delinquents in the age range 14 to 20 years. Subjects were administered the children’s social desirability scale and the Tennesse self-concept scale. Findings revealed that need for social approval and self-concept relate more poorly for deviants than for non-deviants.

Leung and Lauging (1989) examined relationship between self-concept and delinquent behaviour and hypothesized that perceived approval of delinquent behaviour might be related to the frequency of their occurrence. The subjects for the study, 1668 students in the age range 11 to 16 years in grades 7 to 9 were given a questionnaire. The analysis revealed that poor academic self-concept and poor relationship with school and parents were related to a higher frequency of delinquent behaviour. Further it was analysed that higher frequency of delinquent behaviour was related to a more positive self-concept with regard to social and physical ability and also higher perceived approval from parents of peers was related to more delinquent behaviour.

SOCIOPHGENIC VIEWS OF DELINQUENCY

Sociogenic approach assumes that juvenile delinquent is not an isolated offender but rather a product of society. In the view of sociological theorists delinquent conduct originates in the abnormalities of the juvenile’s social existence or the behaviour of the society towards him. Sociological factors include child’s relation in family environment, school environment and his relations with sibling and peers. Various studies have been
carried out in this context. A few relevant studies have been cited here.

FAMILY

Broken homes have been believed to be one of the most influential factors causing delinquency (Bakwin, 1955; Hennessy and Palmella, 1978; Marino and Cavan, 1977; Sikka, 1979; Song, 1969).

Reiss (1952) described various social correlates of psychological type which may result into delinquency. Another study by Srivastava (1959) conducted on 300 families of male vagrants between 7 to 18 years of age revealed that broken homes, family structure, marital and extra marital relationship, parental habits and addictions, patterns of inter-personal relations in the family were thought to be responsible for delinquent behaviour.

Similarly, Andry (1960) studied 80 delinquent and 80 non-delinquent boys and their parents. The sample was checked upon Bowlby's concept of maternal-deprivation. Results revealed that relationship of delinquent boys was more satisfactory with their mother than their fathers. Further, delinquents had less communication with their fathers and suffered from inadequate post infancy training specially from their fathers. The delinquents were more aggressive to stress situation, less constructive in outside social activities. Cortes & Gatti (1972) found that delinquents more often came from broken homes than did a control groups. This finding was in line with Bennett (1960), Glueck & Glueck (1956).
A comparison of 40 delinquent males (median age 16 years) and 42 non-delinquents (median age 15 years) was made by Deitz (1969). It was observed that delinquents were less accepting, less closely identified with their parents and feel less understood by their parents. Since socioeconomic status was held constant, it was suggested that delinquency should be explained through personal conflict as rooted within family processes.

Maskin and Brookin (1974) with a sample of 126 females in the age-range of 13 to 17 years, studied the effects of parental composition on recidivism rates in delinquent girls. They divided their sample into three categories according to their parental composition:

1. Thirty subjects lived with single parent.
2. Fifty six subjects lived with natural parents.
3. Forty subjects lived with foster parents.

All groups were equated on age, I.Q. academic grade in school and nature of offense. Chi-square analysis indicated significant difference in recidivism rates between groups in both residential and after care programme. It was concluded that broken homes are predictor of delinquency and consequent recidivism, marital adjustment, family solidarity and agreement appear to be highly related to successful treatment of the delinquents and that therapeutic approaches should concentrate on the parents and family, as well as on the offenders.

There is effect of parent absence on children’s behaviour. Broken homes was found to be responsible for causing delinquency.
among children (Marino, Cavan & Richard, 1977). In another study Rao and Sen (1979) investigated the salient features of home-background of delinquent children and observed that defective parental discipline, parental rejection, poverty, large size family, personal and social maladjustment, insecurity, excessive use of repression, introversion, aggression and high need for achievement are characteristics of such homes.

Adjustment among major hard rural and major casual rural delinquent children was examined by Wangu and Marual (1987). The subjects were 80 juvenile delinquents who were administered Bell's Adjustment Inventory. Results indicated that major hard rural delinquents show high positive correlates of total adjustment with home, health and emotional environment, and major casual rural delinquents were also found to have positive correlation with home, health and emotional adjustment.

Tygard (1991) explored about the general analytical model, that increase in family size & decrease in family lead towards greater peer group influences and ultimately increase delinquency. The subjects for the study were 400 Male and 400 Female of 10th grade. Data supported that most of the relationship between increase in family size and greater delinquency was attributable to the greater delinquency rates of middle rank order siblings.

