CHAPTER IV
RESEARCH METHODOLOGY
Juvenile delinquency is a serious social problem in India, which is affecting the society unabated with serious abnormalities in the form of theft, vandalism, robbery, murder, rape and so on. Juvenile delinquency is a sum total of many conditions and it affects the social harmony. The factors contributing to delinquency are not few to mention. But psychologists, psychiatrists and even criminologists emphasize that personality factors immensely contribute for this type of abnormality. Therefore, the main objective of the present research is to understand and analyze the personality traits of the juvenile delinquents in comparison with the normal children and thereby to provide directions and guidelines for counseling.

4.1 OBJECTIVES

Following are the main objectives of the present study:

1. To measure the level of self-concept among the juvenile delinquents and the normal children.
2. To assess the level of emotional competence among the juvenile delinquents and the normal children.
3. To identify the magnitude of different modes of frustration among the juvenile delinquents and the normal children.
4. To ascertain the magnitude of aggressive behaviour among the juvenile delinquents and the normal children.
5. To examine the influence of socio-demographic variables on self concept, emotional competence, frustration and aggression among the juvenile delinquents and the normal children.
6. To ascertain the level of self-concept, emotional competence, frustration and aggression among the juvenile delinquents in relation to their type and frequency of offense.
7. To study the correlation between self-concept, emotional competence, frustration and aggression among the juvenile delinquents and the normal children.

8. To measure the relative contribution of self-concept, emotional competence and frustration to aggression of the juvenile delinquents and the normal children.

9. To measure the relative contribution of self-concept, emotional competence to frustration of the juvenile delinquents and the normal children.

10. To draw personality profile for both the sample groups.

4.2 HYPOTHESES

1. Self-concept of the juvenile delinquents is significantly lower than the normal children.

2. Emotional competence of the juvenile delinquents is significantly lower than the normal children.

3. Level of frustration is significantly higher among the juvenile delinquents than the normal children.

4. Magnitude of aggression is significantly higher among the juvenile delinquents than the normal children.

5. There is a significant influence of caste on self-concept, emotional competence, frustration and aggression level of the juvenile delinquents and the normal children.

6. There is a significant influence of religion on self-concept, emotional competence, frustration and aggression level of the juvenile delinquents and the normal children.

7. There is a significant influence of paternal occupation status on self-concept, emotional competence, frustration and aggression level of the juvenile delinquents and the normal children.
8. There is a significant influence of domicile on self-concept, emotional competence, frustration and aggression level of the juvenile delinquents and the normal children.

9. There is a significant difference in the level of self-concept, emotional competence, frustration and aggression between the juvenile delinquents with varied type of offense.

10. There is a significant difference in the level of self-concept, emotional competence, frustration and aggression between the first time offenders and the recidivistic offenders.

11. There is a significant positive correlation between self-concept and emotional competence.

12. There is a significant negative correlation between self-concept and frustration.

13. There is a significant negative correlation between self-concept and aggression.

14. There is a significant negative correlation between emotional competence and frustration.

15. There is a significant negative correlation between emotional competence and aggression.

16. There is a significant positive correlation between frustration and aggression.

4.3 STUDY SAMPLE

The sample of the present study consists of two main groups. They are as below:

1. Juvenile Delinquents

The male children who have committed offense ranging from petty theft to serious offenses like murder and rape have been included in this group. They were confirmed cases of offense under Indian Penal Code (IPC) and they were selected from the State Observation Homes located in Bangalore, Mysore, Shimoga and Dharwad.
2. Control Group

The control group of children selected for the present study consisted of the normal school children studying in grade 8th to II pre-university course. They were selected from Karnataka Public High School, Karnataka College, K. E. Board School and Basel Mission High School located in Dharwad City.

