment scores.

✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of adjustment i.e. family scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar family scores.

✓ A significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of adjustment i.e. school climate and friends scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have different school climate and friends scores.
✓ A significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of adjustment i.e. society scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have different society scores.

✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of adjustment i.e. Education scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar Education scores.

✓ A non-significant difference is observed between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to dimension of adjustment i.e. individual scores

✓ The occupations of parents of juvenile delinquents (agriculture, business and government employee) have similar individual scores.

✓ A non-significant difference is observed between agriculture and business parents of juvenile delinquents with respect to adjustment scores

✓ The agriculture and business parents of juvenile delinquents have similar adjustment scores.

✓ A significant difference is observed between agriculture and government employed parents of juvenile delinquents with respect to adjustment scores

✓ The agriculture and government employed parents of juvenile delinquents have different adjustment scores.

✓ A significant difference is observed between business and government employed parents of juvenile delinquents with respect to adjustment scores

✓ The government employed parents of juvenile delinquents have higher adjustment scores as compared to business parents of juvenile delinquents.

✓ A non-significant difference is observed between agriculture and business parents of juvenile delinquents with respect to school climate and friends scores

✓ The agriculture and business parents of juvenile delinquents have similar school climate and friends scores.

✓ A significant difference is observed between agriculture and government employed parents of juvenile delinquents with respect to school climate and friends scores
✓ The agriculture and government employed parents of juvenile delinquents have different school climate and friends scores.

✓ A significant difference is observed between business and government employed parents of juvenile delinquents with respect to school climate and friends scores.

✓ The government employed parents of juvenile delinquents have higher school climate and friends scores as compared to business parents of juvenile delinquents.

✓ A non-significant difference is observed between agriculture and business parents of juvenile delinquents with respect to society scores.

✓ The agriculture and business parents of juvenile delinquents have similar society scores.

✓ A significant difference is observed between agriculture and government employed parents of juvenile delinquents with respect to society scores.

✓ The agriculture and government employed parents of juvenile delinquents have different society scores.

✓ A non-significant difference is observed between business and government employed parents of juvenile delinquents with respect to society scores.

✓ The business and government employed parents of juvenile delinquents have similar society scores.

✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to adjustment scores.

✓ The juvenile delinquents living in nuclear and joint family have similar adjustment scores.

✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of adjustment i.e. family scores.

✓ The juvenile delinquents living in nuclear and joint family have similar family scores.

✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of adjustment i.e. school climate and friends scores.

✓ The juvenile delinquents living in nuclear and joint family have similar school climate and friends scores.

✓ A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of adjustment i.e. society scores.

✓ The juvenile delinquents living in nuclear and joint family have similar society scores.
A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of adjustment i.e. education scores.

The juvenile delinquents living in nuclear and joint family have similar education scores.

A non-significant difference is observed between juvenile delinquents living in nuclear and joint family with respect to dimension of adjustment i.e. individual scores.

The juvenile delinquents living in nuclear and joint family have similar individual scores.

A significant difference is observed between juvenile delinquents of south and north regions with respect to adjustment scores.

The north region juvenile delinquents have significant higher adjustment scores as compared to south region juvenile delinquents.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of adjustment i.e. family scores.

The juvenile delinquents of south and north regions have similar family scores.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of adjustment i.e. school climate and friends scores.

The juvenile delinquents of south and north regions have similar school climate and friends scores.

A significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of adjustment i.e. society scores.

The juvenile delinquents of south and north regions have different society scores.

The juvenile delinquents of south and north regions have similar education scores.

A non-significant difference is observed between juvenile delinquents of south and north regions with respect to dimension of adjustment i.e. individual scores.

The juvenile delinquents of south and north regions have similar individual scores.

A non-significant difference is observed between senior and junior juvenile delinquents with respect to adjustment scores.

The senior and junior juvenile delinquents have similar adjustment scores.

A significant difference is observed between senior and junior juvenile delinquents with respect to dimension of adjustment i.e. family scores.

The senior and junior juvenile delinquents have similar school climate and friends scores.
The senior and junior juvenile delinquents have similar society scores.

The senior and junior juvenile delinquents have similar education scores. A significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to adjustment scores.

The juvenile delinquents of educated parents have significant higher adjustment scores as compared to juvenile delinquents of uneducated parents.

The juvenile delinquents of educated and uneducated parents have similar family scores.

