CHAPTER I

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INTRODUCTION

Every society establishes certain social and moral norms in order to maintain peace and order. The society persuades its members to follow them strictly by framing legal laws and codes. Any deviation from these norms is an abnormal behaviour and is referred to as an anti-social behaviour or a crime. Antisocial behaviour or criminal tendency is not only found among the adults or grown-ups, but also among children and adolescents, who are minor in age.

A delinquent is one who deviates from the norms set up by the society. Children and adolescents who are minor in age and who deviate from the norms of the society are known as juvenile delinquents. The term ‘juvenile delinquent’ or ‘young delinquent’ means a child or youth who deviates seriously from the norms of the society and commits crimes. They are essentially the criminals minor in age and are usually referred to as minors with major problems.

Delinquency is one form of maladjustment in children and is a sign of disordered development. It may vary from ‘mere naughtiness to crimes of major significance’. The delinquents of all types are essentially maladjusted personalities who create difficulties for others and who are themselves blocked in their own wholesome growth.
Delinquency is highly related with social disorganization, inadequate housing conditions, poverty, disease, criminality in parents, bad companionship and parental attitudes in their treatment of children and other factors like broken homes, lack of adjustment in the school, and criminal neighbourhood.

In recent years the incidents of anti-social behaviour have tremendously increased in the intensity and magnitude. Read any daily newspaper and you will find several incidents involving teenagers on a variety of delinquent acts like terrorism. The young delinquent if not handled properly, becomes a permanent headache to the society. Juvenile delinquency is considered to be the widest gateway to adult crime.

In many ways, a juvenile delinquent deviates from the normal student. Here, the investigator is comparing the normal students and juvenile delinquents with respect to their self-concept and locus of control.

Self-concept is the nucleus of personality. It is the dominant element in the personality pattern. The self-concept consists of an individual's evaluation of various aspects of the self and his ideas about himself. Self-concept makes a person, social and at the same
time independent. The person who has good self-concept has a broader view in every single step he makes. If the juvenile delinquents are not social and independent and if they do not have broader view, we can say that they have poor self-concept.

Locus of control means place or location of control. Each of us locates the controlling elements in our lives either inside or outside ourselves. The person who believes that he can decide for himself what he will do or be locates his control internally and the person who believes that what happen to him is a matter of luck locates his control externally. A person who has internal locus of control assumes that he is the master of his fate and the captain of his soul. He thinks that he can do what he wants to do and achieve results by his own efforts. But a person who has external locus of control believes that his ability and his skill would not make much difference because luck and other people will govern the outcome of his efforts. So, it is important to note where one is locating the control of his life.

Here, the investigator is trying to find out, though the juvenile delinquents deviate from the normal students in many personality characteristics, whether there is any difference between them with respect to their self-concept and locus of control.
1.1 NEED AND SIGNIFICANCE OF THE STUDY

"Although the criminal fails in his duty to society, we are not thereby relieved of our duty to him".

These words of Norwood East well explain the need for research work on delinquents in order to understand their behaviour. Self-concept and locus of control determine the personality of an individual. Hence some investigations have been conducted on self-concept and locus of control.

But only very few attempts have been made to compare the self-concept and locus of control of the delinquents with that of the normals. Hence this research is very significant.

The problem of delinquency in India is becoming increasingly complex and therefore it is necessary for a scientific study of the problem. Certainly this problem deserves serious attention in the context of growing lawlessness in our country.

The most dreadful aspect of the problem is that juvenile delinquency is considered to be the widest gateway to adult crime. Therefore it deserves scientific and systematic investigation in order to find out the root cause of the problem. If we know the exact personality
characteristics of delinquents, we can devise measures to prevent and control delinquency. The present investigation, that searches the self-concept and locus of control of the delinquents which determine their personality, helps us for that.

In all countries, thousands of youths are misled or have spoiled their time and life in anti-social behaviour causing damage to national property. The problems have posed a serious concern for all persons who believe in healthy and harmonious development of human personality all over the world. The problem of juvenile maladjustment being essentially the product of its own lapses in ensuring the child the opportunities for a normal growth, it is naturally a matter of major concern for any society. Even from the view point of social context, a higher investment on juvenile delinquents to bring them back into the mainstream of social life would not only be a sure method of prevention of crime, but also profitable in terms of the development of human resources. So what have to be offered to the juvenile delinquents ? Not sympathy or pity. But to find ways and means of educating and training them and to make them useful members of the society. For that what education and training should be given to them ? Only by understanding the child - their weakness, abilities or problems - we can devise the form of education and training. To plan the education and
training of juvenile delinquents, we should first of all understand the juvenile delinquents - their weaknesses, problems, areas of deviation from the normal students, etc.

Now-a-days, in every nation efforts are made to correct the juvenile delinquents rather than to punish them. To make the delinquents once again healthy and responsible citizen of the society, efforts are made through juvenile and observation homes. But the workers in the field of delinquency are handicapped for lack of proper scientific information on delinquency. So there should be more scientific studies on delinquency.

