CHAPTER III

METHODOLOGY
CHAPTER III

METHODOLOGY

The problem of Juvenile Delinquents (JD) occupies an important place among the various problems being faced by our country. JD is specific behavioral problem. Most of the studies on JD were carried out by the sociologists. Even today it is mostly believed that JD is a sociological problem and causes of the JD that are being put forth by researchers are mostly sociological in nature. However, if one thinks seriously on this problem then one realizes that to a great extent JD is a psychological problem. Because it deals with the behavior of the youngsters, it is necessary to study JD from psychological point of view. Secondly, definition of JD varies from culture to culture. A particular behavior might be a delinquent behavior in a given culture, but it may not be necessarily delinquent behavior in another culture. Needless to state that there are a good number of psychological studies carried on the juvenile delinquents and some of the psychologists had provided excellent theoretical propositions, also.

In present study, a socio - psychological approach was adopted and along with an interview schedule some of the standardized psychological scales were used for measuring different psychological factors. Along with juvenile delinquents matched groups of non juvenile delinquents was included or incorporated in the study.

Aim of Study:

Main aim of the study was to collect the brief case history of JD, and search the common factors observed among them. In addition to this, to measure the anxiety, neuroticism, security, adjustment, and different kinds of self concepts of JD and non JD Ss and search whether they differ significantly from each other on different psychological measures or not.
Objectives of Study:

The study was carried out to fulfill the requirements of following objectives:

- To collect a brief case history of JD and search the common factors that are responsible for their delinquent behavior.
- To measure the anxiety of JD and non juvenile delinquents and search whether they differ significantly, or not on anxiety measure.
- To measure the neuroticism of juvenile delinquents and non juvenile delinquents and search the extent to which they differ from each other.
- To assess the sense of security and sense of insecurity among the juvenile delinquents and non delinquents and find out who are having significantly more sense of insecurity.
- To measure the adjustment of the juvenile delinquents and non juvenile delinquents and search who are significantly more or better adjusted than the others.
- To measure the physical self concept of juvenile delinquents and non juvenile delinquents and find out whether they differ from each other significantly, or not.
- To measure social self concept of subjects and search whether the classified groups differ from each other significantly, or not.
- To study the intellectual self concept of juvenile delinquents and non juvenile delinquents and find out the extent to which they differ from each other.
- To assess the moral self concept of the subjects and search whether they differ significantly from each other, or not.
- To study the emotional self concept of the subjects and examine whether the specified groups differ from each other significantly, or not.
- To measure the aesthetic self concept of the subjects and search the extent to which the classified groups differ from each other.
Hypotheses of the Study:

In the present study following hypotheses were framed and tested to decide whether they should be retained or they should be rejected:

➢ The juvenile delinquents have pathetic case history where as the non juvenile delinquents subjects have non pathetic or normal background.
➢ Anxiety is significantly more among the juvenile delinquents than non delinquents; anxiety is significantly more among the females than the males.
➢ Neurotic behavioral characteristics are significantly more predominant among the juvenile delinquents than among the non delinquents. Sex differences are not significant with regards to neuroticism.
➢ Juvenile delinquents have significantly more insecurity than the non delinquents. Females have significantly more insecurity than the males.
➢ Non juvenile delinquents and the females are significantly better adjusted than the juvenile delinquents and the males.
➢ Physical self concept is significantly better among the non delinquents than among the juvenile delinquents. Females have significantly better physical self concept than the males.
➢ Social self concept of non delinquents is significantly better than that of juvenile delinquents. Female subjects have significantly better social self concept than the males.
➢ Intellectual self concept of non juvenile delinquents is significantly better than that of the juvenile delinquents.
➢ Males have significantly better intellectual self concept than the females.
➢ Non juvenile delinquents have significantly better moral self concept than that of the juvenile delinquents. Females have significantly better moral self concept than the males.
➢ Emotional self concept of non juvenile delinquents is significantly better than that of the juvenile delinquents. Females have significantly better emotional self concept than the males.
Non juvenile delinquents have significantly better aesthetic self concept than that of juvenile delinquents. Females have significantly better aesthetic self concept than the males.