A significant difference is observed between juvenile delinquents of educated and uneducated parents with respect to dimension of adjustment i.e. individual scores.

The juvenile delinquents of educated and uneducated parents have different individual scores.

The agriculture and business parents of juvenile delinquents have similar intelligence scores.

A significant difference is observed between agriculture and government employed parents of juvenile delinquents with respect to intelligence scores.

The agriculture and government employed parents of juvenile delinquents have different intelligence scores.

A non-significant difference is observed between business and government employed parents of juvenile delinquents with respect to intelligence scores.

The business and government employed parents of juvenile delinquents have similar intelligence scores.

A significant and positive correlation was observed between self concept and academic achievement scores.

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression and benevolent and academic achievement scores of juvenile delinquents are dependent on each other.

The spiteful and academic achievement scores of juvenile delinquents are independent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores.
The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity and benevolent and academic achievement scores of boy juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression benevolent and academic achievement scores of rural juvenile delinquents are dependent on each other.

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression and academic achievement scores of juvenile delinquents of agriculture parents are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression and academic achievement scores of juvenile delinquents of business parents are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, popularity and academic achievement scores of juvenile delinquents of government employed parents are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores
The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression and academic achievement scores of juvenile delinquents living in joint family are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression, benevolent and academic achievement scores of south region juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression and academic achievement scores of north region juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression, benevolent and academic achievement scores of senior region juvenile delinquents are dependent on each other.

Similarly, a significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression, benevolent and academic achievement scores of junior region juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression, benevolent and academic achievement scores of juvenile delinquents of educated parents are dependent on each other.

Similarly, a significant and positive correlation was observed between self concept and academic achievement scores

The self concept and its dimensions i.e. desirable behavior, intellect and school status, dynamic attitude, popularity; depression, spiteful and academic achievement scores of juvenile delinquents of educated parents are dependent on each other.
A significant and positive correlation was observed between adjustment and academic achievement scores

The adjustment and its dimensions i.e. family, school climate and friends, society, individual and academic achievement scores of boy juvenile delinquents are dependent on each other.

Similarly, a significant and positive correlation was observed between adjustment and academic achievement scores

The adjustment and its dimensions i.e. family, school climate and friends, society, education; individual and academic achievement scores of girl juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores

The adjustment and its dimensions i.e. family, school climate and friends, society, individual and academic achievement scores of urban juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores

The adjustment and its dimensions i.e. family, school climate and friends, society, education; individual and academic achievement scores of juvenile delinquents of agriculture parents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores

The adjustment and its dimensions i.e. family, school climate and friends, individual and academic achievement scores of juvenile delinquents of business parents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores

The adjustment and its dimensions i.e. family, education, society, education; individual and academic achievement scores of juvenile delinquents of government employed parents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores
The adjustment and its dimensions i.e. family, school climate and friends, society, individual and academic achievement scores of juvenile delinquents living in nuclear family are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores.

The adjustment and its dimensions i.e. family, school climate and friends, society, education; individual and academic achievement scores of juvenile delinquents living in joint family juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores.

The adjustment and its dimensions i.e. family, school climate and friends, society, education; individual and academic achievement scores of south region juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores.

The adjustment and its dimensions i.e. family, school climate and friends, society, individual and academic achievement scores of north region juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores.

The adjustment and its dimensions i.e. family, school climate and friends, society, individual and academic achievement scores of senior juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores.

The adjustment and its dimensions i.e. family, school climate and friends, society, education; individual and academic achievement scores of junior juvenile delinquents are dependent on each other.

