CHAPTER VI

SUMMARY AND CONCLUSION
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6.1 The Study:

A study of psychological and familial correlates of Juvenile Delinquency in Indian Children.

6.2 Objectives:

(1) To find out the psychological variables that correlate with Juvenile Delinquency,

(2) To find out the Familial Variables that correlate with Juvenile Delinquency,

(3) To develop a method of identifying potential delinquents.

6.3 Hypotheses:

(1) Juvenile Delinquents and Juvenile Non-Delinquents do not differ in their measures on emotional adjustment, social adjustment, educational adjustment and total adjustment,

(2) Juvenile Delinquents and Juvenile Non-Delinquents do not differ in their measures on fourteen personality factors,
(3) Juvenile Delinquents and Juvenile Non-Delinquents do not differ in their measures on eighteen parent-child relations.

6.4 Methodology:

6.4.1 Tools of the Study:

6.4.1.1 Personal Bio-Data Form:

Personal Bio-Data of informants were obtained through a Personal Data form by the investigator.

6.4.1.2 Raven's Standard Progressive Matrices:

Mental ability (Non-Verbal intelligence) was measured by Raven's Standard Progressive Matrices. The test was prepared by J.C.Raven, J.H.Court and J.Raven.

6.4.1.3 Adjustment Inventory for School Students:

Emotional adjustment, Social adjustment, Educational adjustment and Total adjustment were assessed by Adjustment inventory for school students standardised by A.K.P. Sinha and R.P.Singh. It was translated to Kannada by the Investigator with experts.
6.4.1.4 **Indian Adaptation of Junior-Senior High School Personality Questionnaire:**

Fourteen Personality Factors - 'A', 'B', 'C', 'D', 'E', 'F', 'G', 'H', 'I', 'J', 'O', 'G_2', 'G_3', and 'G_4' were measured by Indian adaptation of Junior-Senior High School Personality Questionnaire. The original was prepared by R.B. Cattell. It was adapted to Indian context by Dr. S.D. Kapoor, S.S. Srivastava, G.N.P. Srivastava and K.K. Mehrotra. It was translated to Kannada by experts.

6.4.1.5 **Indian Adaptation of Clark's Parent-Child Relations Test:**

Eighteen scale of Parent-Child Relations were measured by Indian Adaptation of Clark's Parent-Child Relations Test, standardised to Indian context by Dr. Govind Tiwari. It was translated to Kannada by the investigator with experts.

6.4.2 **Sample:**

Sample of the study involves Juvenile Delinquents and Juvenile Non-Delinquents. One to one matching was done between them on the following variables - sex, age, mother-tongue, educational failure, parental occupation, number of children in family, ordinal position among
siblings, income and intelligence. Age range of the sample was thirteen through eighteen years of both sex.

The sample of Juvenile Delinquents consists of all the high school students of Government Senior Certified schools of Karnataka State - Bangalore, Bellary, Bijapur, Davangere, Gulbarga, Hubli, Mysore, Khanapur and Udupi, where Juvenile Delinquents are available. (Juvenile Delinquent as used by the investigation means a boy or girl found guilty by juvenile court). They were admitted to the certified schools due to various reasons and were well trained there.

The sample of one hundred and twenty male juvenile delinquents (forty students from each standard of high school) were utilised. The sample of sixty female delinquents (twenty students from each standard of high school) were utilised.

The sample of Juvenile Non-Delinquents got by purposive sampling. According to the rating of school teachers and to investigator's best knowledge all of them were normal in their behaviour without any tinge of deviant behaviour. They were chosen from practice teaching
schools of Sri Sails College of Education, Harihar. The schools which were utilised - Government Mothi Veerappa High School, Davangere; Sri Sangameshwara Girls High School, Harihar; Matrusri Rudramba High School, Harihar and Babasaheb Ambedkar High School, Harihar.

The sample of one hundred and twenty normal juveniles (forty students from each standard of high school) were utilised. The sample of sixty female normal juveniles (twenty students from each standard of high school) were utilised.

6.4.3 Data Collection:

The investigator personally visited all the Government Certified schools of Karnataka, where Juvenile Delinquents are available. It was possible with the permission of Directorate of Women and Children Welfare, Bangalore and with the co-operation of respective heads of institution.

