CONCLUSIONS AND FINDINGS

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CONCLUSIONS AND FINDINGS

Self-concept is the dominant element in the personality pattern of an individual. It governs the individual's characteristic reaction to people and situations and determines the quality of his behaviour. It is the nucleus of personality. Self-concept is the individual's view of himself.

Locus of control means the place of control. The person who believes that he can decide for himself what he will do or be, that he is the 'captain of his soul', locates his control internally and the person who believes that what happens to him is largely a matter of luck or a person who depends on the decisions of others, is locating his control externally.

In the present study, high self-concept score one obtained in the Self-concept Inventory means high self-concept. And the high locus of control score one obtained in Locus of Control Test means high internal locus of control.

6.1 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 explains 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.

6.2 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".

6.3 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.

6.4 HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the 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.
Conclusions and Findings

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.

6.5. TOOLS AND TECHNIQUES

In order to test the hypotheses framed for the study the following tools or techniques have been used.

1. The Self-concept Inventory

2. The Crandall's Intellectual Achievement Responsibility Scale in revised form (The Locus of Control Test).

Both English and Malayalam versions of the Questionnaire were used since some delinquents could not follow English version and some English medium students could not follow Malayalam version.
6.6 SAMPLE FOR THE STUDY

Since the present study was intended to compare the self-concept and locus of control of normal students and delinquent students, samples from both delinquent reformatory schools and ordinary schools were taken. A total sample of 400 students were selected. Sample included 8th, 9th and 10th standard students from both delinquent reformatory schools and ordinary schools. While finalizing the composition of sample, care has been taken to select students of same age group among delinquent and non-delinquent students. Of the 400 sample, 290 were normal students and 110 were juvenile delinquents. The sample of 290 normal students included 174 boys and 116 girls. Among the 110 juvenile delinquents 50 were boys and 60 were girls.

While selecting the sample of normal students, care has been also taken to select students from all kinds of schools in Kerala (Aided, Unaided and Government schools) and also from both rural and urban areas.
6.7 PILOT STUDY

A Pilot study was conducted on 50 students to establish the validity and reliability of different tests used, to streamline the instructions to be given to the students for each test and to determine the optimum time duration for each test.

6.8 COLLECTION OF DATA

The validated Inventories (the Self-concept Inventory and the Locus of Control Test) were made use of in the main study to collect the necessary data to compare the self-concept and locus of control level of juvenile delinquents and normal students. The study was carried out in three reformatory schools, one in Thiruvananthapuram and the other two in Kozhikode and in eight schools where normal students are studying. Fourty five minutes were taken to administer these two tests for a group of students in the sample.

6.9 MAJOR FINDINGS

Following are the major findings of the study
6.9.1 Self-concept of Normal Students

1. There is no significant difference between normal boys and normal girls with respect to their self-concept. That means, sex has no bearing on the self-concept of the normal students.

2. There is significant difference among the normal students based on religion with respect to their self-concept. There is significant difference among the Hindu, Christian and Muslim students with respect to their self-concept. The Muslim students have the highest self-concept and the Christian students the lowest.

3. There is no significant difference with respect to the self-concept among normal students based on locale. Rural and urban normal students are equal in the level of self-concept.

4. There is significant difference with respect to the self-concept among normal students based on type of school. The students of Unaided, Aided and Government schools differ significantly in the level of self-concept.
   a) The students of Aided schools have better self-concept than the students of Unaided and Government schools.
   b) The students of Unaided and Government schools have same self-concept.
6.9.2 Self-concept of Juvenile Delinquents

1. There is no significant difference between delinquent boys and delinquent girls with respect to their self-concept. That means, sex has no bearing on the self-concept of the delinquents.

2. Religion has no effect on the self-concept of the juvenile delinquents. Hindu, Muslim and Christian delinquents have more or less same level of self-concept.

3. There is no significant difference between the delinquents from rural area and delinquents from urban area with respect to their self-concept.

4. There is no significant difference with respect to the self-concept among juvenile delinquents based on duration of stay at juvenile home. There is no difference among juvenile delinquents who stayed in the juvenile home for more than four years, between three and four years and below three years, with respect to their self-concept.

5. There is significant difference with respect to the self-concept among juvenile delinquents based on living status of parents. The delinquents whose parents are alive have better self-concept than the delinquents whose father or mother are not alive.
6.9.3 Comparison of Normal Students and Juvenile Delinquents with respect to the Self-concept

1. There is significant difference between the normal students and the juvenile delinquents with respect to their self-concept. The normal students have high self-concept as compared with the self-concept of the delinquents.