Sample:

Sample of the study was selected from four different places namely; Nagpur, Amaravati, Yawatmal, and Buldana. At these places there were remand homes for boys and girls. From these remand homes only those subjects who were above the age of 13 yrs were selected for the present study. Thus, a purposive sampling technique was used. The reason was, some of the psychological tests which were to be administered on them where devised for the age group 13+. Secondly, there were a number of juvenile delinquents, about whose residential addresses were not available, instead of it was written there as “Lawaris”. It was necessary to know the residential address because a comparative match group of non delinquents was to be used in the present study. The total sample of juvenile delinquents comprised of 186 subjects of which 93 were girls were and 93 were boys. From Amaravati 26 boys and 34 girls were selected; from Nagpur there were 22 boys and 25 girls; from Yawatmal 27 boys and 19 girls; and from Buldana 18 boys and 15 girls selected for the present study. From these remand homes, locality in which the selected juvenile delinquents were living, their address were noted down and from those localities the subjects of same age who were not labeled as juvenile delinquents or who were non juvenile delinquents and living like normal children were tressed out and equal number of boys and girls were included in the study; which comprise the group of non juvenile delinquent subjects. Thus the total sample was consisted of 372 subjects, of which 50% were girls and 50% were boys and among them 50% were juvenile delinquents and 50% were non juvenile delinquents. Age range of the subjects was 13 yrs to 18 yrs, and educational standard was 6 to 10th standard.
Tools Used For Data Collection:

In the present study following psychological tools were used for collecting the data.

Case History Schedule:

This case history schedule was devised and constructed specifically for present study. Two different case history schedules were prepared, one for the JDs and other for the NJDs. The case history schedule prepared for the JDs consisted of 37 items were as for the NJDs, the case history schedule was a short one. It was made so because from the JDs details about their crimes and the criminal activities were to be collected, where as from the NJDs only them for their family background and little past history was to be collected.

Anxiety Scale:

For measuring the anxiety of the subject Self Analysis Form developed and standardized by Cattell was used. There are 40 items in this self analysis form, each item is associated with three alternatives namely; yes, sometimes, and no. The subject has to read each statement, then decide which of the alternatives is most appropriate in his or her case and then put a tick mark in the respective answer. This is a widely used scale for measuring anxiety. The reliability coefficient is .93, and the validity coefficient is .84

Adjustment Inventory:

Adjustment inventory was constructed and standardized by H. S. Asthana. The inventory consists of 42 items, and each item is provided with two alternatives namely; yes, and no. the subject has to read each item carefully and then decide whether the statement is true in his/her case or it is false in his/her case. If it is true then subject has to put a tick mark
on ‘yes’ answer and if it not true then the subject has to put a tick mark on ‘no’ answer. The author has given the reliability indexes, they are .86 and the validity indexes are .81.

Security-Insecurity scale:

Original scale was constructed and standardized by Abraham Maslow. This scale was adopted for an ICSSR research project which was carried out in Vidharbha Region. The original scale was translated into Marathi, and Marathi version was standardized on Indian population. In Marathi version there are 42 questions and with each question three alternatives are provided. They were ‘yes’, ‘no’, and ‘?’ . The subject has to read each question carefully and decide which one of the three alternatives is most appropriate in his/her case. The test-retest reliability of the scale was 0.83 and validity was 0.76.

Self Concept Scale:

This scale was devised by Beena Avasthi. It was well standardized by the author. In this scale there are bipolar adjectives such as strong—weak; honest—dishonest; etc. Each bipolar adjective is provided with five alternatives. The subject’s task is to read each bipolar adjective and then rate himself/herself on the bipolar adjective and decide the extent to which he/she is honest or dishonest etc. Accordingly the subject has to select one of the five alternatives and put a tick mark on the respective alternative. The scale measures six different types of self concepts. They are physical, social, intellectual, moral, emotional, and aesthetic self concepts. Reliability of the scale is .84 and validity of the scale is .81.

Kundu’s Neurotic Personality Inventory:

This inventory was constructed by Ramnath Kundu. In this inventory there are 66 items and each item is provided with five alternatives. There is no time limit to the inventory.
The subject has to read each statement and select one of the five alternatives which he/she finds that it is most appropriate to him or her. The author has provided a number of reliability indexes among them the highest is 0.89, and coefficient of validity reported by the author is 0.86.