4.4 PILOT STUDY

The pilot study was conducted on 50 subjects represented from both the sample groups. It was carried out in order to verify the suitability and feasibility of the questionnaires for the sample groups as they were translated from English to Kannada. The purpose was also to find out the time length required to administer all the four scales. The subjects were experiencing difficulty in understanding the terminologies in all the scales and it was observed more in frustration test. Hence the changes were incorporated with easy terminologies as they could be understood by the subjects.

4.5 SAMPLE SIZE AND CHARACTERISTICS

The sample size of the present study consisted of 321 subjects with age ranging from 14 to 18 years. Of the total sample, 150 subjects were juvenile delinquents and 171 subjects were in control group studying in school and colleges. The sample characteristics have been depicted in Table No. 4.1.
Table 4.1 shows characteristics of the sample in terms of age, caste, religion, domicile, type of offense and frequency of offense. There are 150 subjects in the delinquent group and 171 normal children in the control group. The age of both the sample groups ranged from 14 to 18 years. The sample of both the groups belonged to the castes – Brahmin, Lingayat, OBC, SC/ST and other caste groups. The sample groups also belonged to Hindu, Muslim, Christian and Other religions. The domicile

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Juvenile Delinquents (150)</th>
<th>Normal Children (171)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (in Years)</td>
<td>14 30 37</td>
<td>15 25 34</td>
</tr>
<tr>
<td></td>
<td>16 40 45</td>
<td>17 35 34</td>
</tr>
<tr>
<td></td>
<td>18 20 21</td>
<td></td>
</tr>
<tr>
<td>Caste</td>
<td>Brahmin 03 18</td>
<td>Lingayat 03 40</td>
</tr>
<tr>
<td></td>
<td>OBC 35 30</td>
<td>SC/ST 37 45</td>
</tr>
<tr>
<td></td>
<td>Others 72 38</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>Hindu 94 152</td>
<td>Muslim 41 13</td>
</tr>
<tr>
<td></td>
<td>Christian 14 01</td>
<td>Others 01 05</td>
</tr>
<tr>
<td>Domicile</td>
<td>Rural 23 89</td>
<td>Urban 127 82</td>
</tr>
<tr>
<td>Offense Type</td>
<td>Theft 108 --</td>
<td>Robbery 11 --</td>
</tr>
<tr>
<td></td>
<td>Quarrelling 06 --</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rape 03 --</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Murder 22 --</td>
<td></td>
</tr>
<tr>
<td>Frequency of Offense</td>
<td>First 108 --</td>
<td>Second 32 --</td>
</tr>
<tr>
<td></td>
<td>Third 06 --</td>
<td>Fourth 04 --</td>
</tr>
</tbody>
</table>

Table 4.1 : Sample characteristics in terms of age, caste, religion, domicile, type of offense and frequency of offense
characteristic of the sample groups indicate that among the juvenile delinquents group, 23 juvenile delinquents belonged to rural and 127 juvenile delinquents belonged to urban background, and in the control group there are 89 rural and 82 urban children. The offense of the juvenile delinquents ranged from minor theft to rape and murder with varied frequency of offense.

4.6 SAMPLE SELECTION

Before visiting the State Observation Homes, the prior permission for data collection was sought from the State Women and Child Welfare Department, Bangalore. The purposive sampling technique was adapted to select the subjects from observation homes since availability of the juvenile delinquents was limited. Hence, the frequent visits were made to the observation homes and the data were collected from the subjects with self-reporting method. The data collection process was done individually interviewing the subjects. Due importance was given to maintain privacy for collecting data, secrecy and to treat the subjects cordially. The purpose of the study was explained for the subjects, the items of the tests were read out orally and the self-reported information was noted down by the researcher carefully. The approximate time required for each of the subjects to interview was 40 minutes.

For the control group subjects, the separately designed personal data sheet was administered following the tests. For these subjects also the tests were read out orally and the self-reported data were noted down. All the subjects were interviewed individually in a single sitting only.