2. There is significant difference between the normal boys and delinquent boys and between normal girls and delinquent girls with respect to their self-concept.
   a. The normal boys have high self-concept than the self-concept of the delinquent boys.
   b. The normal girls have high self-concept than the self-concept of the delinquent girls.

3. There is significant difference between normal students and juvenile delinquents with respect to their self-concept based on religion.
   a. The normal Hindu students have high self-concept as compared to delinquent Hindu students.
b. The Christian normal students have better self-concept than that of the Christian delinquent students.

c. The Muslim normal students have high self-concept while the Muslim delinquent students have only a lower self-concept.

4. There are significant difference 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.

   a. Normal students from the rural area have higher self-concept than the delinquents from the rural area.

   b. Normal students from the urban area have better self-concept than the delinquents from the same place.

6.9.4 Locus of Control of Normal Students

1. There is significant difference between normal boys and normal girls with respect to their locus of control. That means, sex has significant bearing on the locus of control of normal students. The female students have better internal locus of control than the male students.
2. There is significant difference among Hindu, Muslim and Christian normal students with respect to their locus of control.
   
a. Muslim students have high locus of control than the Christian students.
   
b. There is no significant difference between the normal Hindu and Christian students with respect to their locus of control.
   
c. There is no significant difference between the normal Hindu and Muslim students with respect to their locus of control.

3. There is significant difference between the locus of control of the students from the rural and urban areas. The rural normal students have high internal locus of control than the urban normal students.

4. There is very significant difference among the students of different types of school with respect to their locus of control.
   
a. The locus of control of the students of Unaided and Aided schools does not differ significantly.
   
b. The students of Unaided and Aided schools differ significantly with the students of Government schools with respect to their locus of control.
c. The students of Unaided and Aided schools have high internal locus of control while the students of Government schools have only external locus of control.

6.9.5 Locus of Control of Juvenile Delinquents

1. There is significant difference between male and female juvenile delinquents with respect to their locus of control. The female juvenile delinquents have high internal locus of control comparing with the male members.

2. There is significant difference among Hindu, Muslim and Christian delinquents with respect to their locus of control.

   a. The Muslim delinquents have low internal locus of control and the Christian delinquents the high internal locus of control.

   b. There is no significant difference between the Hindu and Christian delinquents and between Hindu and Muslim delinquents with respect to their locus of control.

3. The locus of control of delinquents from the rural area is similar as compared to those delinquents from urban area. That means,
there is no significant difference between the delinquents from rural and urban areas with respect to their locus of control.

4. There is no significant difference with respect to the locus of control among the juvenile delinquents based on duration of stay at juvenile home. The delinquents who stayed in the juvenile home for more than four years, between three and four years and below three years have same locus of control.

5. There is no significant difference between the locus of control of the delinquents based on the living status of the parents. That means, the locus of control of delinquents whose parents are alive and whose parents are not alive is same.

6.9.6 Comparison of Normal Students and Juvenile Delinquents with respect to the Locus of Control

1. There is significant difference between normal students and delinquents with respect to their locus of control. The locus of control of normal students is significantly very high as compared to juvenile delinquents.
2. There is significant difference between the normal boys and delinquent boys and between normal girls and delinquent girls with respect to their locus of control.

   a. The locus of control of normal boys is very high as compared to delinquent boys.

   b. The locus of control of normal girls is very high as compared to delinquent girls.

3. There is significant difference between the normal students and juvenile delinquents with respect to their locus of control based on religion.

   a. The Hindu normal students have very high locus of control as compared to Hindu delinquent students.

   b. There is no significant difference between Christian normal students and Christian delinquent students.

   c. The Muslim normal students have very high locus of control as compared to delinquent students from the same religion.

4. There is significant differences between normal students and delinquents from rural area and between the normal students
and delinquents from urban area on the basis of their locus of control.

a. Normal students from rural area have very high internal locus of control while the level of the locus of control of juvenile delinquents from rural area is very low.

b. Normal students from urban area have very high internal locus of control than the juvenile delinquents from the same area.

6.9.7 Comparison of Self-concept and Locus of Control of Normal Students and Juvenile Delinquents

1. There is significant relationship between the self-concept and the locus of control of the normal students.

a. There is significant relationship between the self-concept and locus of control among normal male students.

b. There is significant correlation between self-concept and locus of control of normal female students.

c. There is significant relationship between the self-concept and locus of control of Hindu normal students.
Conclusions and Findings

d. The self-concept and locus of control of Christian normal students are also significantly related.

e. The self-concept and locus of control of Muslim normal students are also significantly related.

f. There is significant relationship between the self-concept and locus of control of normal rural students.

g. The relationship between self-concept and locus of control of normal urban students is also significant.

h. There is significant relationship between the self-concept and locus of control of students from Unaided schools.

i. The self-concept and locus of control of the normal students from Aided schools are also significantly related.

j. The relationship between the self-concept and locus of control of students from Government schools is also significant.