Self-concept is the concept or view of an individual about himself. It is necessary to note how the normal students and juvenile delinquents view themselves or what is their idea about themselves.

People take the responsibility of the success or failure on themselves or others. The general tendency of the people is to take the responsibility of the success to themselves and failure to others. If a child succeeds in the examination, he may take the credit of the success to himself and if he fails, he may take the responsibility of his failure on others. If a political party wins in the election the party leader may take the credit of the success to himself and if the party fails in
election the party leader may put the responsibility of the failure on others or other things. So, it is interesting to note where the normal students and juvenile delinquents put the responsibility of the success or failure in their life.

The above mentioned areas are least explored areas and only very few studies were made. So the investigator decided to undertake such a study and this may be considered to be a pioneering one in this vital area.

1.2 STATEMENT OF THE PROBLEM

The investigator intends to compare the normal students and juvenile delinquents with respect to their Self-concept and Locus of Control. Hence the study is entitled as "A Comparative Study of Normal Students and Juvenile Delinquents, with respect to their Self-concept and Locus of Control".

1.3 MEANING AND DEFINITION OF KEY TERMS

The important terms used in the present study are explained below to attain better clarity and precision.
Normal Students

Normal students, in the present study, means the students who are studying in normal schools, not in special schools. These students have normal behaviour and do not deviate from the norms of the society. Generally, normal students follow the norms and standard of the society.

Juvenile Delinquents

Criminal behaviour carried out by a juvenile is called delinquency. In otherwords, delinquency is an act committed by a juvenile in violation of law. Children and adolescents who are minor in age and who deviate from the norms of the society are known as juvenile delinquents in the present study.

Under the Juvenile Justice Act (1986), young criminals (boys upto 16 years of age and girls upto 18 years of age) were considered as juvenile delinquents. But Juvenile Justice Act (2000) increased the age limit of delinquent boys from 16 to 18. Now the age limit of both delinquent boys and girls is the same (18 years).
Self-concept

Self-concept, in the present study, means the individual’s view of himself. Self-concept can be defined as the mental image one has of oneself. It is the individual’s evaluation of various aspects of the self and his ideas about himself. In simple terms, self-concept is the concept of one’s own self.

Locus of Control

Locus of control means place or location of control. The person who believes that he can decide for himself what he will do or be, locates his control internally and the person who believes that what happen to him is a matter of luck or elements outside himself, locates his control externally.

1.4 OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

1. To identify normal students and juvenile delinquents.

2. To find the self-concept of juvenile delinquents and normal students.

3. To compare the self-concept of the delinquents and normal students.
4. To find the locus of control of the juvenile delinquents and normal students.

5. To compare the locus of control of the juvenile delinquents and normal students.

6. To find the bearing of sex on the self-concept of the juvenile delinquents and normal students.

7. To find the bearing of sex on the locus of control of the juvenile delinquents and normal students.

8. To find the bearing of religion on the self-concept of the juvenile delinquents and normal students.

9. To find the bearing of religion on the locus of control of the juvenile delinquents and normal students.

10. To find the influence of locality on the self-concept of the juvenile delinquents and normal students.

11. To find out the influence of locality on the locus of control of the juvenile delinquents and normal students.

12. To find the relationship between self-concept and locus of control of normal students and the juvenile delinquents as a whole.

13. To find the relationship between self-concept and locus of control among normal students.
14. To find the relationship between self-concept and locus of control among the juvenile delinquents.

15. To find the difference between the relationship among self-concept and locus of control of normal students and the relationship among self-concept and locus of control of juvenile delinquents.

1.5 HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the present study.

1. There will be significant difference between normal boys and normal girls with respect to their self-concept.

2. There will be significant difference among normal students based on religion with respect to their self-concept. That means, there will be significant difference between the self-concept of Hindu and Christian students, Hindu and Muslim students and Christian and Muslim students.

3. There will be significant difference between normal rural and urban students with respect to their self-concept.

4. There will be significant difference among normal students based on type of school with respect to their self-concept. The students
of Unaided, Aided and Govt. Schools differ significantly in the level of self-concept.

5. There will be significant difference between delinquent boys and delinquent girls with respect to their self-concept.

6. There will be significant difference among the Hindu, Muslim and Christian delinquents, with respect to their self-concept.

7. There will be significant difference between the self-concept of the delinquents from rural and urban areas.

8. There will be significant difference among juvenile delinquents based on duration of stay at juvenile home with respect to their self-concept.

9. There will be significant difference among juvenile delinquents based on living status of parents with respect to their self-concept. The delinquents whose parents are alive will have better self-concept than the delinquents whose father or mother are not alive.

10. There will be significant difference between the normal students and the delinquents, with respect to their self-concept.
11. There will be significant difference between the normal boys and delinquent boys and between normal girls and delinquent girls, with respect to their self-concept.

12. There will be significant difference between the self-concept of normal students and juvenile delinquents based on religion.

13. There will be significant differences between the normal students and delinquents from rural area and between the normal students and delinquents from urban area with respect to their self-concept.

