CHAPTER II
REVIEW OF RELATED STUDIES
CHAPTER 2

2.00 REVIEW OF RELATED STUDIES

2.01 Overview
2.02 Why of the Review
2.03 Indian Studies
2.04 Foreign Studies
2.05 Summary of the Related Studies
2.06 Documentation
2.01 Overview

This chapter deals with the review of related studies. It has six sections. The first section is the overview. The second section deals with the why of the review. The third section explains the Indian studies. The fourth section deals with the foreign studies. The fifth section deals with the summary of related studies. The sixth section is the documentation.

Researcher in a particular faculty requires adequate knowledge related to the subject and it is essential to know what has been done in the same area. Summary of recognized authorities and previous research provides an evidence of what has already been known and what is still unknown and untested.

Citing studies that show substantial agreement and those that seem to present conflicting conclusion help to sharpen and define understanding of existing knowledge in the problem area and provides a status of the issue.

Capitalizing on the review of expert researchers can be fruitful in providing helpful ideas and suggestions while review articles that summarize related studies are useful, they provide guidance to define the problem, to recognize its significance, to suggest promising data gathering devices, to appropriate the
study design and source of data for effective analysis and to arrive at fruitful conclusions.

2.02 Why of the Review?

Review of the related literature allows the researcher to acquaint himself with current knowledge in the field of area in which he is going to conduct his research. It serves the following specific objectives.

1. **To enable the researcher to define the limits of his field**

   Review helps the researcher to delimit and define his problem. To use an analogy given by *Arthur* (1972) a researcher might say: “The work of A, B and C has discovered this much about my question: the investigations of B have added this much to our knowledge. I propose to go beyond D’s work in the following manner”. The knowledge of related literature makes the researcher up-to-date on the work, which others have done. It enables him to state the objectives clearly and concisely.

2. **To avoid unfruitful and useless problem areas**

   The researcher can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.
3. To avoid unintentional duplication of well-established findings

It is no use to replicate a study when the stability and objectivity of its results have been clearly established. Review helps to achieve this purpose.

4. To give an understanding of the research methodology

Review refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. The related literature provides insight into statistical methods through which validity of results is to be established.

5. To Know previous recommendations

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research, which they have listed in their studies.

2.03 Indian Studies

1. Dharampal Singh Yadav and Girijesh Kumar., (2007)“Delinquents and non delinquents children on creative functioning and Achievement motivation”.

Objectives:

1. To investigate systematic differences among delinquents and non delinquents on different dimensions of figural creativity.
2. To see systematic difference among delinquents and non delinquents on different dimensions of verbal creativity.

3. To compare difference among delinquents and non delinquents on different dimension of total creativity.

4. To find out differences among delinquents and non delinquents on achievement motivation.

**Findings:**

1. The juvenile delinquents differ significantly from non-delinquents on different dimensions of figural and verbal creativity mainly such as flexibility, originality and fluency.

2. In case of total creativity both the groups were almost identical and did not show any difference.

3. In case of achievement motivation the non delinquents scored significantly higher mean value than delinquents and the ‘t’ ratio is also significant.

**Objectives:**

1. To highlight the various rights available to children under various legislations.

2. To emphasize that children are also legal persons entitled to a distinct status and position in the society.

3. To study and analyze social and economic causes responsible for the problem and cause of crime, why the children behave as offenders.

4. To critically evaluate various provisions of 1986 and 2000 acts and to understand juvenile delinquency and justice to children in Anatapur and Kadapa Districts in A.P.

5. To critical appraisal of the legislative provisions and judicial trend regarding juvenile delinquency.

6. To identify the loopholes existing in the present legal system and to suggest measures that may be adopted in juvenile delinquency.

7. To compare the legislation with UK and USA acts and suggest effective measures.
Findings:

1. To lay down a uniform legal framework for juveniles in the country so as to ensure that no child under any circumstances is lodged in a jail or police lock-up. This is being ensured by establishing juvenile welfare boards and juvenile courts.

2. To compare for a specialized approach towards the prevention and treatment to juvenile delinquency in its full range in keeping with the development needs of the child found in any situation of social maladjustment.

3. To spell out the machinery and infrastructure required for the care, protection, treatment, development and rehabilitation of various categories of children coming within the purview of the juvenile justice system.

4. To establish norms and standards for the administration of juvenile justice in terms of investigation and prosecution, adjudication and disposition and care, treatment and rehabilitation.

5. To develop appropriate linkage and coordination between the formal system of juvenile justice and revolutionary agencies engaged in the welfare of neglected or socially maladjusted children and to specifically define the areas of their responsibilities and roles.
6. To constitute special offences in relation to juveniles and provide for punishment thereof.

7. To bring the operation of the juvenile justice system in the country in conformity with the United Nations Standards minimum rule for the administration of juvenile justice.


**Objectives:**

1. To test whether significant difference exists in academic achievement and psychological variables between juvenile delinquents and normal children.

2. To estimate the degree of relationship between academic achievement and each of the psychological variables of the whole sample and sub-sample of juvenile delinquents and normal children.

3. To compare the extent of relationship between academic achievement of each of the psychological variables between juvenile delinquents and normal children.
Findings:

1. The mean achievement score of first language, social studies and biology were significantly different for juvenile delinquents and normal children. No significant difference was found between the mean achievement scores of Hindi, Physics, Chemistry and Mathematics.

2. Difference between the mean scores of verbal intelligence, achievement-motivation, self-concept and introversion-extroversion, was found for juvenile delinquents and normal. The groups were identified with respect to socio-economical, personal adjustment, attitude towards education, manifest anxiety, examination anxiety and general anxiety.

3. The relationship between academic achievement and verbal intelligence was found to be significant with respect to juvenile delinquents. Four psychological variables, viz., verbal intelligence, achievement-motivation, introversion, extroversion and manifest anxiety were found to be significantly related to academic achievement, in the case of normal children.

It is observed that the institutionalized female delinquents benefited from playing volleyball in the context of personality development and muscular steadiness.


As Prakash and Vani found the non-delinquent 13-16 year olds had greater self-acceptance than delinquent adolescent boys.


Objectives:

1. To study the intelligence, adjustment, personal values and educational achievement of drug-takers.

2. To see whether drug-takers differed from normal persons in intelligence, adjustment, personal values and educational achievement.

3. To see whether intelligence, achievement, personal values and educational achievement were correlated with each other in the case of drug-takers.
Findings:

1. Drug-users had lack of adjustment.

2. Drug-takers were from the lower socio-economic status as compared to non-drug takers.

3. Normal students and drug-users did not differ significantly in their values.

7. Sati, B. D.,(1991) "Comparative study of needs, values, aspirations and adjustment in relation to academic achievements of scheduled castes and other students of secondary schools of Kumaun".

Objectives:

1. To find out the distribution of value pattern, level of educational aspiration, level of adjustment, need pattern and academic achievement of scheduled and non-scheduled caste students.

2. To compare the value pattern, level of educational aspiration, level of adjustment, need pattern and academic achievement of scheduled and non-scheduled caste boys and girls.

3. To compare scheduled caste students on values, educational aspirations, adjustment and need pattern when differentiated on the basis of academic achievement and sex.
Findings:

1. Scheduled caste boys had more defense, emotional, educational and total adjustment than scheduled castes girls.

2. Scheduled caste boys and girls did not differ in their values and educational aspirations.

3. High achieving scheduled caste boys had higher theoretical value than low achieving boys did though low achieving boys had higher economic value.

4. High achieving scheduled caste boys had higher change needed than high achieving girls and low achieving boys had more affiliation need than low achieving girls.

5. Low achieving girls had more autonomy and dominance than high achieving boys.

6. The NSC boys had higher theoretical value and more education need than NSC girls and girls of this category were at a higher level in social values, educational aspiration, defense and aggression than the boys.

7. In non-scheduled castes group (a) high achieving girls had higher economic values than low achieving girls (b) low achieving girls had higher religious values than high achieving girls and boys. (c) High achieving boys had higher occurrence and heterosexuality needs than
low achieving boys and higher nurturance needs than low achieving girls. (d) High achieving girls had more basement and nurturance needs than low achieving girls. e) Low achieving boys had more endurance than high achieving boys and more nurturance and endurance than high achieving girls. (f) Low achieving girls had more heterosexuality and aggression than high achieving girls and more heterosexuality, aggression, order and occurrence than low achieving boys.

8. Scheduled caste students had higher theoretical, political values, order, autonomous, affiliation, nurturance and endurance needs than non-scheduled caste students. (a) Non-scheduled caste students had higher economic and aesthetic values, educational aspiration, exhibition, heterosexuality and aggression needs than scheduled caste students.

8. **Kumari Sushama, (1990)** “Study of personality characteristics, intelligence, achievement motivation, adjustment and socio-economic status of juvenile and adult female offenders”.

**Objectives:**

1. To study the personality characteristics, intelligence, achievement-motivation adjustment and socio-economic status in respect of juvenile delinquents and adult offenders.
2. To work out the inter-correlation for the variables of personality characteristics, intelligence, achievement-motivation, adjustment and socio-economic status in respect of juvenile delinquents and adult offenders.

3. To study the separate and interactive effects of ecological background and age level of the offenders on each of the dependent variables of psychoticism, neuroticism level of the offenders on each of the dependent variables of psychoticism, neuroticism, extroversion, intelligence, adjustment, achievement-motivation and socio-economic status.

Findings:

1. Offenders had the traits of psychotics and neurotics, but they were not extraverts.

2. Delinquents had low intelligence and achievement-motivation.

3. Criminals were generally from the lower class of SES except urban juvenile delinquents who belonged to the middle category of SES.

4. Offenders were maladjusted in all the areas of adjustment.

5. In the case of urban and rural offender’s total; adjustment was significantly correlated with social and emotional adjustment, and social and emotional adjustments were significantly related with each other.
6. In the case of juvenile and female offenders, no significant differences were observed in case of personality characteristics, intelligence, achievement-motivation and adjustment, except in case of SES, and health adjustment.


Objectives:

1. To study the nature, place and functioning of programmes in reformatories and rehabilitation centers.

2. To prepare a background for detailed study to be taken up later.

Findings:

1. The children found in these organizations were from 7 to 18 years of age and came from different parts of the country.