2. There is significant relationship between the self-concept and the locus of control of juvenile delinquents.
Conclusions and Findings

a. There is significant relationship between the self-concept and locus of control of delinquent male students.

b. The relationship between the self-concept and locus of control of juvenile female delinquents is also significant.

c. There is significant relationship between the self-concept and locus of control of Hindu delinquent students.

d. The relationship between self-concept and locus of control among delinquent Christian students is not significant.

e. There is no significant relationship between self-concept and locus of control of delinquent Muslim students.

f. There is significant relationship between self-concept and locus of control of delinquents from rural area.

g. There is a highly positive relationship between self-concept and locus of control of delinquents from urban area also.

h. The relationship between self-concept and locus of control is significant among delinquents who stayed in the juvenile home below three years.
i. There is positive and significant relationship between self-concept and locus of control among delinquents who stayed in the juvenile home between three and four years.

j. Though there is relationship between self-concept and locus of control of juvenile delinquents who stayed in the juvenile home for more than four years, this relationship is not significant.

k. There is positive and significant relationship between self-concept and locus of control of juvenile delinquents whose parents are alive.

l. There is no significant relationship between self-concept and locus of control of juvenile delinquents whose father or mother are not alive.

3. There is no 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.

a. There is no significant difference between the relationship among the self-concept and locus of control of normal
male students and the relationship among self-concept and locus of control of juvenile male delinquents.

b. The self-concept and locus of control among normal female students are related as in the same way the self-concept and locus of control are related among the juvenile female delinquents.

c. The difference between the relationship among self-concept and locus of control of Hindu normal students and the relationship among self-concept and locus of control of Hindu juvenile delinquents is not significant.

d. There is no significant difference between the relationship among self-concept and locus of control of Christian normal students and the relationship among the self-concept and locus of control of Christian juvenile delinquents.

e. The difference between the relationship among self-concept and locus of control of Muslim normal students and the relationship among self-concept and locus of control of Muslim juvenile delinquents is not significant.
f) The relation exists between self-concept and locus of control of normal rural students is same as the relation that exists between self-concept and locus of control of juvenile delinquents from rural area.

g) There is no significant difference between the relationship among the self-concept and locus of control of normal students from urban area and the relationship among self-concept and locus of control of juvenile delinquents from the same area.

The major objective of the present study was to find out whether there is any difference between normal students and juvenile delinquents with respect to their self-concept and locus of control. And it was found that there is significant difference between normal students and juvenile delinquents with respect to their self-concept and locus of control. The normal students have high self-concept and internal locus of control compared to juvenile delinquents. And it was also found that there is significant relationship between self-concept and locus of control.
6.10 EDUCATIONAL IMPLICATIONS OF THE FINDINGS

The entire investigation is highly educative and informative.

1. Sex has no bearing on the self-concept and locus of control. This finding helps the teachers to avoid different attitude towards boys and girls. The teachers and parents as far as possible should not discriminate the girls from boys with respect to their capabilities of carrying out different tasks. That means, both boys and girls should be allowed to compete in all tasks without discrimination. Since boys and girls have the same level of self-concept and locus of control, any task that is given to boys can be given to girls also.

2. Religious influence on the self-concept of the normal students is significant. So, the religions, which is standing against the development of a better self-concept, should take positive steps to improve the self-concept of the students.

3. It is a positive trend that rural and urban students are equal in the level of self-concept. This situation should be continued.
4. There is significant difference among Aided, Unaided and Government school students with respect to their self-concept. So, the schools which do not form better self-concept should take necessary arrangements for that. It is the right of the students to get proper training and development.

5. Hindu, Muslim and Christian delinquents have more or less same level of self-concept. The self-concept of the delinquents from rural and urban areas is also same. The main reason may be that they are formed in the same background (reformatory schools). Treating everyone equally is a good trend.

6. The delinquents whose parents are alive have better self-concept than the delinquents whose father or mother are not alive. This is a very important finding. This shows the importance of the parental care in the formation of self-concept. Students whose parents are alive have high self-confidence and self-concept. That means, parents can give better self-concept to their children than anyone.

7. When we compare the self-concept of normal students with that of the juvenile delinquents, we can see that delinquents have lower level of self-concept. There may be many reasons for that
like the attitude of society towards them. When those who are involved in the formation of the delinquents come to know that delinquents have low self-concept, they can take necessary steps to improve their self-concept. And it is the duty of the society to form the juvenile delinquents properly by giving them positive self-concept. And it is our responsibility to device proper methods to improve their self-concept.