A significant and positive correlation was observed between adjustment and academic achievement scores.
✓ The adjustment and its dimensions i.e. family, school climate and friends, society, education; individual and academic achievement scores of juvenile delinquents of educated parents are dependent on each other.
✓ Similarly, a significant and positive correlation was observed between adjustment and academic achievement scores
✓ A significant and positive correlation was observed between intelligence and academic achievement scores
✓ The intelligence and academic achievement scores of juvenile delinquents are dependent on each other.
✓ A significant and positive correlation was observed between intelligence and academic achievement scores
✓ The intelligence and academic achievement scores of boy juvenile delinquents are dependent on each other.
✓ A significant and positive correlation was observed between intelligence and academic achievement scores
✓ The intelligence and academic achievement scores of girl juvenile delinquents are dependent on each other.
✓ A significant and positive correlation was observed between intelligence and academic achievement scores
✓ The intelligence and academic achievement scores of rural juvenile delinquents are dependent on each other.
✓ A significant and positive correlation was observed between intelligence and academic achievement scores
✓ The intelligence and academic achievement scores of urban juvenile delinquents are dependent on each other.
✓ A significant and positive correlation was observed between intelligence and academic achievement scores
✓ The intelligence and academic achievement scores of juvenile delinquents of agriculture parents are dependent on each other.
✓ A significant and positive correlation was observed between intelligence and academic achievement scores
✓ The intelligence and academic achievement scores of juvenile delinquents of business parents are dependent on each other.
A significant and positive correlation was observed between intelligence and academic achievement scores
The intelligence and academic achievement scores of juvenile delinquents of government employed parents are dependent on each other.
A significant and positive correlation was observed between intelligence and academic achievement scores
The intelligence and academic achievement scores of juvenile delinquents living in nuclear family are dependent on each other.
A significant and positive correlation was observed between intelligence and academic achievement scores
The intelligence and academic achievement scores of juvenile delinquents living in joint family are dependent on each other.
A significant and positive correlation was observed between intelligence and academic achievement scores
The intelligence and academic achievement scores of south region juvenile delinquents are dependent on each other.
A significant and positive correlation was observed between intelligence and academic achievement scores
The intelligence and academic achievement scores of senior juvenile delinquents are dependent on each other.
A significant and positive correlation was observed between intelligence and academic achievement scores
The intelligence and academic achievement scores of juvenile delinquents of educated parents are dependent on each other.
A significant and positive correlation was observed between intelligence and academic achievement scores
The intelligence and academic achievement scores of juvenile delinquents of uneducated parents are dependent on each other.
The combined effect of Self concept (X1) on academic achievement of juvenile delinquents is found to be positive
The academic achievement of juvenile delinquents is influenced by Self concept (X1).
The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents is found to be positive.

The academic achievement of juvenile delinquents is not influenced by Adjustment (X2).

The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents is found to be positive.

The academic achievement of juvenile delinquents is influenced by Intelligence (X3).

The combined effect of Self concept (X1) on academic achievement of boy juvenile delinquents is found to be positive.

The academic achievement of boy juvenile delinquents is influenced by Self concept (X1).

The combined effect of Adjustment (X2) on academic achievement of boy juvenile delinquents is found to be positive.

The academic achievement of boy juvenile delinquents is not influenced by Adjustment (X2).

The combined effect of Intelligence (X3) on academic achievement of boy juvenile delinquents is found to be positive.

The academic achievement of boy juvenile delinquents is influenced by Intelligence (X3).

The combined effect of Self concept (X1) on academic achievement of girl juvenile delinquents is found to be positive.

The academic achievement of girl juvenile delinquents is influenced by Self concept (X1).

The combined effect of Adjustment (X2) on academic achievement of girl juvenile delinquents is found to be positive.

The academic achievement of girl juvenile delinquents is not influenced by Adjustment (X2).

The combined effect of Intelligence (X3) on academic achievement of girl juvenile delinquents is found to be positive.

The academic achievement of girl juvenile delinquents is influenced by Intelligence (X3).

