CHAPTER V
SUMMARY AND CONCLUSION

In the present investigation, it is aimed to make a comparative study of Delinquent girls and Non-Delinquent girls with reference to their Cognitive Styles and Learning Styles. Field Independence-Dependence style of cognitive functioning, styles of conceptualization such as Descriptive Analytical; Functional-Relational-Experience and Categorical-Inferential; Styles of Learning such as concrete mode of learning; Reflective Observance mode of learning; Abstract Conceptualization mode of learning; Active Experimentation mode of learning; Concrete Intelligence and Personality Dimensions such as Extraversion, Neuroticism Psychoticism and Criminal propensity are the variables considered for the present study.

Delinquent Girls were chosen from the Special Home for Girls which is situated in Kelleys, Madras. The Delinquent Girls were between the age of 13 to 18 years with a mean age of 15.5 years. The size of the sample was 41. The Literate Delinquent Girls available in the institution at the time of data collection were chosen as subjects. Purposive sampling technique was made use of.

The Non-Delinquent Group comprised of 41 Girls. The normal sample was chosen from a Corporation School in Madras, with the age ranging from 13 to 18 years with a mean age of 15.5

Witkin's Embedded Figures Test (EFT) - a Short Form (Nirmala 1977); Conceptual Styles Test (CST) Nirmala (1977).
Bhatia's Battery of Performance Test has been chosen to measure the Cognitive Variable Intelligence (Concrete).

The Eysenck's Personality Inventory was used to measure E, N, P, and CP dimensions of personality.

FINDINGS OF THE PRESENT STUDY:

1. The Delinquent girls and Non-Delinquent girls did not differ significantly in their Cognitive Styles of functioning. Delinquents show Field Dependent Style of Cognitive Functioning.

2. The Delinquent Girls and Non-Delinquent girls differ significantly in their intellectual capacity. Delinquents show an average intellectual capacity.

3. Delinquent Girls and their normal counterparts differ significantly in their styles of learning. Delinquents show Active Experimentation Learning Style.

4. Delinquents and Non-Delinquents differ significantly on the dimensions of Extroversion, Neuroticism, Psychotism and Criminal Propensity. Delinquents score high in all the four dimensions.

5. Delinquents and Non-Delinquents differ significantly in their Conceptual Styles of functioning - Delinquents show Analytical Descriptive Conceptualization.

The Inter correlation Matrix for Delinquent Group indicates "The relation between (1) Field Dependence Style of Cognitive functioning (FD) and Concrete Experience mode of Learning Style.

(2) Field Dependent Style of Cognitive Functioning and Intelligence (Concrete)."
(3) Field Dependent Style of functioning is not found to be related to styles of conceptualization.

(4) Learning Style Variables and Personality Dimensions and Conceptual Styles are found to be inter-related.

Inter Correlation Matrix for Non-Delinquent Group shows Field Independent Style of functioning and Neuroticism are inversely related. Field Independence is related to Functional - Relational Conceptual Style (inverse relation) as well as Inferential Style of Conceptualization.

Concrete Intelligence and Field Independence are found to be inversely correlated.

**FACTOR ANALYSIS:**

**Delinquent Group:**

**Factor I** was loaded with High Extroversion, Neuroticism, Psychoticism and Criminal Propensity. Factor 1 was Labeled as 'Criminality - Psychopathic tendencies'.

**Factor II** was loaded with Non-analytical and Functional - relational Style. This factor was labeled as 'Impulsivity'.

**Factor III** showed high loadings for Field Dependence and Non-concrete Intelligence. This was labelled as 'Global Field' Approach.

**Factor IV** was loaded with Reflective Observations and Non-Active Experimentation mode of Learning. This factor was labeled as 'Observational Learning'.
Factor V was labelled with Concrete Experience and Non-Abstract Conceptualization. This factor was termed as Experiential Learning.

Non-Delinquent Group:

Factor I was labelled as emotionality - autonomic reactivity. This factor has high loadings on Extroversion, Neuroticism and Criminal Propensity and Negative Loading with Concrete Intelligence.

Factor II was ascribed as 'Analytical Field Approach' with high loadings on Field Independence and Concrete Intelligence.

Factor III was loaded with Analytical Conceptual Style and Non-Functional-Relational, Non-categorical Styles of Conceptualization. Hence, the factor was labelled as 'Reflectivity'

Factor IV was loaded with Non-Concrete Experience Mode of Learning Style and Active Experimentation Mode of Learning. This factor was ascribed as 'decision making'.

Factor V was loaded with Reflective observation and Non-Abstract conceptualization mode of learning. This factor was described as 'concept attainment'.

Thus the findings of the study shows that the Delinquent group is characterized by Criminality, Impulsivity, Observational Learning and Experiential Learning with Global Style of Cognitive Functioning.

The Factor Analysis for the Non-Delinquent Group shows that it characterizes Emotionality, Reflectivity, Decision making and Concept attainment with Analytical Style of Functioning.
CONCLUSION:

Delinquency is a Psycho-Social problem. Besides social factors, individualistic factors are also of importance. More importance has to be given to cognitive factors. So far, intellectual capacity of the delinquents is given prime importance. Cognitive Styles which is a rebirth of personality and productive thinking must be given its importance in understanding Juvenile Delinquency. It is because, behavioral manifestations are based on the characteristics of the cognitive domain. Hence, the mode of perceiving, ways of conceptualizing, problem solving ability, techniques of reasoning are to be identified at the childhood stage of an individual, so that nourishment development and correction of these functioning’s is possible that will pave way to healthy personality.

SUGGESTIONS FOR FURTHER RESEARCH:

The present research has involved the population of delinquents in the range of 13 and 18. Hence, further research would in corporate an age wise comparison of the variables under study. It is also felt that the factor of intelligence which has been included as a variable in the study could be used as a constant in differentiating the delinquent from the non-delinquent girls. It is also probable that the non delinquent population would have committed some offence without being legally implicated. The present study has not exercised a control over this factor of delinquent behaviour, not legally punished and this being significant factor could also be assessed and used as a variable in such future studies.
It is also suggested that other personality approaches such as the humanistic and self oriented approaches could also be tested in relation to cognitive and learning styles. Thus is envisaged could throw more light on the betterment of delinquency.