A comparison was made by Le Blanc (1992) between importance and organisation of the family characteristics that explain self reported delinquency at different moments in time and adult criminality later. A questionnaire was completed by 458 male adolescents of age 12 - 16 years and it was concluded that early
adolescent offending was the result of a specific mix of structural, environmental, bonding and constraint factors in which family attachment and parental supervision have an equal direct impact on delinquency. Further it was analysed that during late adolescence, structural factors are absent and only constraint variables show a direct relationship with self-reported delinquency.

An association between patterns of family functioning and level of ego development was established by Novy, Gaa and Frankiewicz (1992). They analysed that lower levels of ego development were associated with shared dysfunctional perspectives of family dimensions by the juvenile offender and parents.

Another study conducted by Henry, Moffitt and Robins (1993) tested the utility of 29 maternal and family characteristics for identifying children who are at high risk for antisocial and delinquent outcomes. Three groups of 11-year-old children (50 antisocial, 37 other disordered and 220 non-disordered) were compared on family variables. Nine variables were found to differentiate anti-social children from non-disordered children.

Adolescent runaways behaviour was observed by Deman, Dolan and Pelletier (1993) in a sample of 347 boys and girls. Results suggested that runaways tend to be boys and girls who come from incomplete families where relationships with the parents was perceived as difficult, who had depressed and suicidal thoughts and a drug use and theft.
FAMILY RELATIONS

The effect of parent-child relationships on children's subsequent behaviour patterns was studied by Thilagraj (1983) by interviewing 40 delinquent boys and their parents. Results showed that 60 percent of subjects reported parental attitudes of indifference which lead subjects to delinquency. Because of the feelings of insecurity and craving for recognition and affection they became delinquents. Further parents reported insufficient time and occupational constraints as factors accounting for their inattention towards children. About 32 percent of subjects experienced hostility or rejection due to parental conflicts and lack of co-operation. 17.5 percent subjects reported overly strict or inconsistent parental discipline as the cause of delinquent behaviour. While 40 percent subjects whose mothers were employed tended to become delinquents because of absence of maternal supervision. 54 percent of parents were engaged in constant quarreling while 21 percent had normal relationship. 12.5 percent families had separated parents or had been deserted by male parent. Thus unhealthy parent-child relationship was suggested to be the sufficient cause of delinquency. In a study by Stephen (1993) the relationship between perceived family conditioning, attribution of responsibility and juvenile delinquency has been examined. Three subtypes of delinquents were identified: Conduct disorder, Generalised problems and anxious withdrawn. Delinquents were found to differ from others in the family functioning and attribution measures. The data analysis partially confirmed the
hypothesis that delinquents and their parents differed in the
degree to which they accept the responsibility for deviant
behaviour, and also that delinquents are more likely to be found
in families usually have low or high levels of conflicts. Mccord
(1991) analysed family relationships, juvenile delinquency and
adult criminality. The results suggested that the causes of
juvenile crime are different from those of adult criminality.
Juvenile delinquency was found to be related to maternal
competence and high expectations, but adult criminality could be
explained through components based on role expectations. Both
adolescent and parental perception of how family members interact
with and feel about one another were examined by Krohn, Stern
and Thornberry (1992) to determine their relationship to official
and self reported delinquent behaviour. It was found that
adolescent perceptions of family processes were weakly related to
those of their parents. Parental measures contributed more towards
explaining official data than did adolescent measures when
compared to the results for self reported delinquency. Family
violence as determinant factor in juvenile mal-adjustment was
explored by Osuna, Alarcon and Luna (1992). A total of 189 young
people (110 boys and 79 girls) were studied. The subject’s age
ranged from 11-18 years. It was found that aggressive behaviour
rules, norms, values, opinions and attitudes towards
aggressiveness can be held responsible for delinquent behaviour.
In a recent investigation by Kruttschmitt and Dornfield (1993)
indicated that the age at which offending begins has link with the
frequency, severity and duration of subsequent offending. Further
exposure to family violence has been related to variety of early
behaviour problems as well as subsequent delinquency and adult
offences. Caddle (1993) concluded that if proper training is given for fatherhood then offences by young children may be reduced.