2. The majority of the children were brought to those institutions under the direction of the court; a few were brought by the parents.

3. These children were brought to these special schools that needed remedial education.

4. Only a few children had the facility to attend schools, others did not.
5. The services of part time medical officers were available. In serious cases, children were sent to government hospitals.

6. The service of psychologists and psychiatrists were not available for help to these children.

7. No arrangement for religious and moral education was available though places for worship for Hindu and Muslim children existed.

8. There was scope for importance of food.

9. The minimum clothing and bedding were provided but no effort was made to educate the children for their upkeep.

10. Play and T.V were available for entertainment.

11. To discipline, punishment was given but no corrective method was applied.

12. Mostly, elementary education was provided.

13. The potentiality training in tailoring and carpentry was provided.

14. Vocational training in tailoring and carpentry was provided.

15. There was lack of an organized library.

16. There was provision for follow-up of children in the institutions.
10. **Swami, Priyankant, M., (1990)** “A study of the adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students”.

**Objective:**

1. To study the adjustment, anxiety, self-concept and intelligence of orphan students in comparison with those of normal students.

**Findings:**

1. Normal students were better adjusted than orphan students.

2. Sex, grade and religion had no effect on the difference in adjustment of orphan and normal students.

3. Orphan students were more anxious than normal students.

4. The self-concept of normal students was better than the self-concept of orphan students.

5. Sex had no effect on the differences in the self-concept of orphan and normal students.

6. The self-concept of orphan Muslim and normal Muslim students was similar.

7. The intelligence of orphan / normal students of age 16, 17 and 18 was similar.
8. Sex and grade had no effect on the difference in intelligence of orphan / normal students.

9. The intelligence of orphan / normal students, orphan Muslim and normal Muslim students was similar.


Objectives:

“The purpose of the study was to investigate the emotional make up of home and “Save Our Souls” village. Subjects in terms of their self-concept, dependency and anxiety rearing systems, the inter-dependence of the three factors were judged in respect of adjustment patterns of both the orphan groups and either parent alive but functionally absent. Hence, group subject’s home connotes the Government/Voluntary agency- run institutions, where the children lived and which they had to think of as their own home by indirect pressure. The ‘SOS village’, i.e., Save Our Souls village was a voluntary care organization where the director became the father of the children and the director controlled twenty simulated mother volunteers. Here the abandoned children felt a prototype of family.

Findings:

1. There was some relationship between self-concept, anxiety, dependency
and adjustment for the experimental group.

2. Subjects reared in an artificial family atmosphere with surrogate mothers had better self-concept and adjustment with less anxiety than subjects reared in general homes without any substitute parent figure.

3. Self-concept and adjustment were positively correlated and they had negative correlation with anxiety.

4. The whole experimental group differed from the control group i.e. their naturally reared counter parts.


Objectives:

1. To compare the personality, intelligence and achievement motivation of students in different academic groups at the +2 stage.

2. To find out the academic group differences among high scorers in each of these three variables.

3. To find out the academic differences among low scorers in each of these three variables.

4. To compare the personality, intelligence and achievement-motivation of successful and unsuccessful students in different academic groups at the +2 stage.

Findings:

Three studies related to crime-proneness delinquency, sought to identify personality correlates of crime-prone behavior. On the 16 PF test, the subjects were seen to be reserved, assertive, tender-minded, imaginative, shrewd, experimenting, self-sufficient and tense.


Objectives:

1. To find out if JDS and NJDS differ in their levels of intelligence.

2. To see if the frustration reactions; family size and education, order of birth are related to delinquency.

3. To see if the order of birth is related to intelligence and frustration reaction among juvenile delinquents.

Findings:

1. JDF and non delinquents differed significantly in their intelligence levels in favor of non-delinquents.
2. Frustration reaction and delinquency were not related.

3. Order of birth and delinquency were not related. So order of birth did not predispose delinquent tendencies.

4. Educational levels and delinquency were not related.

5. Family size and delinquency were significantly related. Further, the distributions of delinquents and non-delinquents came from small nuclear families but that was not so with delinquents.

6. Order of birth and intelligence were not related. However, a majority of delinquents were less intelligent as compared to non delinquents.


Objectives:

1. To find out the psychological variables that correlated with juvenile delinquency.

2. To find out the familiar variables that correlated with juvenile delinquency.

3. To develop a method of potential delinquents.
Findings:

1. Juvenile delinquents and juvenile non-delinquents did not differ significantly in emotional adjustment, social adjustment, educational adjustment and total adjustment.

2. Juvenile delinquents and juvenile non-delinquents differed significantly in personality factors—Factor ‘B’ (less intelligent—more intelligent), Factor ‘D’ (Phlegmatic—excitable), Factor—‘Q’ (indiscipline self conflict—controlled) and Factor—‘I’ (tough minded and tender minded).

3. Juvenile delinquents and juvenile non-delinquents differed significantly in the following parent—child relation B; Father’s aggression towards mother, mother’s competence, father’s competence, father’s affection, father’s identification, mother’s denial and father’s denial.

4. The juvenile delinquents were less intelligent and had less ability to handle abstract problems.

5. They were more prone to jealousy, excitable than normal children.

6. They demanded attention and showed nervousness.

7. They were less controlled, tender-minded, sensitive, dependent and over-protected.

Objectives:

1. To find out the factors responsible for juvenile delinquency and their analysis.

2. To study the adjustment of the delinquents to instructional life.

3. To evaluate the correctional measures followed in the correctional instructions.

4. To offer suggestions regarding policies and programmes being followed in correctional institutions to make them more effective so that the continuous increase in the incidence of juvenile delinquency may be checked.

Findings:

1. The majority of the delinquents were adolescents.

2. More delinquency cases came from the uneducated class.

3. More delinquents were from the lower castes.

4. More delinquents were from unity families.

5. More delinquents were from urban areas.

6. More delinquents were from lower socio-economic classes.
7. Many delinquents were from unsatisfactory environments, from broken families, or families where there was deprivation from parental love, or where the parents were at loggerheads.

8. Many were drawn to the path of delinquency by bad company.

9. Children turned to delinquency due to unsatisfactory school conditions, uninteresting curriculum and unsatisfactory provision for sports and games, as well as due to teachers’ behavior.

10. Lack of proper opportunities for healthy entertainment was also responsible for juvenile offences.

11. The correctional institutions were found to be wanting in every respect. Due to the behavior of officials and in conditions prevailing there the inmates slowly became more and more maladjusted. Thus they were not in a position to achieve the objectives for which they existed.


Objectives:

1. To find out the inter relationship among the three components.

2. To find out the nature of relationship between creativity with respect to sex and curricular streams.
3. To find out the interrelationship among creativity and its components, ego-strength and personality factors with sex and curricular streams.

4. To compare individuals having and low ego-strength, high and low extroversion, high and low psychotocism with respect to their creative responses.

5. To compare incidence of creativity among hysterics and dysthemics.

6. To verify the orthogonality of relationship among the three dimensions of personality.

7. To find out the interaction, if any, among creativity, ego-strength, extroversion, neuroticism and psychoticism.

Findings:

1. Introverts were more creative than extroverts.

2. Creativity was positively and highly related with ego-strength.

3. Science students were more creative than arts students.

4. Creativity was negatively and highly related with psychoticism.

5. Individuals high on ego-strength were more creative than those low on ego-strength.

6. The relationship between creativity and extroversion was curvilinear.

7. Dysthemics were more creative than hysterics.
8. The high creative were consistently high on originality.

9. Introverts showed greater originality than extroverts.

10. Subjects higher on ego-strength had higher scores on originality.

11. Science students had higher scores on originality arts students.

12. Males had higher scores on originality than females.

13. Introverts had higher scores on flexibility than extroverts.

14. Subjects higher on ego-strength had higher scores on flexibility.

15. Science students had higher scores on flexibility.

16. Introverts were more fluent than extroverts.

17. Science students were more fluent than art students.

18. Psychoticism was negatively and highly related with ego-strength.

19. Males evinced greater psychoticism than females.

20. Extroverts were higher on neuroticism than introverts.

21. Arts students were high on extroversion that science students.

22. Science students were higher on ego-strength than arts students.

Objectives:

1. To find out differences between delinquents and non-delinquent boys in relation to psychoticism, extroversion / introversion and neuroticism.
2. To find out the extent to which the delinquents differed from the non-delinquents in respect of personality characteristics.
3. To find out difference in adjustment of delinquents and non-delinquents in home, emotional, health, social and total adjustment.
4. To find out difference in preference of values of delinquents and non-delinquents.

Findings:

1. The delinquents showed significant differences from non-delinquents in respect of extroversion/ introversion, social maladjustment and atomism and denial.
2. The delinquents showed significantly poor adjustment on home, health, emotional, social and total adjustment.
3. As regards values, the delinquents differed in their preference at values as compared to non-delinquents. Marked differences were observed on values of “Broad minded”, “Capable”, “Self controlled” in case of delinquents.

Objectives:

1. The major objective of this study was to investigate the influence of difference in socio-economic status, area (rural, urban), intelligence and home environment on the delinquent behavior of students.

2. The sample of the study consisted of 600 delinquent and 600 non-delinquent male students. Four main criteria of delinquent behavior were applied; theft of property or damage to it, acts ignoring authority, physical offences including sex offences and behavior disorders. The relevant data were collected with the help of the socio-economic status scale of S.P. Kulshresta and the intelligence test of M.C. Joshi. A personal interview schedule was used to determine the home environment of students under study and the case study method was utilized to diagnose the circumstances leading to delinquent behavior. F-ratio, chi-square and co-relational matrices were computed to analyze the data.

Findings:

1. An inverse relationship was observed between socio-economic status and incidence of delinquent behavior. The maximum incidence of
delinquent behavior was found in the lowest socio-economic status groups.

2. Urban environment was observed to be the patent factor in determining delinquent behavior.

3. Low intelligence level was found to be very important determinant of delinquency, more delinquents were found in the low-IQ category than in high-IQ category.

4. Lack of proper socialization in the home environment was observed to lead to faculty development of personality, which was found to lead a child to becoming delinquent.

5. Out of various important sources of home environment responsible for delinquent behavior over leniency as a factor was found to be at the top, followed by frustrating home environment and conflicting environment.