4.7 INCLUSION CRITERIA

The subjects in the juvenile delinquent group are confirmed cases of offense under Indian Penal Code (IPC). Those have been kept in observation Homes, for the reason
of custodial care and rehabilitation was included in the sample group. Only the subjects in the age group between 14-18 years were included for the study out of children with varied age group. Only male juvenile delinquents represented the sample group for the reason of lack of availability of female juvenile delinquents.

4.8 EXCLUSION CRITERIA

The subjects in both the groups were free of any apparent physical and psychological illness during the time of testing. Those who had any apparent symptoms of illness were excluded from the sample group. Non-confirmed cases of offense i.e., just those had entered the observation homes and not underwent court trial were excluded from the sample group. The children below 14 years were not taken into sample group. Lastly, the children for both groups, who could not read and understand Kannada language were left out from sample group.

4.9 TOOLS AND TECHNIQUE

The following scales and questionnaires were used in the present study.

1. Personal data sheet
2. Self-concept Questionnaire
3. Emotional Competence Scale
4. Frustration Test
5. Aggression Scale

1. Personal Data Sheet

A personal data sheet was designed for the purpose of collecting information pertaining to the demographic information of the juvenile delinquents as well as normal children. The variables included are age, education, caste, religion, number of
siblings, order of birth, domicile, parental education and occupation, parental income, parents living together, departed or dead and so on. The information is also collected regarding type and frequency of offense, the institution name and place, juvenile gang involvement etc. from the juvenile delinquents.

2. Self-concept Questionnaire

The self-concept questionnaire constructed by Saraswat (1997) was administered for the subjects to assess the level of self-concept. The self-concept questionnaire consists of six dimensions like-

1. Physical: Individuals' view of their body, health, physical appearance and strength.

2. Social: Individuals' sense of worth in social interactions.

3. Temperamental: Individuals' view of their emotional state or predominance of his particular kind of emotional reaction.

4. Educational: Individuals' view of themselves in relation to school, teachers and extracurricular activities.


7. Global Self-worth: The scale norms also provide a global self-worth of the subject based on the added raw score of all 6 dimensions.

There are 8 items on each dimension and in all there are 48 items. The responses are arranged in such a way that the scoring system for all the items will be 5, 4, 3, 2, and 1. A high score on this inventory indicates a higher self-concept, while low score shows low self-concept. The total score ranges from 40 to 220.
Reliability of the inventory was found by test-retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficients of its various dimensions vary from .67 to .88.

Experts' opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

The Self-concept Questionnaire was standardized on 1000 students of 20 higher secondary schools of Delhi. The students were from IX and X classes ranging from 14 to 18 years of both the sexes.

3. Emotional Competence Scale

The emotional competence scale (Sharma & Bhardwaj, 1995) consisting of 30 items was administered to the subjects. The scale measures 5 emotional competencies and overall emotional competency. It is Likert type five point scales, scoring of each item was followed with scoring pattern of 1,2,3,4 and 5. The raw scores were converted into Z scores. The addition of converted Z scores provided the T score for emotional competence and the scores were interpreted using the norms.

The description of five emotional competencies measured by the scale is as below:

1. **Adequate Depth of Feeling**: A feeling of being confident or capable with all reality assumptions may be termed as adequate depth of feeling specifically associated with effective judgement and personality integration, which ensures vigorous participation in living.
2. **Adequate Expression and Control of Emotions**: Items on this dimension of emotional competence depicts adequate expression and control of emotions as tendency marked by adequate emotional expressiveness based on fulsome expression and control of emotions. Any form of inadequacy in either expression or control of emotions may lead to uncontrolled and disorganized emotionality.

3. **Ability to Function with Emotions**: It is sometimes difficult to carry out even routine work, when one finds himself face to face with a highly emotional situation. Emotional competence requires that the individual should develop a characteristic pattern of emotional reactivity which should not let him be influenced in his adequate mode of functioning that helps him in performing actions to daily routine properly.