PEERS AND SIBLING RELATIONS

Association with sibling, size of the family and cognitive abilities are important factors which may effect delinquent behaviour (Rosenberg, 1966). Relation with peers and sibling and its impact on delinquent behaviour has also been explored. Rowe, Rodger and Maseck-Bushey (1992) studied sibling delinquency and family environment by a sibling research design to evaluate shared and unshared environmental influences on delinquency. Sibling correlations for birth orders one to four in family sizes of two, three and four siblings were compared. Taking a sample of 5863 adolescents siblings aged 15 to 22 years. On analysis, no unshared family environmental influences were found for sisters and for mixed sex siblings but that it may exist for brothers. Results support a shared model or familial resemblance rather than one based on unshared environmental influences except for brothers. Brother-brother pairs had slightly high correlations than sister-sister pairs and substantially higher correlation for the mixed sex pairs.

Roff (1992) in another study gathered measures of aggression, peer status and social class during the subjects childhood which were assessed as predictors of later delinquency. Results revealed that aggression was the most significant predictor of delinquency and social class as the second, while childhood peer status emerged as a significant predictor of later adjustment. Pabon and Gurin (1992) argue that peer relationships among delinquents provide a
sense of group belongingness which also provide opportunities for learning and development in the field of delinquency and substance use. Friendship characteristics of delinquent adolescents and non-delinquent adolescents were compared by Claes and Simard (1992). Data were collected by questionnaire administered to 92 youths from delinquent shelter and 352 non-delinquent high school students in the age range 14–18 years. It was found that delinquents had more friends and were interested in opposite sex. Delinquents usually made their friends outside school while non-delinquents in their schools. Delinquent teens were more likely to view conventional peers, delinquent peers and life styles, or no one at all as influencing their sense of self and identity. They were less likely to perceive parents and other adults as influential.

Parents and peers and their relationship with delinquency was recognised by Warr (1993). He argues that if peers are treated as potential stimulators of delinquency (following differential association theory) and parents as potential barriers to delinquency following control theory it is possible to counteract parental influence with delinquent peers. Analysis of data reveals that the amount of time spent with family is indeed capable of reducing and even eliminating peer influence. By contrast, attachment to parents apparently has no direct effect on delinquency nor does it counterbalance the influence of delinquent friends. The results also suggest that weekend time spent in the company of the family may have the greatest preventive effect on delinquency.
Warr (1993) in another study analysed the data from National Youth Survey on persons aged 11 - 21 years which reveals that peer relations (exposure to delinquent peers, time spent with peers, loyalty to peers) change dramatically over this age span. It was suggested that if measures of peer influence are controlled, than the effects of age on self-reported delinquency are largely rendered insignificant.

In a study conducted by Esbensen, Huizinga and Weiner (1993) it was observed that juvenile gangs are contributory factors for delinquent behaviour. Another study, in which juvenile gangs were found to facilitate delinquent behaviour, was carried out by Thornberry, Krohn and Lizotte (1993). They noticed that gang members, as compared to non-gang members did not have higher rates of delinquent behaviour before entering into the gang, but once they become members, their rates increased substantially. Moreover, when gang members left the gang, their rates of delinquency typically were reduced.

SCHOOL ENVIRONMENT

Another important factor influencing, is school environment which affects delinquent behaviour. A research investigating academic, behavioural and social competencies of handicapped and non-handicapped adjudicated youth was done by Campbell (1990). ANOVA indicated statistically significant differences between non-handicapped, learning disabled, and emotionally or behaviourally disordered adjudicated juveniles in reading achievement,
Juvenile misbehaviour as related to school was analysed by Driscoll (1992). It was explored that juvenile misbehaviour not only harms individual but also society in general. Hirschi's social control theory proposes that juveniles become delinquent because they have failed to form or maintain a bond to society. Four hundred twenty eight delinquent completed self-report questionnaire. The subjects were in the 7 to 9 grade. Three years later the same questionnaire was again administered. It was concluded that juveniles with strong attachments to parents and school were less involved in juvenile misbehaviour.

Tremblay (1992) studies early disruptive behaviour, poor school achievement, delinquent behaviour and delinquent personality. Regarding school achievement it was analysed that it is not a necessary factor causing delinquent behaviour.