The investigator also visited high schools of Davangere and Harihar where normal juveniles are available with the co-operation of respective heads of institution.
The investigator administered tests to the total sample of three hundred and sixty high school students. With necessary precautions answer sheets were collected back on the spot.

6.4.4 Data Analysis:

Descriptive analysis, Differential analysis and Inter-correlational analysis were made with the data collected. Factor analysis and discrimination function analysis were also made.

6.5 Major Findings:

1. Juvenile Delinquents and Juvenile Non-Delinquents do not differ significantly in the following areas of adjustment:

   (1) Emotional adjustment,
   (2) Social adjustment,
   (3) Educational adjustment,
   (4) Total adjustment.

2. Juvenile Delinquents and Juvenile Non-Delinquents differ significantly in the following personality factors:
(1) Factor 'B' (Less intelligent - More intelligent),
(2) Factor 'D' (Phlegmatic - Excitable),
(3) Factor 'G3' (Undisciplined self conflict - Controlled),
(4) Factor 'I' (Tough Minded - Tender Minded).

Rest of the ten among fourteen personality factors of Junior-Senior High School Personality Questionnaire are not significant.

3. Juvenile Delinquents and Juvenile Non-Delinquents differ significantly in the following parent-child relations:

(1) Second Scale (Father's aggression towards subject),
(2) Fourth Scale (Subject's aggression towards father),
(3) Fifth Scale (Mother's aggression towards father),
(4) Sixth Scale (Father's aggression towards mother),
(5) Seventh Scale (Mother's Competence),
(6) Eighth Scale (Father's Competence),
(7) Tenth Scale (Father's affection),
(8) Fourteenth Scale (Father's Identification),
(9) Seventeenth Scale (Mother's Denial),
(10) Eighteenth Scale (Father's Denial).

Rest of the eight scale among eighteen scales of Clark's Parent-Child Relations are not significant.

6.6 Implications:

1. The study reveals that Juvenile Delinquents are less intelligent and have less ability to handle abstract problems. So, child should be provided with opportunities to develop their intelligence by interacting with abstract ideas.

2. Juvenile Delinquents are more prone to jealousy, shows many nervous symptoms, attention getting, excitable than normal juveniles. Though adolescent is a period of stress and strain, they should be trained to be patient. Whenever they do positive work, they are to be praised.

3. Juvenile Delinquents are less controlled, socially precise than Juvenile Non-Delinquents. So, adolescents should get proper education so that they become self-
disciplined. More than that elders should set the models for them to follow.

4. Juvenile Delinquents are more tender-minded, sensitive, dependent, over-protected. So, child should get optimum protection. They should be trained to become independent to the possible extent.

5. Juvenile Delinquents had father's aggression than Juvenile Non-Delinquents. Father should not be bad tempered, domineering, critical towards subject, should not hurt feelings quite often. Father should exhibit his emotions judiciously without affecting the feelings of the subject. Anyhow father should not be aggressive towards subject.

6. Juvenile Delinquents showed aggression towards father than Juvenile Non-Delinquents. So, subject should not be argumentative, verbally hostile towards father. Adolescent is to be trained so that he is loyal to father judiciously without argumenting much.

7. Juvenile Delinquents had mother's aggression towards father than Juvenile Non-Delinquents. So, mother should
respect father, control her emotions. She should avoid

domineering and criticising towards father atleast before

the child.

8. Juvenile Delinquents had father's aggression
towards mother than Juvenile Non-Delinquents. So, father
should treat mother well. He should avoid domineering
and criticising. He should control his emotions.

9. Juvenile Delinquents had less mother's competence
than Juvenile Non-Delinquents. So, mother should be
sociable, intelligent, efficient, reasonable and
successful in life.

10. Juvenile Delinquents had less father's competence,
than Juvenile Non-Delinquents. So, father should be
successful in life, sociable, intelligent, efficient and
reasonable.

11. Juvenile Delinquents had less mother's affection
than Juvenile Non-Delinquents. So, father should be
attentive and affectionate towards subject. Father
should be sympathetic and tender hearted towards
subject.
12. Juvenile Delinquents had less Father Identification than Juvenile Non-Delinquents. So, father should be model so that subject admires him, should have pleasing relations with him and should wish to be similar of father.