8. There is significant difference among Hindu, Muslim and Christian normal students on the basis of their locus of control. That means, religious influence on locus of control of normal students is great. So, the religion, which is not promoting the development of a proper locus of control, should take necessary steps to develop internal locus of control of their followers.

9. There is significant difference among the students of Aided, Unaided and Government schools with respect to their locus of control. Government School students have only external locus of control. So, care should be taken to improve the situation of the Government school students.

10. There is no significant difference between the delinquents from rural and urban areas with respect to their locus of control. Since
delinquents are staying in the same reformatory schools, the influence of locality is very less on them. And even otherwise, the rural-urban difference is very less in Kerala. This situation in Kerala is an appreciable thing and it is a model to other states.

11. The locus of control of normal students is very high as compared to that of juvenile delinquents. The main reason for this situation is that the delinquents are not ready to take the responsibility of their wrong deeds; they find fault with others. They criticize the environment. This finding is important for those who are involved in the formation of the delinquents, because this knowledge helps them to give proper training to the delinquents. The delinquents should be formed in such a way as to accept their faults and to take the responsibility of their actions by themselves. We should try our best to develop their internal locus of control.

12. There is a positive relationship between the self-concept and locus of control. We see this significant relationship both in the case of normal students and delinquents. The self-concept and locus of control among normal students are related as in the same way the self-concept and locus of control are related...
among the juvenile delinquents. This shows how correctly and perfectly the self-concept and locus of control are related. That means, if there is better self-concept, there will be better internal locus of control. This knowledge helps the teachers to develop the self-concept of the students inorder to have a better internal locus of control. And by improving the internal locus of control we can improve the self-concept also.

The findings of this investigation imply that those who have external locus of control and those who find fault with the environment have poor self-concepts. This information helps the teachers to identify such students and help them to develop their self-concepts. If better self-concept is inculcated among students they will not find fault with the environment.

Self-concept and locus of control are the important concepts in the personality of an individual. Hence the school should provide ample opportunities for the students to develop the self-concept through numerous co-curricular and extra-curricular activities and thereby improve their internal locus of control.
6.11 LIMITATIONS OF THE STUDY

The investigation is not devoid of limitations. The scope of the study is restricted because of the lack of enough sample from juvenile delinquents. There are only very few institutions for delinquents in Kerala and even in that institutions there are only very few delinquents. So, the investigator had to satisfy with the limited number of samples.

Another problem is that at least some of the delinquents staying at the reformatory schools are not real delinquents. Unwanted children, orphans etc. are also kept in the reformatory schools.

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

Another important difficulty faced by the investigator was that at least few of the juvenile delinquents could not read, understand and answer the questions. So, the investigator had to explain the questions. Since most of the delinquents and some normal students could not follow the English version of the Questionnaire, the investigator had to prepare a Malayalam version.
6.12. SUGGESTIONS FOR FURTHER RESEARCH

The following are the main suggestions for further research.

1. A study on the relationship between self-concept and locus of control and academic achievement among the delinquents could be attempted.

2. The order of birth (sibling position) and its influence on the self-concept and locus of control among delinquents and normals would be a worthwhile study.

3. A comparative study on the self-concept and locus of control of delinquents who committed different kinds of delinquent acts could be conducted.

4. Delinquents’ age and the self-concept and locus of control could be studied.

5. A study on the school grade (primary, secondary and higher secondary) and the self-concept and locus of control could be conducted. The present study is confined to secondary school level only. It could be extended to include primary and higher secondary level students.
6. Self-concept and locus of control of the delinquents can be compared with the educational level of their parents in order to find out whether the children of highly educated parents have better self-concept and locus of control.

7. Self-concept and locus of control of normal students can be compared with that of the orphans and unwanted children.

8. The students from rich families can be compared with students from poor families, with respect to their self-concept and locus of control.

CONCLUSION

The present investigation has revealed that there is significant difference between normal students and juvenile delinquents with respect to their self-concept and locus of control. Since self-concept and locus of control are the core of the personality and the juvenile delinquents have lower level of self-concept and internal locus of control as compared with that of the normal students, we have to conclude that delinquents have some personality problems. Hence it is our duty to rectify their personality problems by giving them better self-concept and internal locus of control. And it is the duty of the society to train the juvenile delinquents properly and make them normal.
students. Since delinquents too are our children we cannot abandon them. So we should keep a proper attitude towards the juvenile delinquents. Let us hope all our delinquent children will become normal children in the near future through our effort.