SOCIAL ENVIRONMENT

In addition to family, siblings and peers, social environment is an important factor responsible for the development of delinquency among the children. Many studies have been conducted in this field. For example Keplan and Johnson (1991) studied elaborate base line model in which negative social sanction is modelled as a consequence of prior deviance and having direct, and indirect effects on later deviance. Results support the argument that the reinforcement of deviant behaviour occurs via the effects of negative sanctions on Increasing alienation from the conventional
world, increasing interaction with deviant peers and motivating the person to positive value and identity with deviant status.

The relationship among perceived social support, self-esteem and perceived stress in delinquent adolescent was examined by Weidemann (1991). Subjects were 39 male residents in the age range of 13 - 18 years. Social support questionnaire, the perceived stress scale were used. It was found that social support and perceived stress did not differ significantly from college samples, but self-esteem was significantly higher than a general junior school population. A significant relationship was not found for social support with self-esteem or stress.

Davis (1993) explained psychological and sociological factors for explaining delinquency and emergence and persistence of juvenile gangs.

Brownfield and Sorenson (1993) concluded that the self-reported delinquency was affected by time spent on home work and parental attachment as well as measures of peer delinquency and belief.

Social functioning and delinquency was studied by Hollins and Swaffer (1993). For this study a delinquent sample between 15 and 20 years of age was examined in the field of social cognition and social performance. Results indicated that while social perception scores correlated with social performance scores, scores on social problem solving task did not correlate with either social perception or social performance.
In a study by Oyserman and Saltz (1993) it was hypothesised that social and communication skills will influence delinquency directly and indirectly through their effects on impulsivity, balance and attempts to attain possible selves. These factors discriminated well between high school and incarcerated youth.

Junger and Polder (1993) examined the relationship between religiosity and delinquent behaviour. The results showed that there is modest relation between religiosity and delinquent behaviour.

Agnew (1994) examined the intervening mechanism between 'Social Control' variables and delinquency and concluded that social control variables also cause delinquency because they lead to strain and association with delinquent peers.

The above referred review of literature explains that many demographic, biological, psychological and sociological factors are responsible for the development of delinquency in the children. A careful application of these researches may prove useful for the eradication of delinquency in order to develop a healthy society.
Delinquency is the resultant of conflict between individual and his environment. The conflict arises when the child has to mould his innate behaviour as per the norms of society or he has to regulate according to his ego-satisfaction (Freud, 1917). A child is born with instinctual drives and innate capacities. As soon as he enters the environment he comes in contact with various stimuli and then his responses to the environment are determined by his innate drives, capacities and capabilities. These organised responses constitute the individual's behaviour-patterns. During infancy and early childhood a child is looked after by his parents and other members of the family hence his behaviour is confined to family setting, but during the critical and crucial period of late childhood and early adolescence, he shows drastic changes in his behaviour. These changes may be due to biological, psychological and sociological factors. During the infantile and early childhood period, a child's behaviour is governed by id, which strives for getting pleasure but during adolescence the super ego is developed and the child acts accordingly (Freud, 1917).

Usually children develop normal patterns of behaviour due to normal conditions and acceptable environment, but when adverse conditions arise, such as broken homes, maternal deprivation, improper parental attitude and challengeable social needs, the child's behaviour deviates. This behavioural deviation usually occurs during the juvenile period or early adolescence. This deviation in behaviour, particularly at this period, has been investigated by many biologists, psychologists and sociologists.
Biologists have observed that delinquent behaviour is associated with body structure (Lombrosso, 1911) and body types (Sheldon and Glueck, 1950). While psychologists associate delinquent behaviour to be the result of maladjustment of personality traits. (Anolik, 1983; Bhaumik and Kundu, 1983; Black-burn, 1986; Gupta, 1992; Krishna, 1993; Nakano, 1992). Similarly sociologists believe that delinquent behaviour is the result of the faulty environment to which the child is constantly exposed. Sociological factors such as broken homes, maternal deprivation, parental relationship and their attitude, School and social environment are also found to be associated with delinquent behaviour.

Delinquent behaviour and personality are related to each other. Development of various personality-traits differentiate a delinquent child from non-delinquent child. Freudian theory suggests that an imbalance in personality results due to conflict among id, ego and super ego, as id dominates in delinquent children they may show low ego and low super ego strength.

Delinquent children have been found to be usually from families where parents are illiterate and the conducive environment for the development of general intelligence is also not found. Thus the lack of inherited intelligence and unfavourable environment are likely to make the children prone to the delinquent behaviour.