4. **Ability to Cope with Problem Emotions**: Certain emotions play a destructive role and pose a potential damage to the life orientations of the individual's course of life. Therefore, emotional competence requires an understanding of the role of sensitivity and the detrimental effects of such emotions in the beginning and also a development of the ability to resist their harmful effects thereafter.

5. **Encouragement of Positive Emotions**: The encouragement of positive emotions refers to the ability of the person to develop a predominance of positive emotions in the personality make-up of him to ensure a meaningful and fairly well integrated life.

   The reliability of the scale has been derived by employing two methods, viz., test-retest and split-half method. The test-retest reliability for the different
competencies range from .75 to .90 and on total emotional competency is .74. The split-half reliability ranges from .71 to .82 for different competencies and on total emotional competency the reliability is .76. These values are highly significant.

The validity of this scale has been determined by the test author with factor A and C of 16 personality factor questionnaire and found to be .64 and .69 respectively.

4. Frustration Test

Frustration test (Chauhan & Tiwari, 1972) used in the present research has 40 items with 4 dimensions. Each dimension has 10 items. Each of the 40 items has five answers graded on 5 point scale. The ‘ticks’ in replies were converted into scores for all the four modes of frustration following scoring pattern of 5, 4, 3, 2, 1 & 0. The obtained scores for each of the four categories vary in between 0 to 50. The four modes of frustration are as below:

1. **Fixation**: Fixation is noted as that behaviour appears to be repeated over and over again with out variations and shows a degree of resistance to change.

2. **Regression**: Regression represents a backward step in development, a returning to older modes of thought, feeling and behaviour. This behaviour is characterized by feeling lacking in self-control, wish to be again, homesick when away from home, cries easily, speech defective, excessively daydreaming etc.

3. **Resignation**: Resignation is an emotionally tinged attitude shown by cessation of active response to a situation. The resignated behaviour possesses of limitations of all needs, no plans, withdrawal from social contacts, frequent and serious consideration of committing suicide, longing for loneliness, retreatism, returning within one’s self, lacks interest in surroundings etc.
4. Aggression: Aggression may be defined operationally in terms of rude answering to elders, irritation, feeling of unfairness, carrying grudges, frequent quarrelling, broken engagement, impulses to take revenge and reactionary attitudes to tradition and beliefs.

The test-retest reliability for the subscales of four modes of frustration ranges from .78 to .92 and on total scale the reliability is .88. Whereas validity of the scale according to authors is found to be significant.

5. Aggression Scale

Though frustration test provides the scores for measurement of aggression, a separate scale with more items was used in order to verify the significance of the results. The scale developed by Pal and Naqvi (1986) was administered for the subjects. The scale has 30 items measuring various aggressive behaviour ranging from rude answering to violent attacking on other individuals etc. Each item has 6 alternative answers. For answer of ‘very much’ a score of 5 was given and a score of 0 was given for ‘not at all’ responses, and intermediate scores were given for the remaining responses. Total raw score was calculated simply adding the scores on all items. Total raw score ranges from 0 to 50. Higher score on this scale indicates higher aggressivity.

For getting the reliability co-efficient, the scale was administered by the test authors to 300 subjects. The split-half reliability has been calculated by odd-even method. The correlation coefficient was .82, which shows that the scale is highly reliable. The test-retest reliability of the scale was found to be .78.

The validity of the scale has been calculated by two methods. For the content validity the items of the scale has been collected through the experts' opinions and available literature. The validity of this scale was again checked through the
administration of both, present scale and Chauhan and Tiwari's frustration (only aggression scores were calculated). The validity co-efficient was found to be .74, which shows that the present scale is valid for measurement of aggression.

4.10 STATISTICAL TECHNIQUES

1. t test was carried out for the comparative analysis.

2. One-way ANOVA test was carried out for the comparison of groups.

3. Correlation coefficient test was applied to find out the relationships of variables.

4. Multiple regression analysis was applied to find out the relative contribution of the independent variables on the dependent variable.