Objectives:

1. To find out the causes of juvenile delinquency among students from Government certified schools of Greater Bombay.

2. To study the change in behavior of the students after admission to these schools.
3. To study the curriculum prescribed in Government certified schools and their day-to-day programmes.

Findings:

1. The maximum number of students were from the age group 11-17 years.
2. Students repeated their crimes more than twice.
3. Students came from different states.
4. The school had an impact on younger students and those coming from rural areas.


Objectives:

1. To compare the intelligence of popular, rejectees, isolates.
2. To find out the difference in their achievement.
3. To explore their adjustment.
4. To make a comparison of their socio-economic status.
5. To find out if any relationship existed in intelligence, achievement, adjustments and socio-economic status of different socio metric groups.

Findings:

1. There were significant differences among the four socio-metric groups in case of almost all variables.
2. The group combinations of popular and neglecters, popular and isolates, populars and rejecters differed significantly on intelligence.

3. The difference in achievement of various sociometric groups was significant.

4. Populars accounted for significant differences from other sociometric groups.

5. The different sociometric groups differed significantly on the variables on home adjustment, social adjustment, health and emotional adjustment, school adjustment and total adjustment.

6. Populars got the highest mean score on home adjustment.

7. On the variables of social-adjustment the group combinations popular and neglecters, popular and isolates, populars and rejecters and neglecters and rejecters obtained significant differences between their means.

8. In school adjustment the populars were the best.

9. In total adjustment populars had the highest mean score.

10. F-ratio was significant for the variables of socio-economic status indicating the existence of difference among various socio-metric groups.

11. The mean score of populars was the highest on socio-economic status followed by neglecters, isolates and rejecters.
12. The correlation for populars between the variables at intelligence and achievement was significant.

13. A high positive correlation coefficient was obtained between intelligence and achievement for isolates.

14. The relationship between different variables for rejecters was positive in all the different combinations.

15. There existed a positive relationship between intelligence and home adjustment for all sociometric groups.

16. There was a positive relationship between intelligence and home adjustment for all sociometric groups.

17. There was a positive correlation between achievement and total adjustment for popular, neglecters, isolates and rejecters.

18. The product moment coefficient of correlation in respect of sociometric categories ranged from 0.146 to 0.439 for variables of total adjustment and socioeconomic status.

22. Agarwal, V.R., (1980) “Personality adjustment and attitude towards authority of emotionally disturbed adolescents in relation to their home and school environment”.

The investigation was designed to study personality adjustment and attitude towards authority among emotionally disturbed students in relation to their home and school environment.
Findings:

1. The emotionally disturbed students did not differ significantly as regards their level of adjustment.

2. The emotionally disturbed students did not differ significantly as regards their attitude towards authority.

3. Emotionally disturbed students belonging to various age groups did not vary significantly as regards their personality adjustment and attitude towards parental and teacher authority.

4. There were no significant differences among the emotionally disturbed students in the different grades as regards their attitude towards authority and adjustment.

5. Emotionally disturbed students belonging to fathers and mothers with different educational status did not vary significantly with regard to adjustment and attitude towards authority.

6. There was no significant difference as regards the different variables chosen for the study among the emotionally disturbed students having working and non-working mothers.

**Objectives:**

1. To find out the relationship between intelligence, creativity, extroversion, neuroticism, psychoticism, criminal propensity, suggestibility, level of aspiration, ideal-self incongruity, cognitive dissonance.

2. Social environment with delinquency.

**Findings:**

1. The delinquents were low in intelligence and high in creativity as compared to the non-delinquents.

2. The delinquents were more extrovert than the non-delinquents.

3. The delinquents were more suggestible than the non-delinquents.

4. The delinquents had a low level of aspiration in health than the non-delinquents. They had more ideal-self incongruity dissonance also.

5. The delinquents gave different meanings to concepts like stealing, friends, police, gang, wandering, alcohol, future, mother, father, marriage, siblings, teacher, etc., than the non-delinquents. In spite of the gross differences in the meaning of particular concepts, the delinquents and the non-delinquents employed essentially the same frame of reference in making their judgments.
6. The educational status of father, strength of family, relationship with parents' concern and movie attendance were found to be significantly associated with delinquency.

7. Parental handicap, income, cohesiveness of family and emotional ties with parents distinguished delinquent boys from non-delinquent boys whereas mother's education, order of birth and affectionate siblings distinguished delinquent girls from non-delinquent girls.

8. The delinquents were found to be having unrealistic vocational ambition.

24. Kaur, Manjeet, (1979) “A study of the adjustment of university research scholars in relation to their personality, intelligence, values and socio-economic status”.

Objectives:

1. To study the adjustment of research scholars in relation to their personality, intelligence, values and socio-economic status.

2. To see the differences in research scholars according to the faculties and sex.

3. To study the difference in research scholars according to their research positions.
Findings:

1. Science researchers were found to score the highest on theoretical and economical values. Art researchers scored highest on social, emotional and total adjustment, extroversion, intelligence and SES.

2. Professional researchers scored highest on home and health adjustment, psychoticism and political values.

3. Language researchers scored highest on neuroticism, and aesthetic, social and religious values.

4. Females scored high on extroversion, neuroticism, intelligence, aesthetic, social and religious values.

5. Males were high on home, health, social, emotional and total adjustment, psychoticism, lie-scale, and theoretical, economical and political values.

6. Scholarship-holders were found to be highest on home, health, social, emotional, total adjustment, intelligence, theoretical and economic values.

7. Researchers with no fellowship scored highest on extroversion, neuroticism, psychoticism, aesthetic and social values and SES.

8. Researchers working under schemes were found to be high on political and religious values.
9. Arts researchers scored higher on intelligence than science researchers.

10. Professional researchers scored highest on home and health adjustment, and art researchers scored the highest on social, emotional and total adjustment.


Objectives:

1. To establish the typology of delinquent children.

2. To propose suitable curative measures keeping in view the types of delinquents.

Findings:

1. The literacy was less among the delinquent children.

2. Delinquents went to school at a late age and changed their school frequently.

3. They came from crowded families.

4. The literacy rate of their parents was low.

5. Delinquents were extroverts and psychotics and scored higher on criminal propensity.

6. They were over-represented in high or low IQ groups.
7. Most of them had a history of parental delinquency and parental alcoholism.

8. They had poor home considerations and poor family atmosphere.

9. They had poor school records.

10. Parental supervision was poor.

11. The majority of them did not have health and neurological problems.

12. The majority of them were confident of managing themselves.


The main aim of the study was to find out the differences in the personality patterns of normal and delinquent children (12 to 16 years Old) 12 hypotheses were examined.

The sample included 300 male children (100 normal, 100 Vagabond, 100 delinquent) Personality profiles based on mean scores were drawn. Mean, S.D, t-test, etc., were employed.

Some of the major conclusions were:

1. While the difference between normal and Vagabonds was less compared to normal and delinquents, it was more compared to Vagabonds and delinquents.
2. Adolescent normal, adolescent Vagabonds and delinquents compared more in personality patterns, than pre adolescents belonging to similar groups. Pre-adolescent and adolescent Vagabond and delinquent children differed more or less equally.

3. Difference in personality patterns between pre adolescent and adolescent normal, Vagabond and delinquent children was rather negligible.

4. Vagabonds and delinquents had normal emotional state and stranger super-ego strength. They have shown tendency of self-sufficiency as normal.

5. Vagabonds and delinquents had moral values to accept social norms to rehabilitate in society.


Objectives:

1. To study “the social surroundings of the juvenile delinquents in which they were reared and in which they were living”, in order to ascertain the real impact.

2. The role of interactional groups in developing delinquent behavior.

Findings:

1. Death divorce or separation of either of the parents.
2. Very lenient or over-dominant behavior of parents.

3. Incompatible relations between parents, between the juvenile and one of the parents and between juvenile siblings.

4. Poor socio-economic conditions.

5. Uncongenial employment.

6. Absence of recreational facilities or excessive and defective facilities for amusement.

7. Uncongenial or difficult school subjects resulting in poor achievement.

8. Living in slums, blighted areas and congested homes.


**Findings:**

1. There is a positive and significant relationship between creativity and intelligence, creativity and adjustment, and creativity and value patterns.

2. There are no sex, faculty, class and age differences in creativity.

3. Value patterns are not related to level of adjustment and level of intelligence.

4. Level of adjustment is not dependent on the amount of intelligence.
5. The amount of creativity increases during adolescence.

6. The level of adjustment increases during adolescence.

7. The level of intelligence increases during adolescence.

8. Value patterns change during adolescence.


Objective:

To find out, how far the delinquent boys could be distinguished from the non-delinquent ones on the basis of verbal intelligence and interests in different fields.

Findings:

1. Delinquency-prone boys were significantly less intelligent than the normal boys and also significantly more interested in non-academic activities than the normal boys.

2. Delinquency-prone boys could be identified on the basis of intelligence and interest and interest scores were utilized. Mahalanobis $D^2$ value was significant at the 5 percent level in the case of intelligence scores and at 1 percent level.
study design and source of data for effective analysis and to arrive at fruitful conclusions.

2.02 Why of the Review?

Review of the related literature allows the researcher to acquaint himself with current knowledge in the field of area in which he is going to conduct his research. It serves the following specific objectives.

1. To enable the researcher to define the limits of his field

Review helps the researcher to delimit and define his problem. To use an analogy given by Arthur (1972) a researcher might say: “The work of A, B and C has discovered this much about my question: the investigations of B have added this much to our knowledge. I propose to go beyond D’s work in the following manner”. The knowledge of related literature makes the researcher up-to-date on the work, which others have done. It enables him to state the objectives clearly and concisely.

2. To avoid unfruitful and useless problem areas

The researcher can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.
3. To avoid unintentional duplication of well-established findings

   It is no use to replicate a study when the stability and objectivity of its results have been clearly established. Review helps to achieve this purpose.

4. To give an understanding of the research methodology

   Review refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. The related literature provides insight into statistical methods through which validity of results is to be established.

5. To Know previous recommendations

   The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research, which they have listed in their studies.

2.03 Indian Studies

1. Dharampal Singh Yadav and Girijesh Kumar., (2007)“Delinquents and non delinquents children on creative functioning and Achievement motivation”.