Maternal deprivation, hardened rejection, family conflict, rejection from peers, inappropriate school, social environment, dysfunctional and disorganized society may make a child delinquent. As a result delinquent children may develop undesirable traits of personality, such as excitability, emotional
instability, aggression, impatience etc. The feeling of guilt-proneness, may also develop due to the offensive behaviour committed by them.

In this way the delinquent children seem to possess different personality traits as compared to the non-delinquent children. In addition to personality, interest-patterns also seem to have a significant role in the development of delinquent behaviour. Eysenck (1964) emphasized that behaviour of an individual is directed by one's interest. According to him, Interest is a tendency, a behaviour oriented towards certain objects or experiences which vary from individual to individual. Interest-patterns are so designed as to assist the individual to fit himself with his biological attributes into some what rigid social structure or institutions (Carter, 1940).

Interest-patterns are not inborn rather they are learned through experiences. The development of interest depends on child's physical and mental capacities; his readiness to learn; experiences and opportunities provided to him; his family conditions and peer's interest and many other factors (Hurlock, 1974).

Crites (1969) mentions that children are not born with ready made interest, instead interests are an outgrowth of learning experiences. Delinquent children, being guilty of their offense, do not want to come in close contact with society, hence they have restricted experiences and only few options are left for them for the selection of their vocation, accordingly, they develop their interest-patterns. Thus it appears that the delinquent and the non-delinquent children may show difference in their interest-patterns.
Chatterjee and Mukherjee (1979) while differentiating several groups on the basis of their interest-patterns, concluded that the interest-patterns of delinquents are markedly different from school going non-delinquents and also emphasized that delinquency-prone children can be identified with high degree of accuracy on the basis of their interest-patterns.

Another important factor which differentiates delinquents from non-delinquents is their personality. It has been observed that interest and personality are closely related to each other (Darley and Hagenah, 1955; Roe, 1956). Development of interest depends on the personality of individual. If an individual chooses a vocation taking into consideration the need of his personality structure, he gets satisfaction out of his vocation otherwise he remains dissatisfied which causes difficulties in his proper personality development.

Carter (1940) has concluded that when identification and the resulting interest-patterns are appropriate, an individual makes good adjustment, but when they are inappropriate, he finds it necessary to discard or modify his interest-patterns.

The delinquent behaviour has been found to be the result of development of inappropriate traits of personality. Since personality has been found to be closely related to interest-patterns, it seems that modification or change in the interest-patterns can minimize the delinquency. This contention is further supported by Leucikova (1984) who suggested to develop the hobbies of the children according to their interest in order to reduce juvenile delinquency.
Various studies have revealed the relationship of delinquency with personality and interest-patterns. For example, delinquent children have been found to be reserved, critical and aloof. They develop this trait due to repression of their libidinal energy (Freud, 1917). Generally the delinquents prefer remaining aloof due to their guilt-feeling. The tendency to remain aloof from the society may prove responsible for the development of a particular type of interest which keep them away from social obligations, such as fine arts, crafts and the like.

Generally delinquent children are born in such families where they have to face parental rejections and deprivation, (Deman, Dolan and Pelletier, 1993; Dodge and Bates, 1992; Dutton and Hart, 1992; Krohn, Stern and Thornberry, 1991; Osuna, Alarcon, and Luna, 1992; Thilagraj, 1983). As a result they develop feeling of inferiority and inadequacy.

Due to poor home conditions, conflicting parental relationship and unfavourable parental attitudes children are not able to fulfil their basic needs and desires. The prolonged dis-satisfaction of needs and desires make a child tensed, frustrated and emotionally unstable, which result into various types of offenses such as quarreling, assaulting stealing etc. This way the children become delinquents.

Delinquent children have been rejected by the society so they also become rebellious to society as a result they develop low super ego strength, show no obligations to people and disregard social rules. Due to development of such attitude delinquent children accept such vocations which keep them aloof from social members such as craft, fine arts and the like.
Delinquent children have been found to be products of poor families and low socio-economic status (Badami, 1965; Kulshreshtha, 1981; Rao and Sen, 1979; Sullivan, 1973; and Uttar, 1975). They have been found to be lacking in general intelligence due to poor inheritance of this trait and also absence of conducive environment for the development of intelligence. Various other findings also concluded delinquent child to possess low intelligence (e.g. Carlota, 1982; Lynam, Moffitt, Terrie and Stouthamer loeber, 1993; Quay, 1987; Reily, 1985).