14. There will be significant difference between normal boys and girls with respect to their locus of control.

15. There will be significant difference among normal students based on religion with respect to their locus of control.

16. There will be significant difference between the locus of control of the students from rural area and urban area.

17. There will be significant difference among normal students based on type of school (Unaided, Aided and Government) with respect to their locus of control.
18. There will be significant difference between delinquent boys and delinquent girls with respect to their locus of control.

19. There will be significant difference among Hindu, Christian and Muslim juvenile delinquents with respect to their locus of control.

20. There will be significant difference between the delinquents from rural and urban area with respect to their locus of control.

21. There will be significant difference among the delinquents based on duration of stay at juvenile home, with respect to their locus of control.

22. There will be significant difference among delinquents based on the living status of the parents, with respect to their locus of control.

23. There will be significant difference between the normal students and delinquents, with respect to their locus of control.

24. There will be significant differences between the normal boys and delinquent boys and between normal girls and delinquent girls with respect to their locus of control.
25. There will be significant difference between the normal students and juvenile delinquents based on religion with respect to their locus of control.

26. There will be significant differences between the normal students and delinquents from rural area and between the normal students and delinquents from urban area, with respect to their locus of control.

27. There will be significant relationship between the self-concept and the locus of control of normal students.

28. There will be significant relationship between the self-concept and the locus of control of juvenile delinquents.

29. There will be significant difference between the relationship among self-concept and locus of control of normal students and the relationship among self-concept and locus of control of juvenile delinquents.

1.6 METHODOLOGY IN BRIEF

The success and reliability of the research depend upon the methodology used for the study.
1.6.1 Method Used

Normative Survey Method is adopted for the study.

Normative Survey Method is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. The word 'normative' is used because surveys are frequently made for the purpose of ascertaining which is the normal and typical condition. Normative survey method deals with clearly defined problems with definite objective. It requires an imaginative planning, a careful analysis and interpretation of the data and a logical and skilful reporting of findings.

Normative survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data is abstracted from a number of individual cases.

1.6.2 Sample for the study

Since the present study is intended to compare the normal students and delinquent students with respect to their self-concept and locus of control, samples from delinquent reformatory schools and
ordinary schools are taken. While finalizing the composition of sample
care will be taken to select students of same age group among
delinquent and non-delinquent students. Students from all kinds of
schools in Kerala (Aided, Unaided and Government schools) and also
from rural and urban areas are taken while selecting the sample of
normal students.

1.6.3 Tools and Techniques

The tools used for the present study are:

1. The Self-concept Inventory

2. The Crandall's Intellectual Achievement Responsibility Scale in
   revised form.

1.6.4 Statistical Techniques

Statistical Techniques like Percentage, Standard Deviation,
Mean, Test of Significance (‘t’ test), Scheffe pair-wise Comparison, etc.
are used for the present study.

1.7 SCOPE OF THE STUDY

The present research is undertaken to make a comparative study
of normals and delinquents with respect to their self-concept and locus
of control. It deals with the extent to which the self-concept and locus
of control influences and affects normal and delinquent students.
The sample students for the study is taken from the reformatory schools where juvenile delinquents are kept and from ordinary schools. Government, Aided and Unaided schools were selected inorder to get the sample from the same social and cultural background which the delinquents have. Both boys and girls were selected from both groups for the study. The same two sets of standardized tools were distributed among normal and the delinquent students.

1.8 LIMITATIONS OF THE STUDY

The scope of the study is restricted because of the lack of enough sample from juvenile delinquents. For example, there are only very few institutions for delinquents in the State of Kerala. And even in that places only very few delinquents are kept. So, the investigator had to satisfy with the available few sample.

Another problem is that atleast some of the delinquents staying at the reformatory schools are no more delinquents. Many of them have given away their delinquent behavior after many years of reformation at the juvenile homes.

Another important difficulty is that at least few of the delinquents are illiterate and they cannot answer the questions. So, the investigator had to avoid them. To some others the investigator had to explain the
questions, since they could not understand the meaning of the questions.

An important problem faced by the investigator was in getting permission to visit and collect data from reformatory schools and delinquents, especially from the reformatory schools where delinquent girls are kept.

1.9 ORGANISATION OF THE REPORT

The thesis is presented in six chapters.

Chapter 1 is introduction to the thesis. It deals with need and importance of the study, statement of the problem, definition of key terms, objectives of the study, hypotheses and scope and limitations of the study.

Chapter II contains the conceptual framework. It describes various concepts related with the study. It helps to understand self-concept, locus of control, delinquency, etc.

Chapter III is a review of related studies classified under relevant headings. Literature related to self-concept, locus of control, delinquents, relation between self-concept and locus of control,
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comparison between normal students and delinquents, etc. are reviewed.

Chapter IV describes the procedure adopted for the study, tools used, sample selected and scoring of the tools.

Chapter V gives a detailed analysis of the data collected. Various interpretations are also given in this chapter.

Chapter VI contains major findings and conclusions, recommendations and suggestions that emerged out of the study.