   Objectives:

   1. To investigate systematic differences among delinquents and non delinquents on different dimensions of figural creativity.
2. To see systematic difference among delinquents and non delinquents on different dimensions of verbal creativity.

3. To compare difference among delinquents and non delinquents on different dimension of total creativity.

4. To find out differences among delinquents and non delinquents on achievement motivation.

Findings:

1. The juvenile delinquents differ significantly from non-delinquents on different dimensions of figural and verbal creativity mainly such as flexibility, originality and fluency.

2. In case of total creativity both the groups were almost identical and did not show any difference.

3. In case of achievement motivation the non delinquents scored significantly higher mean value than delinquents and the ‘t’ ratio is also significant.
2. Lakshmanan, B.C., (2000) "An empirical study on rights of the child under juvenile justice Act".

Objectives:

1. To highlight the various rights available to children under various legislations.

2. To emphasize that children are also legal persons entitled to a distinct status and position in the society.

3. To study and analyze social and economic causes responsible for the problem and cause of crime, why the children behave as offenders.

4. To critically evaluate various provisions of 1986 and 2000 acts and to understand juvenile delinquency and justice to children in Anapatu and Kadapa Districts in A.P.

5. To critical appraisal of the legislative provisions and judicial trend regarding juvenile delinquency.

6. To identify the loopholes existing in the present legal system and to suggest measures that may be adopted in juvenile delinquency.

7. To compare the legislation with UK and USA acts and suggest effective measures.
Findings:

1. To lay down a uniform legal framework for juveniles in the country so as to ensure that no child under any circumstances is lodged in a jail or police lock-up. This is being ensured by establishing juvenile welfare boards and juvenile courts.

2. To compare for a specialized approach towards the prevention and treatment to juvenile delinquency in its full range in keeping with the development needs of the child found in any situation of social maladjustment.

3. To spell out the machinery and infrastructure required for the care, protection, treatment, development and rehabilitation of various categories of children coming within the purview of the juvenile justice system.

4. To establish norms and standards for the administration of juvenile justice in terms of investigation and prosecution, adjudication and disposition and care, treatment and rehabilitation.

5. To develop appropriate linkage and coordination between the formal system of juvenile justice and revolutionary agencies engaged in the welfare of neglected or socially maladjusted children and to specifically define the areas of their responsibilities and roles.
6. To constitute special offences in relation to juveniles and provide for punishment thereof.

7. To bring the operation of the juvenile justice system in the country in conformity with the United Nations Standards minimum rule for the administration of juvenile justice.


**Objectives:**

1. To test whether significant difference exists in academic achievement and psychological variables between juvenile delinquents and normal children.

2. To estimate the degree of relationship between academic achievement and each of the psychological variables of the whole sample and sub-sample of juvenile delinquents and normal children.

3. To compare the extent of relationship between academic achievement of each of the psychological variables between juvenile delinquents and normal children.
Findings:

1. The mean achievement score of first language, social studies and biology were significantly different for juvenile delinquents and normal children. No significant difference was found between the mean achievement scores of Hindi, Physics, Chemistry and Mathematics.

2. Difference between the mean scores of verbal intelligence, achievement-motivation, self-concept and introversion-extroversion, was found for juvenile delinquents and normal. The groups were identified with respect to socio-economical, personal adjustment; attitude towards education, manifest anxiety, examination anxiety and general anxiety.

3. The relationship between academic achievement and verbal intelligence was found to be significant with respect to juvenile delinquents. Four psychological variables, viz., verbal intelligence, achievement-motivation, introversion, extroversion and manifest anxiety were found to be significantly related to academic achievement, in the case of normal children.

It is observed that the institutionalized female delinquents benefited from playing volleyball in the context of personality development and muscular steadiness.


As Prakash and Vani found the non-delinquent 13-16 year olds had greater self-acceptance than delinquent adolescent boys.


Objectives:

1. To study the intelligence, adjustment, personal values and educational achievement of drug-takers.

2. To see whether drug-takers differed from normal persons in intelligence, adjustment, personal values and educational achievement.

3. To see whether intelligence, achievement, personal values and educational achievement were correlated with each other in the case of drug-takers.
Findings:

1. Drug-users had lack of adjustment.

2. Drug-takers were from the lower socio-economic status as compared to non-drug takers.

3. Normal students and drug-users did not differ significantly in their values.

7. Sati, B. D., (1991) "Comparative study of needs, values, aspirations and adjustment in relation to academic achievements of scheduled castes and other students of secondary schools of Kumaun".

Objectives:

1. To find out the distribution of value pattern, level of educational aspiration, level of adjustment, need pattern and academic achievement of scheduled and non-scheduled caste students.

2. To compare the value pattern, level of educational aspiration, level of adjustment, need pattern and academic achievement of scheduled and non-scheduled caste boys and girls.

3. To compare scheduled caste students on values, educational aspirations, adjustment and need pattern when differentiated on the basis of academic achievement and sex.
Findings:

1. Scheduled caste boys had more defense, emotional, educational and total adjustment than scheduled castes girls.

2. Scheduled caste boys and girls did not differ in their values and educational aspirations.

3. High achieving scheduled caste boys had higher theoretical value than low achieving boys did though low achieving boys had higher economic value.

4. High achieving scheduled caste boys had higher change needed than high achieving girls and low achieving boys had more affiliation need than low achieving girls.

5. Low achieving girls had more autonomy and dominance than high achieving boys.

6. The NSC boys had higher theoretical value and more education need than NSC girls and girls of this category were at a higher level in social values, educational aspiration, defense and aggression than the boys.

7. In non-scheduled castes group (a) high achieving girls had higher economic values than low achieving girls (b) low achieving girls had higher religious values than high achieving girls and boys. (c) High achieving boys had higher occurrence and heterosexuality needs than
low achieving boys and higher nurturance needs than low achieving girls. (d) High achieving girls had more basement and nurturance needs than low achieving girls. e) Low achieving boys had more endurance than high achieving boys and more nurturance and endurance than high achieving girls. (f) Low achieving girls had more heterosexuality and aggression than high achieving girls and more heterosexuality, aggression, order and occurrence than low achieving boys.

8. Scheduled caste students had higher theoretical, political values, order, autonomous, affiliation, nurturance and endurance needs than non-scheduled caste students. (a) Non-scheduled caste students had higher economic and aesthetic values, educational aspiration, exhibition, heterosexuality and aggression needs than scheduled caste students.

8. **Kumari Sushama, (1990)** “Study of personality characteristics, intelligence, achievement motivation, adjustment and socio-economic status of juvenile and adult female offenders”.

**Objectives:**

1. To study the personality characteristics, intelligence, achievement-motivation adjustment and socio-economic status in respect of juvenile delinquents and adult offenders.
2. To work out the inter-correlation for the variables of personality characteristics, intelligence, achievement- motivation, adjustment and socio-economic status in respect of juvenile delinquents and adult offenders.

3. To study the separate and interactive effects of ecological background and age level of the offenders on each of the dependent variables of psychoticism, neuroticism level of the offenders on each of the dependent variables of psychoticism, neuroticism, extroversion, intelligence, adjustment, achievement -motivation and socio-economic status.

Findings:

1. Offenders had the traits of psychotics and neurotics, but they were not extraverts.

2. Delinquents had low intelligence and achievement–motivation.

3. Criminals were generally from the lower class of SES except urban juvenile delinquents who belonged to the middle category of SES.

4. Offenders were maladjusted in all the areas of adjustment.

5. In the case of urban and rural offender’s total; adjustment was significantly correlated with social and emotional adjustment, and social and emotional adjustments were significantly related with each other.
6. In the case of juvenile and female offenders, no significant differences were observed in case of personality characteristics, intelligence, achievement-motivation and adjustment, except in case of SES, and health adjustment.


Objectives:

1. To study the nature, place and functioning of programmes in reformatories and rehabilitation centers.

2. To prepare a background for detailed study to be taken up later.

Findings:

1. The children found in these organizations were from 7 to 18 years of age and came from different parts of the country.

2. The majority of the children were brought to those institutions under the direction of the court; a few were brought by the parents.

3. These children were brought to these special schools that needed remedial education.

4. Only a few children had the facility to attend schools, others did not.
5. The services of part time medical officers were available. In serious cases, children were sent to government hospitals.

6. The service of psychologists and psychiatrists were not available for help to these children.

7. No arrangement for religious and moral education was available though places for worship for Hindu and Muslim children existed.

8. There was scope for importance of food.

9. The minimum clothing and bedding were provided but no effort was made to educate the children for their upkeep.

10. Play and T.V were available for entertainment.

11. To discipline, punishment was given but no corrective method was applied.

12. Mostly, elementary education was provided.

13. The potentiality training in tailoring and carpentry was provided.

14. Vocational training in tailoring and carpentry was provided.

15. There was lack of an organized library.

16. There was provision for follow-up of children in the institutions.

**Objective:**

1. To study the adjustment, anxiety, self-concept and intelligence of orphan students in comparison with those of normal students.

**Findings:**

1. Normal students were better adjusted than orphan students.

2. Sex, grade and religion had no effect on the difference in adjustment of orphan and normal students.

3. Orphan students were more anxious than normal students.

4. The self-concept of normal students was better than the self-concept of orphan students.

5. Sex had no effect on the differences in the self-concept of orphan and normal students.

6. The self-concept of orphan Muslim and normal Muslim students was similar.

7. The intelligence of orphan / normal students of age 16, 17 and 18 was similar.
8. Sex and grade had no effect on the difference in intelligence of orphan / normal students.

9. The intelligence of orphan / normal students, orphan Muslim and normal Muslim students was similar.


Objectives:

“The purpose of the study was to investigate the emotional make up of home and “Save Our Souls” village. Subjects in terms of their self-concept, dependency and anxiety rearing systems, the inter-dependence of the three factors were judged in respect of adjustment patterns of both the orphan groups and either parent alive but functionally absent. Hence, group subject’s home connotes the Government/Voluntary agency- run institutions, where the children lived and which they had to think of as their own home by indirect pressure. The ‘SOS village’, i.e., Save Our Souls village was a voluntary care organization where the director became the father of the children and the director controlled twenty simulated mother volunteers. Here the abandoned children felt a prototype of family.