The combined effect of Self concept (X1) on academic achievement of rural juvenile delinquents is found to be positive.
✓ The academic achievement of rural juvenile delinquents is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of rural juvenile delinquents is found to be positive
✓ The academic achievement of rural juvenile delinquents is influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of rural juvenile delinquents is found to be positive
✓ The academic achievement of rural juvenile delinquents is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of urban juvenile delinquents is found to be positive
✓ The academic achievement of urban juvenile delinquents is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of urban juvenile delinquents is found to be positive
✓ The academic achievement of urban juvenile delinquents is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of urban juvenile delinquents is found to be positive
✓ The academic achievement of urban juvenile delinquents is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of juvenile delinquents with parents with agriculture as a occupation is found to be positive
✓ The academic achievement of juvenile delinquents with parents with agriculture as a occupation is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents with parents with agriculture as a occupation is found to be positive
✓ The academic achievement of juvenile delinquents with parents with agriculture as a occupation is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents with parents with agriculture as a occupation is found to be positive
✓ The academic achievement of juvenile delinquents with parents with agriculture as a occupation is influenced by Intelligence (X3).
The combined effect of Self concept (X1) on academic achievement of juvenile delinquents with parents with business as a occupation is found to be positive
The academic achievement of juvenile delinquents with parents with business as a occupation is influenced by Self concept (X1).
The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents with parents with business as a occupation is found to be positive
The academic achievement of juvenile delinquents with parents with business as a occupation is not influenced by Adjustment (X2)
The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents with parents with business as a occupation is found to be positive
The academic achievement of juvenile delinquents with parents with business as a occupation is influenced by Intelligence (X3).
The combined effect of Self concept (X1) on academic achievement of juvenile delinquents with parents with government employee as a occupation is found to be positive
The academic achievement of juvenile delinquents with parents with government employee as a occupation is influenced by Self concept (X1).
The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents with parents with government employee as a occupation is found to be positive
The academic achievement of juvenile delinquents with parents with government employee as a occupation is influenced by Adjustment (X2)
The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents with parents with government employee as a occupation is found to be positive
The academic achievement of juvenile delinquents with parents with government employee as a occupation is influenced by Intelligence (X3).
The combined effect of Self concept (X1) on academic achievement of juvenile delinquents living in nuclear family is found to be positive
The academic achievement of juvenile delinquents living in nuclear family is influenced by Self concept (X1).
The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents living in nuclear family is found to be positive
✓ The academic achievement of juvenile delinquents living in nuclear family is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents living in nuclear family is found to be positive
✓ The academic achievement of juvenile delinquents living in nuclear family is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of juvenile delinquents living in joint family is found to be positive
✓ The academic achievement of juvenile delinquents living in joint family is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents living in joint family is found to be positive
✓ The academic achievement of juvenile delinquents living in joint family is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents living in joint family is found to be positive
✓ The academic achievement of juvenile delinquents living in joint family is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of juvenile delinquents of south region is found to be positive
✓ The academic achievement of juvenile delinquents of south region is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents of south region is found to be positive
✓ The academic achievement of juvenile delinquents of south region is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents of south region is found to be positive
✓ The academic achievement of juvenile delinquents of south region is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of juvenile delinquents of north region is found to be positive
✓ The academic achievement of juvenile delinquents of north region is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents of north region is found to be positive
✓ The academic achievement of juvenile delinquents of north region is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents of north region is found to be positive
✓ The academic achievement of juvenile delinquents of north region is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of senior juvenile delinquents is found to be positive
✓ The academic achievement of senior juvenile delinquents is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of senior juvenile delinquents is found to be positive
✓ The academic achievement of senior juvenile delinquents is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of senior juvenile delinquents is found to be positive
✓ The academic achievement of senior juvenile delinquents is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of junior juvenile delinquents is found to be positive
✓ The academic achievement of junior juvenile delinquents is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of junior juvenile delinquents is found to be positive
✓ The academic achievement of junior juvenile delinquents is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of junior juvenile delinquents is found to be positive
✓ The academic achievement of junior juvenile delinquents is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of juvenile delinquents of educated parents is found to be positive
✓ The academic achievement of juvenile delinquents of educated parents is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents of educated parents is found to be positive
✓ The academic achievement of juvenile delinquents of educated parents is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents of educated parents is found to be positive
✓ The academic achievement of juvenile delinquents of educated parents is influenced by Intelligence (X3).
✓ The combined effect of Self concept (X1) on academic achievement of juvenile delinquents of uneducated parents is found to be positive
✓ The academic achievement of juvenile delinquents of uneducated parents is influenced by Self concept (X1).
✓ The combined effect of Adjustment (X2) on academic achievement of juvenile delinquents of uneducated parents is found to be positive
✓ The academic achievement of juvenile delinquents of uneducated parents is not influenced by Adjustment (X2)
✓ The combined effect of Intelligence (X3) on academic achievement of juvenile delinquents of uneducated parents is found to be positive
✓ The academic achievement of juvenile delinquents of uneducated parents is influenced by Intelligence (X3).
✓ The direct effect of Self concept (X1) on academic achievement of juvenile delinquents is found to be positive
✓ The direct effect of Adjustment (X2) on academic achievement of juvenile delinquents is found to be positive
✓ The direct effect of Intelligence (X3) on academic achievement of juvenile delinquents is found to be positive
✓ The indirect effect of Self concept (X1) through Adjustment (X2) and Intelligence (X3) on academic achievement of juvenile delinquents is found to be positive
✓ The indirect effect of Adjustment (X2) through Self concept (X1) and Intelligence (X3) on academic achievement of juvenile delinquents is found to be positive
✓ The indirect effect of Intelligence (X3) through Self concept (X1) and Adjustment (X2) on academic achievement of juvenile delinquents is found to be positive
5.13 Educational implications of the study:

- Creating and inspiring a team of work of private and public agencies devoted to preventive work.
- Giving proper training to the members and staff of all organizations concerned with delinquency control.
- Establishing child guidance clinics to give appropriate treatment to the disturbed and mal-adjusted children.
- Educating of the family so as to help the parents to realize the importance of giving proper attention to the needs of their young children.
- Establishing wholesome recreational agencies to prevent young children from becoming the victims of illicit or unwholesome recreation.
- Giving proper assistance to under-privileged children to build in them good character and law-abiding attitude.
- Adopting various means of propaganda such as radio, movies, television, newspapers, magazines, etc., to realize the importance of law abidingness and how it is always appreciated and rewarded.
- Improving the social environment - slum areas, busy market places, gambling centers, etc., to prevent children to get polluted.
- Spotting potential delinquents by predictive tests in schools and giving appropriated treatment to such children.
- The problem of beggary and poverty are to be removed or controlled and the general economic standards of the people must be increased to prevent children from becoming delinquent due to economic exigencies.
- The children who become criminal for whatever reason better known and whatever conditions under which they committed crime need to be rehabilitated. Punishment is no measure and legally too it is not allowed. A suitable way(s) in which they could be rehabilitated is thought of in this connection.
- The main purpose of the method of rehabilitation is neither to punish nor to take upon the delinquent.
- The intention behind this method is to help the delinquent children to get proper guidance and training so that they become normal children and never repeat delinquent acts. The measures taken for the prevention and treatment of juvenile delinquency in India after are briefly examined here:
There are several legal measures that have been thought of and brought to practice in India. Various legislations have been made in India from time to time to deal with juvenile delinquency. Some of them are mentioned here. They are as presented in the following paragraphs.

- Juvenile delinquencies occur because the juvenile do not have the means to make them happy.
- To create suitable environment for this type of children’s.
- Personality classes for this type of children’s.
- Perform the programs from this type of children’s.
- Involvement in every function.
- Entertainment programs co-curricular activities.
- Should develop the leadership quality.
- To tell them morality stories, it diverts the mind in good way.
- Provide the suitable environment and also environment should give support for this type of children’s.
- Should develop the family attachment.
- Avoid the bad thinking and also habits.
- To build up awareness in the society about this type of children’s.
- Does not point the juvenile delinquencies in peer groups.
- Involve them in the social activities.

- Develops the moral themes for this type of children’s.
- To tell them stories on achievement person.
- Give respect, motivate and also support for their individualized talents.
- Friendly movement is very important to this type of children’s.
- Tell them to rules and regulations.
- Give support for sports for respective children’s.
- Progress them in education.
- Give strength in mental health.

- Identify those children’s achievement to the society.
- Train up them to achieve their goals in good manner.
- Enrich the helping nature to others.
- Work shops programs, to decrease this number of type of children’s.
- Should avoid and for on about - Smoking, Alcohol, other drug problems.
- Everyone / Society should behave closed person with this type of children and develops brotherhood nature in everyone.
- Juvenile delinquents are those children or students who indulge themselves in criminal or illegal activities.
5.14 Limitations of the study:

- The present study is limited to a few selected variables.
- The study is limited to descriptive, survey.
- It covers the juvenile delinquents students only.
- The sample for the study is limited to 475 respondents only.
- The present study confined to representative residence as school for juvenile Delinquents in Karnataka state.
- The studies further confined to only for variable self concept adjustment intelligence, academic achievement.
- The studies only confined 7th to 10th standard juvenile delinquents.
- The total academic achievement of each child of involved performance of that Child in all school subjects at the annual examination conducted in previous year.

5.15 FURTHER SUGGESTION FOR THE STUDY

- The studies can be taken up at divisional and district level also.
- The studies may concentrate on other different variables like attitude, aptitude, memorization and intervening variable like socio-economic status.
- The studies can be taken up with more samples.
- The study can conduct on high school students; Pu levels students, degree students, etc.
- This study can conduct in other state also.
- This study can conduct only boy’s juvenile delinquents.
- This study can conduct only girl’s juvenile delinquents.