**Procedure of Data Collection:**

For collecting data from the juvenile delinquents first necessary permission was sought from the respective authorities and then only the tests or the scales were administered on the JDs. Some of the information about the JD was sought from the office of the remand home, and then with the help of case history schedule, some more information about their earlier personal life and social life was collected. The JDs were told that the information they are providing will be used for research purpose only, and hence they were requested to give the correct information about their past personal life. Questions from the interview schedule were read by the ‘E’ and the answers given by the respondents were noted down. There was no time limit to the case history schedule.

After collecting information with the help of case history schedule, the subject was given following instructions, “there are certain questions in the inventory; all these questions are related to our day to day activities. These questions or statements are not related to the intelligence. You have to listen or read each statement or question carefully. Each question is provided with two alternatives; yes and no. After reading the statement or question or listening it you have to decide whether it is true in your case or not and then accordingly you have to select one of the two alternatives and put a tick mark on it or you tell me your response you have complete freedom to give the answers in your own manner. All your answers will be treated as confidential”.

The procedure was explained to the subject by taking one or two examples and then the questions or the statements given in the adjustment inventory were read one after another, and the responses given by the subjects were noted down. After completion of the adjustment
inventory the subject was told that now an another one simple scale will be administered on him/her. The subject was given the instructions for security-insecurity scale. The subject was given the following instructions.

"There are some questions related to the mentality answer is right or wrong. Along with each question there is a yes, no, and question mark. You have to read or listen the question and decide whether the question or the statement is describing you or not, then answer. You have to select only one of the three alternative answers for each question.

The procedure for security-insecurity scale was as follows: when the subject has followed the instructions correctly, asked one after another and the responses given by the subjects were accurate.

Here the first session of the data collection was complete.

In the second session of data collection once again the rapport was formed, and the subject was told about the importance of the study. For anxiety scale the instructions given to the subject were as follows.

"Inside this booklet there are forty statements about how most people feel or think at one time or another: There are no right or wrong answers. Just pick the one that is really true for you and mark the a, b, or c answer.

You’ll start with the two simple examples below, for practices. Read the first sentence and then put an X in the box that tells how you feel about walking, you would put an X in the ‘a’ box if you enjoy walking. If you don’t, you’d mark the c box. If you enjoy walking once in a while, you’d mark the middle box. But mark the middle box only if it is impossible for you to decide definitely yes or no. but don’t use it unless you absolutely have to.
1. I enjoy walking.  
   0 0 0

Now do the second example.
2. I would rather spend an evening  
   [a] talking to people,  [b] uncertain,  [c] at a movie.  
   0 0 0

Now:

1. Make sure you have put your name, and whatever else the examiner asks, at the top of the page.
2. Please answer every statement. Don’t skip a single one. Your answer will be entirely confidential.
3. Remember, use the middle box only if you cannot possibly decide on a or c.
4. Don’t spend time thinking over the statement. Just mark your answer quickly, according to how you feel about it now.

It will take only ten minutes or so to finish. Hand in the booklet when you’re through, unless told to do otherwise. As soon as you’re told to, turn the page and begin.

When the subject understood the instructions correctly then the items from the anxiety scale were read one after another and the answers given by the subject were noted down.

**Variables Under Study:**

In present study several variables were considered. Some of the variables were related to the case history of the individuals such as family background, education of the parents etc. For studying the data, by using analysis of variance, two factors were considered as independent variables. They were JDs vs. non delinquents, and male and female. These two were considered as the independent variables; and dependent variables were social self concept, physical self concept, intellectual self concept, moral self concept, emotional self concept, aesthetic self concept, security-insecurity, adjustment, anxiety, and neuroticism.
Research Design of Study:

Some part of the study was based on the information collected through case history schedule. So for that interview technique was used. The other part of the study was based on the data collected by standardized psychological scales or interview. For these data a $2 \times 2$ balanced factorial design was used. Each of the two independent variables was varied at two levels.

Statistical Treatment of Data:

The data collected through case history schedule was treated by frequency counts, percentages, and chi square test of significance. The data collected by the standardized psychological tests and interviews were first treated by means and SDs, and finally two way analysis of variance was used for studying the main as well as interaction effects.

Discussion:

Results were discussed considering the statistical values and findings of earlier related studies.