Findings:

1. There was some relationship between self-concept, anxiety, dependency
and adjustment for the experimental group.

2. Subjects reared in an artificial family atmosphere with surrogate mothers had better self-concept and adjustment with less anxiety than subjects reared in general homes without any substitute parent figure.

3. Self-concept and adjustment were positively correlated and they had negative correlation with anxiety.

4. The whole experimental group differed from the control group i.e. their naturally reared counterparts.


Objectives:

1. To compare the personality, intelligence and achievement motivation of students in different academic groups at the +2 stage.

2. To find out the academic group differences among high scorers in each of these three variables.

3. To find out the academic differences among low scorers in each of these three variables.

4. To compare the personality, intelligence and achievement motivation of successful and unsuccessful students in different academic groups at the +2 stage.

Findings:

Three studies related to crime-proneness delinquency, sought to identify personality correlates of crime-prone behavior. On the 16 PF test, the subjects were seen to be reserved, assertive, tender-minded, imaginative, shrewd, experimenting, self-sufficient and tense.


Objectives:

1. To find out if JDS and NJDS differ in their levels of intelligence.

2. To see if the frustration reactions; family size and education, order of birth are related to delinquency.

3. To see if the order of birth is related to intelligence and frustration reaction among juvenile delinquents.

Findings:

1. JDF and non delinquents differed significantly in their intelligence levels in favor of non-delinquents.
2. Frustration reaction and delinquency were not related.

3. Order of birth and delinquency were not related. So order of birth did not predispose delinquent tendencies.

4. Educational levels and delinquency were not related.

5. Family size and delinquency were significantly related. Further, the distributions of delinquents and non-delinquents came from small nuclear families but that was not so with delinquents.

6. Order of birth and intelligence were not related. However, a majority of delinquents were less intelligent as compared to non delinquents.


Objectives:

1. To find out the psychological variables that correlated with juvenile delinquency.

2. To find out the familiar variables that correlated with juvenile delinquency.

3. To develop a method of potential delinquents.
Findings:

1. Juvenile delinquents and juvenile non-delinquents did not differ significantly in emotional adjustment, social adjustment, educational adjustment and total adjustment.

2. Juvenile delinquents and juvenile non-delinquents differed significantly in personality factors—Factor ‘B’ (less intelligent–more intelligent), Factor ‘D’ (Phlegmatic–excitable), Factor–‘Q’ (indiscipline self conflict – controlled) and Factor– ‘I’ (tough minded and tender minded).

3. Juvenile delinquents and juvenile non-delinquents differed significantly in the following parent–child relation B; Father’s aggression towards mother, mother’s competence, father’s competence, father’s affection, father’s identification, mother’s denial and father’s denial.

4. The juvenile delinquents were less intelligent and had less ability to handle abstract problems.

5. They were more prone to jealousy, excitable than normal children.

6. They demanded attention and showed nervousness.

7. They were less controlled, tender-minded, sensitive, dependent and over-protected.

Objectives:

1. To find out the factors responsible for juvenile delinquency and their analysis.
2. To study the adjustment of the delinquents to instructional life.
3. To evaluate the correctional measures followed in the correctional instructions.
4. To offer suggestions regarding policies and programmes being followed in correctional institutions to make them more effective so that the continuous increase in the incidence of juvenile delinquency may be checked.

Findings:

1. The majority of the delinquents were adolescents.
2. More delinquency cases came from the uneducated class.
3. More delinquents were from the lower castes.
4. More delinquents were from unity families.
5. More delinquents were from urban areas.
6. More delinquents were from lower socio-economic classes.
7. Many delinquents were from unsatisfactory environments, from broken families, or families where there was deprivation from parental love, or where the parents were at loggerheads.

8. Many were drawn to the path of delinquency by bad company.

9. Children turned to delinquency due to unsatisfactory school conditions, uninteresting curriculum and unsatisfactory provision for sports and games, as well as due to teachers' behavior.

10. Lack of proper opportunities for healthy entertainment was also responsible for juvenile offences.

11. The correctional institutions were found to be wanting in every respect. Due to the behavior of officials and in conditions prevailing there the inmates slowly became more and more maladjusted. Thus they were not in a position to achieve the objectives for which they existed.


Objectives:

1. To find out the inter relationship among the three components.

2. To find out the nature of relationship between creativity with respect to sex and curricular streams.
3. To find out the interrelationship among creativity and its components, ego-strength and personality factors with sex and curricular streams.

4. To compare individuals having and low ego-strength, high and low extroversion, high and low psychotocism with respect to their creative responses.

5. To compare incidence of creativity among hysterics and dysthmetics.

6. To verify the orthogonality of relationship among the three dimensions of personality.

7. To find out the interaction, if any, among creativity, ego-strength, extroversion, neuroticism and psychoticism.

Findings:

1. Introverts were more creative than extroverts.

2. Creativity was positively and highly related with ego-strength.

3. Science students were more creative than arts students.

4. Creativity was negatively and highly related with psychoticism.

5. Individuals high on ego-strength were more creative than those low on ego-strength.

6. The relationship between creativity and extroversion was curvilinear.

7. Dysthematics were more creative than hysterics.
8. The high creative were consistently high on originality.

9. Introverts showed greater originality than extroverts.

10. Subjects higher on ego-strength had higher scores on originality.

11. Science students had higher scores on originality than arts students.

12. Males had higher scores on originality than females.

13. Introverts had higher scores on flexibility than extroverts.

14. Subjects higher on ego-strength had higher scores on flexibility.

15. Science students had higher scores on flexibility.

16. Introverts were more fluent than extroverts.

17. Science students were more fluent than art students.

18. Psychoticism was negatively and highly related with ego-strength.

19. Males evinced greater psychoticism than females.

20. Extroverts were higher on neuroticism than introverts.

21. Arts students were high on extroversion than science students.

22. Science students were higher on ego-strength than arts students.

**Objectives:**

1. To find out differences between delinquents and non-delinquent boys in relation to psychoticism, extroversion / introversion and neuroticism.

2. To find out the extent to which the delinquents differed from the non-delinquents in respect of personality characteristics.

3. To find out difference in adjustment of delinquents and non-delinquents in home, emotional, health, social and total adjustment.

4. To find out difference in preference of values of delinquents and non-delinquents.

**Findings:**

1. The delinquents showed significant differences from non-delinquents in respect of extroversion/ introversion, social maladjustment and atomism and denial.

2. The delinquents showed significantly poor adjustment on home, health, emotional, social and total adjustment.

3. As regards values, the delinquents differed in their preference at values as compared to non-delinquents. Marked differences were observed on values of “Broad minded”, “Capable”, “Self controlled” in case of delinquents.

Objectives:

1. The major objective of this study was to investigate the influence of difference in socio-economic status, area (rural, urban), intelligence and home environment on the delinquent behavior of students.

2. The sample of the study consisted of 600 delinquent and 600 non-delinquent male students. Four main criteria of delinquent behavior were applied; theft of property or damage to it, acts ignoring authority, physical offences including sex offences and behavior disorders. The relevant data were collected with the help of the socio-economic status scale of S.P. Kulshresta and the intelligence test of M.C. Joshi. A personal interview schedule was used to determine the home environment of students under study and the case study method was utilized to diagnose the circumstances leading to delinquent behavior. F-ratio, chi-square and co-relational matrices were computed to analyze the data.

Findings:

1. An inverse relationship was observed between socio-economic status and incidence of delinquent behavior. The maximum incidence of
delinquent behavior was found in the lowest socio-economic status groups.

2. Urban environment was observed to be the patent factor in determining delinquent behavior.

3. Low intelligence level was found to be very important determinant of delinquency, more delinquents were found in the low-IQ category than in high-IQ category.

4. Lack of proper socialization in the home environment was observed to lead to faculty development of personality, which was found to lead a child to becoming delinquent.

5. Out of various important sources of home environment responsible for delinquent behavior over leniency as a factor was found to be at the top, followed by frustrating home environment and conflicting environment.


Objectives:

1. To find out the causes of juvenile delinquency among students from Government certified schools of Greater Bombay.

2. To study the change in behavior of the students after admission to these schools.
3. To study the curriculum prescribed in Government certified schools and their day-to-day programmes.

Findings:

1. The maximum number of students were from the age group 11-17 years.
2. Students repeated their crimes more than twice.
3. Students came from different states.
4. The school had an impact on younger students and those coming from rural areas.


Objectives:

1. To compare the intelligence of popular, rejectees, isolates.
2. To find out the difference in their achievement.
3. To explore their adjustment.
4. To make a comparison of their socio-economic status.
5. To find out if any relationship existed in intelligence, achievement, adjustments and socio-economic status of different socio-metric groups.

Findings:

1. There were significant differences among the four socio-metric groups in case of almost all variables.
2. The group combinations of popular and neglecters, popular and isolates, populars and rejecters differed significantly on intelligence.

3. The difference in achievement of various sociometric groups was significant.

4. Populars accounted for significant differences from other sociometric groups.

5. The different sociometric groups differed significantly on the variables on home adjustment, social adjustment, health and emotional adjustment, school adjustment and total adjustment.

6. Populars got the highest mean score on home adjustment.

7. On the variables of social-adjustment the group combinations popular and neglecters, popular and isolates, populars and rejecters and neglecters and rejecters obtained significant differences between their means.

8. In school adjustment the populars were the best.

9. In total adjustment populars had the highest mean score.

10. F-ratio was significant for the variables of socio-economic status indicating the existence of difference among various socio-metric groups.

11. The mean score of populars was the highest on socio-economic status followed by neglecters, isolates and rejecters.
12. The correlation for populars between the variables at intelligence and achievement was significant.

13. A high positive correlation coefficient was obtained between intelligence and achievement for isolates.

14. The relationship between different variables for rejecters was positive in all the different combinations.

15. There existed a positive relationship between intelligence and home adjustment for all sociometric groups.

16. There was a positive relationship between intelligence and home adjustment for all sociometric groups.

17. There was a positive correlation between achievement and total adjustment for popular, neglecters, isolates and rejecters.

18. The product moment coefficient of correlation in respect of sociometric categories ranged from 0.146 to 0.439 for variables of total adjustment and socioeconomic status.