13. Juvenile Delinquents had more degree of Mother Denial than Juvenile Non-Delinquents. So, mother should not have unfavourable characteristics.

14. Juvenile Delinquents had more degree of Father Denial than Juvenile Non-Delinquents. So, father should not have unfavourable characteristics.

6.7 Recommendations:

6.7.1 Improved Curriculum:

Curriculum should be graded so that even the less intelligent student gets training to handle abstract problems. When an individual solves an easy problem, it gives reinforcement to do the next one. As the cycle (problem -- Solution -- reinforcement) proceeds he will be able to handle abstract problems, curriculum should cater to the needs of dullards also.
6.7.2 **Planning Co-Curricular Activities:**

School should provide adequate opportunities like debate, essay writing, cultural programmes, sports, games, etc. to each student as each individual is an attention seeker by nature. So, individual gets his own choice to satisfy his wish through co-curricular activities. Therefore co-curricular activities should have their place in our schools.

6.7.3 **Organisation of Personal - Social Guidance Programme:**

Generally guidance is known by educational and vocational guidance in our country, where personal - social area is neglected. The later area of guidance may involve the followings: How to feel socially accepted; How best to choose friends; How to acquire social ease; How to develop good memory; How to overcome lack of interest; How to develop tolerance, tact and broad mindedness; How to overcome bad temper, selfishness, jealousy, How to develop character and to overcome self consciousness and timidity, etc. So, personal-social guidance programme is to be organised in our schools.

6.7.4 **Moral Education:**

Truth, honesty and other social virtues are
deteriorating in our society. Though it is a global phenomenon, it should not be neglected. So, what seems more important and urgent is the need for moral education. It is through such education that individuals should be taught that they are part and parcel of society and hence are duty bound to help in the achievement of good. Elders should set the models for them to follow by becoming self-examples. Moral education should be an integral part of our education.

6.7.5 **Improve School Conditions:**

The school, having a healthy social and democratic atmosphere inculcates so many social virtues among the students. Therefore the teachers as well as the authorities should try their level best to make the school environment as healthy as possible for the proper development of children. They must produce good examples of social virtues and democratic living before children and through curricular and co-curricular activities, proper methods of instruction and personal contact, should help children in their proper development.
6.7.6 **Adult Education Programme:**

Alphabetisation aspect is generally stressed in our country relating to Adult Education Programme. Child rearing practices are to be imparted to the adults. Mass media like Radio, Television, Movie can also be utilised to the maximum extent for the same. Adults are to be motivated to seek the help of counsellors for children oriented problems.

6.7.7 **Improve Home Conditions:**

Since Delinquency is rooted in the defective, unwholesome and inadequate family life, the first and foremost task is to improve the family. On its social and moral side, the family must breed and cultivate a higher social and moral character, develop mutual forbearance, exercise a decent control and maintain a proper discipline among the various members who are related to one another either by blood or by marriage.

The husband and wife relationship calls for special attention. Wives must respect their husbands. They must endeavour to keep their husbands in comfort and happiness. On the other hand, husbands must change their traditional attitude towards wives.
When one looks back at the relationship between parents and sons, one feels that there is also an urgent need for change in the parental control and treatment. The parents should not be excessively harsh, absolutely unsympathetic and awfully cruel towards their sons. They should not, at the same time allow their sons to go out of control. They must understand the peculiar significance and handicaps of adolescence and must help and encourage their growing children to develop their own personality.

Just as defective parent-child relations contribute to delinquency, satisfying parent-child relations are one of the greatest safeguards against anti-social behaviour. Hence it is essential that the State and Society should strengthen and stabilise the home.

6.8 Suggestions for Further Study:

(1) The study may be tested on a sample of different grades,

(2) Samples may be selected from rural and urban areas separately and compared,
(3) A study of Recidevists may be carried on,

(4) A study involving delinquent boys and girls may be conducted and correlates compared,

(5) A study may be undertaken on delinquents from affluent section of society,

(6) A study may be undertaken on functionaries of certified school.