Due to low intelligence and inability to solve abstract problems delinquent children may not develop interest for those vocations which require sharp intelligence. For example, science, medical, literature etc.

Various other findings reveal that delinquent children are emotionally unstable (Mukherjee and Majumdar, 1969; McQuaid, 1970; Rajangan 1859; Sheldon, 1949) impatient, excitable and self-assertive (Carlota, 1982; Lahri, 1983; Sharma, Gunthey and Singh, 1982) dominant and aggressive (Bandura and Walters, 1959; Black-burn, 1986; Huesmann and Eron, 1992; Krishna, 1993) and internally restrained and individualistic (Erickson, 1966; Goldstein, 1990; Padmanabhan, 1973). Since desires of the delinquent children are repressed (Freud, 1917) their style of life also gets changed (Adler, 1945). It has been observed that there is obstruction in the fulfilment of their basic needs (Horney, 1945) and therefore, they develop emotional instability, excitement, aggression and such other traits which prove responsible for causing delinquency.
The Freudian theory emphasizes that the delinquent children also want to be in a state of Euphoria (state of happiness) and homeostasis. Hence they want to get themselves relieved from the state of imbalance. It has been claimed that play and sports activities are good means of discharging tension (Hurlock, 1974) therefore there is a possibility that delinquent children may develop interest towards above areas of interest.

Feeling of high self-sentiment is conducive to technical vocations (Cattell, 1964) but delinquent children have been found to have low self-sentiment. Due to feeling of inadequacy and inferiority (Adler, 1963) and social rejections (Sullivan, 1958) this feeling of low self-sentiment develops. Thus there is a possibility that the delinquent children may not show their interest for technical vocation.

A careful observation of the review of studies related to delinquent behaviour reveals that the delinquent and non-delinquent children may differ in their personality traits and interest-patterns. The study of this aspect of behaviour is very important, as delinquency has become very serious in the modern society. For minimizing the occurrence of delinquent behaviour, the study of personality traits and interest-patterns may provide very useful solution but unfortunately this important aspect has not been given due attention by the researchers so far. Therefore the present study has been designed in order to examine and compare the personality traits and interest-patterns of delinquent and non-delinquent children. Fourteen personality factors as included in Cattell Children Personality Questionnaire (CPQ) are adapted and developed by Kapoor and Rao (1972) in Indian conditions and 10
interest-patterns investigated by CNPR-962 (Chatterjee's Non-language Preferences Record Form-962) have been studied in the present research. The problems and their related hypotheses on the basis of above rationale have been formulated as mentioned below:

PART I

PERSONALITY FACTORS AND DELINQUENT BEHAVIOUR

1. The first problem of the present study is to examine the difference in Factor 'A' of CPQ between delinquent and non-delinquent children. Factor A deals with reserved, versus out-going traits of personality. It is hypothesized that the delinquent children would be reserved, detached and critical whereas the non-delinquent would be warm-hearted, outgoing and easy-going.

2. The second problem of the present study is to investigate the difference in Factor 'B' between delinquent and non-delinquent children. Factor B deals with the general intelligence of the subject. It is hypothesized that the delinquent children would have lower intelligence than the non-delinquent children.

3. The third problem of the present study is to examine the difference in Factor 'C' among delinquent and non-delinquent children. Factor C deals with emotionally less stable, versus emotionally stable trait of personality. It is hypothesized that delinquent children would be emotionally less stable in comparison to non-delinquents, who would be emotionally more stable.
4. The fourth problem of the present study is to examine the difference between delinquent and non-delinquent children in Factor 'D'. Factor D deals with complacent versus excitable trait of personality. It is hypothesized that delinquent children would be more excitable than the non-delinquent children.

5. The fifth problem of the present study is to verify whether or not delinquent children differ with non-delinquent children in personality Factor 'E'. Factor E deals with submissive versus dominant trait of personality. It is hypothesized that delinquent children would be dominant in comparison to non-delinquent children who would be submissive in nature.

6. The sixth problem of the present study is to examine the difference between delinquent and non-delinquent children on Factor 'F'. Factor F deals with the sober versus enthusiastic trait of personality. It is hypothesized that delinquent children would be enthusiastic in their behaviour than the non-delinquent children who would be comparatively sober in nature.