22. Agarwal, V.R., (1980) “Personality adjustment and attitude towards authority of emotionally disturbed adolescents in relation to their home and school environment”.

The investigation was designed to study personality adjustment and attitude towards authority among emotionally disturbed students in relation to their home and school environment.
Findings:

1. The emotionally disturbed students did not differ significantly as regards their level of adjustment.

2. The emotionally disturbed students did not differ significantly as regards their attitude towards authority.

3. Emotionally disturbed students belonging to various age groups did not vary significantly as regards their personality adjustment and attitude towards parental and teacher authority.

4. There were no significant differences among the emotionally disturbed students in the different grades as regards their attitude towards authority and adjustment.

5. Emotionally disturbed students belonging to fathers and mothers with different educational status did not vary significantly with regard to adjustment and attitude towards authority.

6. There was no significant difference as regards the different variables chosen for the study among the emotionally disturbed students having working and non-working mothers.

Objectives:

1. To find out the relationship between intelligence, creativity, extroversion, neuroticism, psychoticism, criminal propensity, suggestibility, level of aspiration, ideal-self incongruity, cognitive dissonance.

2. Social environment with delinquency.

Findings:

1. The delinquents were low in intelligence and high in creativity as compared to the non-delinquents.

2. The delinquents were more extrovert than the non-delinquents.

3. The delinquents were more suggestible than the non-delinquents.

4. The delinquents had a low level of aspiration in health than the non-delinquents. They had more ideal-self incongruity dissonance also.

5. The delinquents gave different meanings to concepts like stealing, friends, police, gang, wandering, alcohol, future, mother, father, marriage, siblings, teacher, etc., than the non-delinquents. In spite of the gross differences in the meaning of particular concepts, the delinquents and the non-delinquents employed essentially the same frame of reference in making their judgments.
6. The educational status of father, strength of family, relationship with parents’ concern and movie attendance were found to be significantly associated with delinquency.

7. Parental handicap, income, cohesiveness of family and emotional ties with parents distinguished delinquent boys from non-delinquent boys whereas mother’s education, order of birth and affectionate siblings distinguished delinquent girls from non-delinquent girls.

8. The delinquents were found to be having unrealistic vocational ambition.

24. Kaur, Manjeet., (1979) “A study of the adjustment of university research scholars in relation to their personality, intelligence, values and socio-economic status”.

Objectives:

1. To study the adjustment of research scholars in relation to their personality, intelligence, values and socio-economic status.

2. To see the differences in research scholars according to the faculties and sex.

3. To study the difference in research scholars according to their research positions.
Findings:

1. Science researchers were found to score the highest on theoretical and economical values. Art researchers scored highest on social, emotional and total adjustment, extroversion, intelligence and SES.

2. Professional researchers scored highest on home and health adjustment, psychoticism and political values.

3. Language researchers scored highest on neuroticism, and aesthetic, social and religious values.

4. Females scored high on extroversion, neuroticism, intelligence, aesthetic, social and religious values.

5. Males were high on home, health, social, emotional and total adjustment, psychoticism, lie-scale, and theoretical, economical and political values.

6. Scholarship-holders were found to be highest on home, health, social, emotional, total adjustment, intelligence, theoretical and economic values.

7. Researchers with no fellowship scored highest on extroversion, neuroticism, psychoticism, aesthetic and social values and SES.

8. Researchers working under schemes were found to be high on political and religious values.
9. Arts researchers scored higher on intelligence than science researchers.

10. Professional researchers scored highest on home and health adjustment, and art researchers scored the highest on social, emotional and total adjustment.


Objectives:

1. To establish the typology of delinquent children.

2. To propose suitable curative measures keeping in view the types of delinquents.

Findings:

1. The literacy was less among the delinquent children.

2. Delinquents went to school at a late age and changed their school frequently.

3. They came from crowded families.

4. The literacy rate of their parents was low.

5. Delinquents were extroverts and psychotics and scored higher on criminal propensity.

6. They were over-represented in high or low IQ groups.
7. Most of them had a history of parental delinquency and parental alcoholism.

8. They had poor home considerations and poor family atmosphere.

9. They had poor school records.

10. Parental supervision was poor.

11. The majority of them did not have health and neurological problems.

12. The majority of them were confident of managing themselves.


   The main aim of the study was to find out the differences in the personality patterns of normal and delinquent children (12 to 16 years Old) 12 hypotheses were examined.

   The sample included 300 male children (100 normal, 100 Vagabond, 100 delinquent) Personality profiles based on mean scores were drawn. Mean, S.D, t–test, etc., were employed.

Some of the major conclusions were:

1. While the difference between normal and Vagabonds was less compared to normal and delinquents, it was more compared to Vagabonds and delinquents.
2. Adolescent normal, adolescent Vagabonds and delinquents compared more in personality patterns, than pre adolescents belonging to similar groups. Pre-adolescent and adolescent Vagabond and delinquent children differed more or less equally.

3. Difference in personality patterns between pre adolescent and adolescent normal, Vagabond and delinquent children was rather negligible.

4. Vagabonds and delinquents had normal emotional state and stranger super-ego strength. They have shown tendency of self-sufficiency as normal.

5. Vagabonds and delinquents had moral values to accept social norms to rehabilitate in society.


**Objectives:**

1. To study "the social surroundings of the juvenile delinquents in which they were reared and in which they were living", in order to ascertain the real impact.

2. The role of interactional groups in developing delinquent behavior.

**Findings:**

1. Death divorce or separation of either of the parents.
2. Very lenient or over-dominant behavior of parents.

3. Incompatible relations between parents, between the juvenile and one of the parents and between juvenile siblings.

4. Poor socio-economic conditions.

5. Uncongenial employment.

6. Absence of recreational facilities or excessive and defective facilities for amusement.

7. Uncongenial or difficult school subjects resulting in poor achievement.

8. Living in slums, blighted areas and congested homes.


Findings:

1. There is a positive and significant relationship between creativity and intelligence, creativity and adjustment, and creativity and value patterns.

2. There are no sex, faculty, class and age differences in creativity.

3. Value patterns are not related to level of adjustment and level of intelligence.

4. Level of adjustment is not dependent on the amount of intelligence.
5. The amount of creativity increases during adolescence.

6. The level of adjustment increases during adolescence.

7. The level of intelligence increases during adolescence.

8. Value patterns change during adolescence.


Objective:

To find out, how far the delinquent boys could be distinguished from the non-delinquent ones on the basis of verbal intelligence and interests in different fields.

Findings:

1. Delinquency-prone boys were significantly less intelligent than the normal boys and also significantly more interested in non-academic activities than the normal boys.

2. Delinquency-prone boys could be identified on the basis of intelligence and interest and interest scores were utilized.

Mahalanobis D² value was significant at the 5 percent level in the case of intelligence scores and at 1 percent level.
30. Hamid, M., (1972) "Etiology and patterns of delinquency among Indian children".

Objectives:

1. Etiology of delinquency with reference to psycho-social conditions.

2. Personality characteristics of delinquents that would supposedly differentiate them from non-delinquents.

Findings:

1. The case history questionnaire indicates that there is a significant difference between the two groups, in-so-far as their environmental conditions were concerned. Compared with non-delinquents, delinquent’s family and home conditions, their parents’ attitudes, practices, and their own history of physical and emotional problem and relationship between parents were found to be inadequate, unwholesome and extremely poor.

2. Disciplinary measures taken by delinquents’ parents were harsher, more drastic and less reasonable.

3. More delinquents than non-delinquents disliked their schools, and the incidence of misbehavior in schools among delinquents was much higher than that among counterparts.
4. The community was another situation where sharp differences were noted between the two groups. There were situations, places, and people in the community that were found to provide the kind of environment where undesirable behavior in children could be both produced and maintained.

5. As to the personality characteristics of delinquents and non-delinquents, no significant differences were found between two groups.

6. First, environmental conditions played a dominant role in shaping the behavior of the individual.

7. The personality characteristics were stable regardless of situational variables was not supported.

31. Sheth, H., (1957) "Juvenile delinquency in Bombay state".

Objectives:

1. To examine the social background of the juvenile delinquents.

2. To find out the casual relationship between the two.

Findings:

1. Juvenile delinquency was highly correlated with all the indices of low income and with other social problems resulting from poverty.
2. Grave maladjustments resulted from crowded housing conditions and
led children towards delinquency.

3. The employment of women was an important factor in the slackening
of the family control and, therefore, contributed to delinquency.

4. A number of juvenile offenders were open to danger.

5. A majority of juvenile delinquents came from broken homes.

6. Defective discipline in the home contributed to delinquency.

7. Juvenile delinquents came from a demoralizing home environment.

8. Gang delinquency, organized and otherwise, was not altogether absent.

9. Absence of recreational facilities in the home and in the locality drove
children to delinquency.

10. The role of motion pictures in juvenile delinquent activities was
significant.

32. Verma, S.C., (1959) “The social and economic background of juvenile and
adolescent delinquency in Kanpur and Lucknow”.

Objective:

1. To investigate the social and economic background of juvenile and
adolescent delinquency in Kanpur and Lucknow cities.
Findings:

1. The average age of the juvenile delinquent was twelve years while that of the adolescent delinquent seventeen years. The maximum ages of the juvenile and the adolescent offenders were fourteen and sixteen, respectively.

2. The proportion of delinquents belonging to Hindu religion was significantly higher than those who belonged to Islam or such other communities as Christian and Sikhs. The portion of delinquents from the Muslim community was significantly higher in Lucknow.

3. The highest proportion of delinquents was of those convicted for offences against property; it was significantly higher in Lucknow. The next were the delinquents who had a record of offence under various Special Acts, the proportion of such cases being significantly higher in Kanpur. In the group of offences under Special Acts, vagrancy was the most common offence in Lucknow and violation of the Excise Act in Kanpur; gambling was significantly more common in Kanpur.

4. The proportion of delinquents convicted for offences against property was highest among Muslims followed by intermediate Hindu castes.
5. The proportion of delinquents who came from unbroken homes was significantly higher than those of who came from completely broken homes.

6. The proportion of delinquents who were the youngest children was higher than that of those who were the eldest. In a few cases, the delinquent was the only child.