7. The seventh problem of the present study is to examine the difference between delinquent and non-delinquent children on Factor 'G'. Factor G deals with low super-ego strength versus high super-ego strength. It is hypothesized that delinquent children would have low super-ego strength in comparison to non-delinquent children who would have high super-ego strength.
8. The eighth problem of the present study is to verify whether or not delinquent and non-delinquent children differ in Factor 'H'. Factor H deals with shy, nature among low scorers and adventurousness among high scorers. It is hypothesized that delinquent children would be adventurous, while non-delinquents would be shy in their behaviour.

9. The ninth problem of the present study is to investigate the difference between delinquent and non-delinquent children on Factor 'I'. Factor I deals with tough-mindedness versus tender-mindedness. It is hypothesized that delinquent children would be tough-minded while non-delinquent children would be tender-minded.

10. The tenth problem of the present study is to investigate whether or not delinquent and non-delinquent children differ in their personality Factor 'J'. Factor J deals with group action liking versus individualistic expression of personality. It is hypothesized that delinquents would be individualistic in their action while non-delinquents would prefer group action.

11. The eleventh problem of the present study is to verify the difference between delinquents and non-delinquents on Factor 'N'. Factor N deals with naivete versus shrewd behaviour of individuals. It is hypothesized that delinquent children would be shrewd in nature; but non-delinquents would be naivete in nature.

12. The twelfth problem of the present study is to examine whether there is any difference between delinquent and non-delinquent children in Factor 'O'. The Factor O deals with self-assurance
versus guilt-proneness as trait of personality. It is hypothesized that delinquent children would be guilt-prone and insecure while non-delinquents would be self-assured and secured in nature.

13. The thirteenth problem of the present study is to investigate the difference between delinquent and non-delinquent children on Factor 'Qa'. The Factor Qa deals with low self-sentiments versus high self-sentiments. It is hypothesized that delinquent children would show low self-sentiments but non-delinquents would show high self-sentiments.

14. The fourteenth problem of the present study is to investigate the difference between delinquent and non-delinquent children on Factor 'Q4'. The Factor Q4 deals with relaxed and unfrustrated versus tensed and frustrated traits of personality. It is hypothesized that delinquent children would be more tensed and frustrated in comparison to non-delinquent children.

PART II
INTEREST-PATTERNS AND DELINQUENT BEHAVIOUR

1. The first problem of the present study is to know whether delinquent and non-delinquent differ in fine-arts area of interest. It is hypothesized that the delinquent children would show more interest in fine-arts than the non-delinquent children.

2. The second problem of the present study is to examine the difference between delinquents and non-delinquents in their interest in literature. It is hypothesized that the delinquent
children would show less interest in literary activities than the non-delinquent children.

3. The third problem of the present study is to verify whether delinquents and non-delinquents differ in their interest in science. It is hypothesized that delinquent children would show less interest in science than the non-delinquent children.

4. The fourth problem of the present study is to find out whether or not delinquent and non-delinquent children differ in their interest in medical science. It is hypothesized that delinquent children would show less interest in medical science than the non-delinquent children.

5. The fifth problem of the present study is to investigate the difference between delinquents and non-delinquents in their interest in the area of agriculture. It is hypothesized that delinquent children would show more interest in agriculture than the non-delinquent children.

6. The sixth problem is to find out the difference of interest in the field of technical vocation between delinquent and non-delinquent children. It is hypothesized that delinquent children would show less interest in technical vocation than the non-delinquent children.

7. The seventh problem of this study is to investigate the difference of interest in craft between delinquent and non-delinquent children. It is hypothesized that delinquent children would show more interest in craft than non-delinquent children.
8. The eighth problem of the present study is to know the
difference between delinquents and non-delinquents their
interest in outdoor activities. It is hypothesized that
delinquent children would show more interest towards outdoor
activities in comparison to non-delinquent children.

9. The ninth problem of the present study is to investigate
whether delinquents and non-delinquents differ in their
interest in sports. It is hypothesized that delinquents would
show more interest in sports in comparison to non-delinquent
children.

10. The tenth and the last problem of the present study is to
examine the difference between delinquents and non-delinquents
in household activities. It is hypothesized that delinquent
children would show less interest in household activities than
the non-delinquent children.
CHAPTER FOUR

METHOD

I SUBJECTS
II MEASURES
III DESIGN
IV PROCEDURE
V ADMINISTRATION OF TESTS