7. In most cases the parents of the delinquents were either illiterate or had studied to primary classes only. A significantly larger proportion of mothers were illiterate and many fathers had studied to the primary stage or beyond.

8. The proportion of delinquents who never visited places of worship was significantly higher than that of those who did; besides, the visits were of irregular nature, more so in Kanpur than in Lucknow.

9. The average monthly income of the family was Rs. 72 while in Lucknow, the fathers of the delinquents were mainly engaged in services like those of washer man, domestic servant, barber, shop assistant, hotel waiter or retail trader of vegetables, milk, etc., in Kanpur they mostly worked as laborers-factory and casual and retail traders.
10. The housing condition of most delinquent families was far from wholesome. The neighborhood conditions of the delinquent were poor or inadequate in respect of sanitation, lighting and physical state of the house located therein and of streets or by-lanes.

11. The relationship between parents and siblings, parents and relatives, and among relatives of delinquents was usually not of a cordial nature.

12. The delinquents did not receive companionship at home.

13. Their educational standards were poor.

14. Most delinquents were in the habit of using profane language, smoking, loafing about and coming home late at night, disobeying the parents particularly father, stealing in the home and disposing of home belongings, gambling and masturbation.

15. The places visited during leisure time were picture houses, markets and railway stations which were crowded places and therefore afforded greater chances of picking pockets, stealing, etc.
2.04 Foreign Studies


Scholars say the best way to organize schools within residential juvenile correctional facilities is for the correctional department to establish a local education agency (LEA). Harris County and Dallas County two of the largest juvenile probation departments in Texas have developed correctional school districts through open- enrollment charter school legislation. This type of LEA had not existed in the state until the state board of education recognized the first correctional school district in 1998. The two chief advantages of establishing a correctional district are that the respective juvenile boards directly receive federal and state funds and educators control the decision-making apparatus.

The research project employed a qualitative research design, specifically an observational case study. The purpose of the research was to conduct two thorough case studies of the Harris County and Dallas County correctional school districts for adjudicated youth. Extensive interviews with county officials and school administrators provided insight as to why the charters were established and whether there were advantages for the county to oversee the educational program in lieu of the local school districts.

The study also compared both correctional school districts academic
excellence indicator system demographic and student achievement data. The students enrolled at the correctional school district are disproportionately African-American and Hispanic eighth and ninth graders. The students enrolled within the state's juvenile correctional school districts scored lower on the TAKS exam compared to their peers at the Houston independent school district and the Dallas independent school district. Students at the correctional institutions performed significantly lower than the state average across all TAKS subjects.

Interestingly, administrators and teachers working at the correctional school districts are not required to have the same professional qualifications as similar employees in other public schools in Texas. Charter legislation does not require teachers to be certified. Consequently, few teachers who work in the correctional facilities of Harris County and Dallas County are certified. In addition, the majority of teachers have less than five years teaching experience.

Texas has developed a new model of education within the three generic organizational structures discussed in the correctional education literature. The development of the correctional school district through open enrollment charter school legislation is a promising innovation that can potentially address how to serve adjudicated children in the state more effectively.

This study examines the early life and writings of Elizabeth Barrett Browning and seeks to explain the development of her literary disposition and the art she created in the light of her culture and societies, bringing to print for the first time her juvenile novel, "Julia or Virtue".

EBB, growing up in late Georgian England, was in many ways influenced by Georgian culture-its customs, manners, styles, and aesthetics. She was subject to its predominant beliefs concerning the education of girls and the codified virtues that attended such an education. Children of the eighteenth and nineteenth centuries occupied a particular place, and a culture was preserved for and transmitted to them through various forms and means. Literature written for children was becoming more prevalent as authors sought to identify with-the didactic concerns of parents and teachers. The late eighteenth and early nineteenth centuries produced a circle of moralist authors, mainly female, who prepared useful story lessons with exemplary protagonists.

EBB's juvenile works reflect her culture in many ways. It is also the case, however, that her early works bear marks of an education that exceeded the normal boundaries of scholarship deemed appropriate for a female child of Georgian England. Her novel, "Julia or Virtue," written at age ten, demonstrates a sophisticated understanding of the conventions of story writing and reflects in
remarkable ways, aspects of noteworthy story writers such as Maria Edge Worth and Sir Walter Scott. EBB's juvenile poetry reflects the influences of a variety of historical and contemporary writers, revealing her strategy imitation as she developed artistically. Her imitation of authors such as Homer, Pope, Beattie, Wordsworth and others provided an important foundation for later, more innovative works.

An examination of the juvenile works of EBB provides an opportunity to study the development of a young artist's mind in early nineteenth century England. The influences of family, class, reading habits, and education had a telling impact on her writing. In her juvenilia it is clear that EBB significantly both reflected and challenged vital assumptions about girls' culture of early nineteenth-century England.


An increasing number of youth detained in correctional facilities have special education needs. Despite the individuals with disabilities education Act (IDEA), special education and related services are rarely adequately provided to eligible incarcerated juvenile offenders.

A single case study within the qualitative paradigm was utilized to explore the variables associated with the design and delivery of special education
programs in a short-term, county operated juvenile detention facility. The data collection occurred over a five month period. Observations, interviews, documents and questionnaires were sources of information. All data was triangulated to ensure trustworthiness.

The six categories most influential on special education procedures in the detention facility were (1) Knowledge of special education law, (2) Perceptions of correctional special education, (3) Advocacy and Resources, (4) Interagency collaboration, (5) Professional objectives and perceptions, and (6) Organizational structure. All six categories were linked to the concept of "otherness." Thus, the theory, which is grounded in the data, was eligible children and youth incarcerated in the short-term county operated juvenile detention facility were not receiving services because of the pervasive perception that the detention facility is a separate and unique entity from other agencies. The ultimate result of the perceived "otherness" was the lack of organizational structure to support shared objectives, monitoring and reform.


This dissertation measures and attempts to explain the perceived level of fear and risk of victimization experienced by juvenile correctional officers (JCOs) in a nontraditional therapeutic versus a traditional juvenile correctional
center using secondary data. The sample was derived by administering a self-report survey to JCOs at Barrett (n = 78) and Hanover (n = 47) juvenile correctional centers in Richmond, Virginia. The original survey instrument contained 86 statements pertaining to (1) demographics; (2) attitudinal statements relating to the organization, administration and authority, working conditions, and rehabilitation and, (3) statements with multiple responses that address the perceived level of fear and risk of victimization.

Both groups (Barrett and Hanover JCOs) reported low levels of fear and risk of victimization. Exploratory factor analyses were conducted to develop composite measures of the fear and risk variables. Four scales (FEARIND, FEARCOL, RISKIND, and RISKCOL) were created measuring individual fear, collective fear, individual risk, collective risk, respectively. The t-tests indicated there was no difference in the fear or risk of victimization at the individual or collective level by institution. The samples were combined and multiple regressions were conducted to establish the correlates of fear and risk. The results indicated that gender was significant in all four models with females reporting higher fear and risk of victimization at the individual and collective levels than their counterparts. Number of years of prior experience was approaching significance for the RISKCOL.

The present study examines the juvenile court and the process of transferring minors to the adult criminal system in California. This analysis identifies key issues in court officials' assessments of youth during waiver hearings, and explores differences in case outcomes between youth retained within the juvenile system and those transferred to the criminal system.

From January 1998 through August 2001 a multi-method approach was employed to explore one West-coast county's implementation of juvenile waiver policies. Observations were made of 37 juvenile court waiver or "fitness" hearings across four of the juvenile court houses in this county. Forty-one interviews and numerous informal interviews were conducted with juvenile judges and prosecutors across all of the juvenile court houses in the county. In addition, 900 juvenile and criminal court files were coded to create a data set to investigate the linkage between the two judicial systems. Data include files of youth waived to the adult system in 1998 and a sample of youth (randomly based on type or crime) who were eligible for transfer but were retained within the juvenile court system.

State legislation designated youths' lack of amenability to rehabilitation within the juvenile system as the key factor for waiver to adult court. However,
this research found that court officials instead rely centrally on a socially constructed concept or "sophistication" in determining youth “unfit” for retention in the juvenile system. "Sophistication" focused specifically on the gravity of the crime and the planning of the offense, and also directs involved judgments about the quality of youths' social backgrounds. Quantitative analysis provided additional evidence that these factors, rather than limited involvement in the juvenile system or prospects for rehabilitation, influenced waiver to adult court: Of those youth transferred to the adult system, 40% had no prior sustained petition, and 44% had not previously been incarcerated in a juvenile facility. Finally, the waiver process reflects exacerbated political and organizational tensions between juvenile court judges and prosecutors, increasing the influence of the latter at the expense.


The educational research community has directed little attention towards schools in juvenile correctional institutions. Most of the literature available on juvenile educational experiences in correctional facilities focuses on disability studies, special education, and programs dealing with psychosocial issues such as anger management and social skills, this case study employed a critical ethnography method to explore the nature and impact of a creative writing program in a juvenile correctional facility for boys. Collaboration between the
arts community and the juvenile justice system of Alabama, the program, "Writing Our Stories", intended to offer young offenders an outlet of expression and a non-violent way of dealing with the problems in their lives. The arts community provided professional writers to teach the course and published a yearly anthology of student work.

Assuming the role of participant-observer, the researcher spent four and a half months conducting field-work at the correctional facility. Three methods were used to gather data: observations, interviews and document analysis. Participants were male students, aged 13 to 19 and teachers. The researcher approached this study through a theoretical lens of social learning theory derived primarily from the work of Lev Vygotsky, Jean Lave and Etienne Wenger. Findings suggest that the writing class led to positive outcomes for students in several ways. First, it provided an important emotional outlet for the students, helping them to develop a tool for channeling negative feelings in a positive direction. Second, the pedagogical techniques employed by the teaching writers worked to build trusting relationships, laying the groundwork for establishing a sense of community in the classroom. As students became members of that writing community, they came to view themselves as writers and felt a responsibility for supporting other students in their writing. Finally, and perhaps most importantly, the study suggests that the writing class offered empowering experiences to students. After having spent extended time in the writing class,
had their work published in the anthology and witnessed others’ reactions to it, students tended to see creative writing as something more than an emotional outlet. They came to the realization that written expression is a powerful communication tool that can influence others.


The social development model specifies how risk and protective factors predict delinquency. This research sought to extend the social development model by using risk and protective factors to predict mental health status. The purposive sample included 145 valid score; from adjudicated youth (ages 12-18 years) from Multnomah, Polk, and Umatilla counties in Oregon. Data was collected by self-report and a survey completed by court counselors. Mental health status was measured by the MH-5, a subset of the SF-36 (Ware, Kosinski, and Keller, 1994), and the internalizing subscale of the Youth Self-Report (YSR, Achenbach, 1991); Delinquency was measured by the Externalizing subscale of the YSR. Risk and protective factors were measured using items selected from the student survey of risk and protective factors and prevalence of alcohol, tobacco, and other drug survey (Catalano, Hawkins and Pollard, 1997).

Five hypotheses were tested using hierarchical regression analysis, t-test, ANOVA and the z-statistic. The five major findings of this study include, first, risk and protective factors were significantly predictive of delinquency. Second,
only risk factors were significantly correlated to the YSR internalizing t-scores of these youth. The combined effects of risk and protective factors were significantly predictive of YSR Internalizing t-scores, however, accounted for only 5% of the variance. Third, delinquency was found to be an intervening variable between risk and protective factors and YSR Internalizing t-scores. Fourth, there were no significant differences in mental health status between whites and youth of color. And fifth, while there was a significant difference in mental health status between males and females, the linear regression model was only significant for the male-only.


This study addresses a gap in the literature about the experiences of fathers to parent a child with a chronic health condition, specifically Juvenile Rheumatoid Arthritis (JRA). It was designed to gather information from fathers about their experiences of caring for their children, including the way they interpret their identity and role.

The study consisted of a grounded theory design as developed by Strauss and Corbin (1998). Qualitative interviews were conducted with 22 fathers who agreed to participate in the study. In-depth information about fathers' experiences and a substantive-level theory about fathers' functioning were the
primary outcomes.

The study found that fathers were profoundly affected by their child's condition. The time of diagnosis was often the most difficult. Seeing their child in pain and dealing with the uncertainty that accompanies the condition were ongoing sources of stress. However, fathers were often reluctant to express the range of feelings they experienced due, in part, to their perceived need to be strong for others. Instead, they sought to adopt a positive and optimistic stance, routinely perceiving positive aspects of their child's condition in addition to the many challenges.

Their child's chronic condition emerged as a catalyst that propelled fathers to greater involvement and a deeper commitment to their identity as a father. In addition, disappointments from their family of origin, notably a lack of closeness that most fathers experienced in their relationship with their own fathers, qualities of the couple relationship, and a flexible masculine identity emerged as influences that shaped their identity and role as fathers. Fathers perceived themselves in a holistic manner that is, having a variety of identities. In addition to the traditional roles of playmate, provider, and protector, fathers perceived themselves to be a caregiver and nurturer. This holistic identity required differential use of self. Fathers' identity as a parent was very meaningful; indeed, it appeared to be their most salient identity.

The study findings are discussed in relation to ecology and identity.
theories; which provided a conceptual framework for the study. Implications for clinical practice, research, and policy development are discussed.


The juvenile justice system has historically struggled to fulfill the conflict goals of maintaining public safety while helping youthful offenders reintegrate back into society. Though the problem of juvenile crime has persisted through, the years, the repertoire of interventions employed by juvenile justice officials have oscillated between punitive and rehabilitative policies. Parole emerged in the late 19th century symbolizing the ambivalence in juvenile justice programs between helping and hurting youth. This tension is evident within a policy of mandatory parole for all juvenile offenders.

The concept of sociological ambivalence (Merton, 1976; Smelser, 1998) was introduced as a framework for analyzing the phenomenon of juvenile parole. A theoretical explanation of parole recidivism was developed that integrates sociological ambivalence with "opportunity structures for failure" inherent in the parole enterprise.

This research was concerned with how recidivism outcomes varied among sample of committed youth (n=278) in Colorado released to parole. A retrospective of experimental design was employed in which existing sources of
quantitative data were used to provide composite profiles of the sample population in several risks and need areas. Drawing on official records, data were also compiled to provide measures of the parole interventions provided to the parolees and subsequent recidivism outcomes.

Findings showed that mandatory parole brings more youth under the umbrella of social control for longer periods of time than is necessary to fulfill are integrative function. The intensity of parole surveillance and services was more strongly related to the race/ethnicity of parolees than their unique risk factors and treatment needs. The more time youth spent on parole, the greater the likelihood that these same youth were charged and convicted of new criminal offenses while on parole.

This dissertation research addressed how parole supervision imposes a "hyper structure" of responsibilities and obligations onto parolees that ultimately provides greater opportunities for parole failure.

10. Summar, Clifford Eugene., (2001) "The effects of a short-term intramural sports program on students' behavior in the Bernalillo County juvenile detention center".

The primary purpose of this study was to examine whether or not participation in an abbreviated intramural sport program would have an effect on juvenile delinquent students' behavior. The secondary purpose was to examine
factors related to juvenile delinquent students' decisions as to whether or not they would participate in an after school intramural sports program modeled after the test program and whether or not it would have an effect on their decision to stay in school or drop out. The study was limited to the student population (N = 74) in the Bernalillo county juvenile detention center located in Albuquerque, New Mexico. This study was conducted over a ten-week period, January through March 2001, and included both boys and girls aged 14-18. Records of students' behavior were examined for a period of five weeks prior to the abbreviated sports program and four weeks after the games were concluded. A survey was given to each student resident that participated in the games. Students' opinions about the games were collected and recorded. Major findings on students' behavior indicated no significant difference was found prior, during, or after participating in the abbreviated intramural games. Major findings from the students' surveys indicated that a huge majority of students enjoyed participating in the games. When students were asked their opinion about the games they indicated (1) the public schools should have an after-school intramural sports program, (2) a well organized intramural program would make a difference in whether they would attend school or not, (3) all students should be allowed to participate in after school sporting events and (4) they would like for their parents and friends to come watch them play. The overall findings of this study suggest; that a week-long abbreviated intramural program is not
sufficient to fully determine the effect on students’ behavior. However, an after-school intramural program may have an effect on students' decision to stay in school or drop out.

2.05 Summary of Related Studies

Very few attempts are made in the area of intelligence, adjustment and values of juvenile school students. In order to establish sufficient theoretical framework more and more attempts need to be made to explore the area.

Summary of Indian Studies

Sheth (1957); Hamid (1972); Khatoon (1976); Chartterji (1974); Reddy (1979); Shanmugam (1980) have been reported on juvenile delinquency. The studies of juvenile delinquency have been done in seven states. The delinquents are found lower in intelligence, poorer in performance, different in interest patterns and unrealistic in vocational aspirations. Unsatisfactory relations between family members, broken homes, lack of parental interest and supervision, too lenient or too dominant parental behavior, too many or too little recreational facilities at home and in the neighborhood, congested and crowded home conditions, slum neighborhood, frequent movie attendance and uncongenial or difficult school subjects resulting in low achievement are found to be some of the factors associated with delinquency. The only study on
orphans finds the economic conditions and carelessness of parents and remarriage of either parent as the major sources of orphan hood. Negative personality characteristics, absence of positive outlook on life, neurosis and insecurity, pathological habit disorders and tendency of retarded growth are found in them.

Verma, S.C (1959); Ajgaonkar (1978); Kabbur (1987); Shefali (1990) have been reported on juvenile delinquency in different cities. Who stated psychological and familial correlates of juvenile delinquents and juvenile non-delinquents differed significantly. Juvenile delinquent has less ability to handle abstract problems. The delinquents are found in Lucknow, Kanpur, Delhi, Bombay and Karantaka States. The average age of juvenile delinquent was twelve years. They are repeated their crimes more than twice. The school environment made an impact on students who were admitted under Act 40(A), 47 and Beggar's Act. In Delhi city, home children come from different parts of the country. In Karanataka state juvenile delinquents and juvenile non-delinquents differed significantly in personality factors.

Shanmugam (1980) also found that the delinquent children were high in creativity as compared to non delinquent children. Zakkaria and Ravindran (1996) also found that juvenile delinquents and normal children were almost identical on intelligence and creativity. Uma and Mayuri (2001) found that juvenile delinquents are more creative than non-delinquents. Grende (1988) has
found that normal creative children are more achievement motivated than delinquents. In another research Mietzer and Ferton (1986) also observed that academic difficulties have been out as possible precursors of delinquency. In another important research by Galloway and Armstrong (1996); Meffit and Silva (2001) it was found that juvenile delinquency affected achievement-motivation more than non delinquents.

Summary of Foreign Studies

Redeker, Barbara Rodriguez (2005); Brotton, Melissa J (2004) conducted the study on juvenilia and children’s culture in Georgian England, two charter schools in juvenile correctional facilities in Texas.

McDonough, Sharon Kowalski (2002); Grant, Patricia Hylton (2002) conducted the study on creative writing in a juvenile correctional facility. On the analysis of the perceived level of fear and risk victimization of correctional officers in a nontraditional therapeutic juvenile correctional center versus a traditional juvenile correctional center gender difference in this study are existed. Clark, Caroline Elizabeth (2002); Harris, Alexes Mary-Yvonne (2002) conducted the study on special education in a short-term county operated juvenile detention facility and sending sophisticated children upstairs is unfit for retention in the juvenile system.
Summar, Clifford Eugene (2001); Mc Neill, Harold Edwin (Ted) (2001) conducted the study on the effects of short term intramural sports program on student’s behavior in the Bernalillo County juvenile detention center. The study is useful to understand fathers of children with juvenile rheumatoid arthritis (JRA). Meisel, Joshua Sager (2001); Hooper, Richard Ivan (2001) conducted the study on juvenile parole and the rehabilitative ideal. The study on association between risk and protective factors and mental health status of youth in the juvenile justice system revels juvenile delinquency is intervening variable between risk and protective factor.

Conclusion

With the review of available related research, it was found that no work has been done on the topic “Intelligence, adjustment and values of juvenile and normal secondary school students in Andhra Pradesh”, so the researcher has chosen this topic for study.

*****
2.06 Documentation


