

PERSONALITY PROFILE OF ADOLESCENTS IN AN OBSERVATION HOME

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MASTER OF PHILOSOPHY

VIJAYA SINGH

**ZAKIR HUSSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI - 110067
INDIA
1996**



ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES

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DECLARATION

Certified that the dissertation entitled "Personality Profile of Adolescents in an Observation Home" submitted by Ms. Vijaya Singh in an partial fulfilment of the requirement for the award of the degree MASTER OF PHILOSOPHY of this University, or any other University, and is her own work.

We recommend that this dissertation may be placed before the examiners for evaluation.

DR. S. C. GHOSH
CHAIRPERSON

DR. (Mrs.) SUSHILA SINGHAL
SUPERVISOR

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Vijsaya Singh
VIJAYA SINGH

ABSTRACT

To understand the personality dimensions of juvenile delinquents a sample of 65 male adolescents were taken for the present study. The sample for the study included institutionalised delinquents in an Observation Home (Boys II) run by the Department of Social-Welfare. Incidental sampling method was used to select the sample. A total of 40 subjects are taken and their age ranged between 13-17 years.

For a comparative group of normals, 25 boys students of VIIth & VIIIth class from NDMC School, R.K.Puram, Sector-III, New Delhi were taken on a random basis whose age ranged between 14-16 years.

To achieve the objectives of the study it was hypothesized that the delinquents will vary from normal adolescents in their personality traits, the delinquents will vary from the normals in their family background like parental education, parental income, residential area and birth order, and the influence of the family background on personality

of delinquents will be different for delinquents and normal adolescents.

HSPQ Personality test and the personal-biodata from supported by case histories of extreme cases were used for the study.

Results indicated that out of total 14 personality dimensions, delinquents and normals differed with each other significantly on only five personality dimensions.

Results imply that groups differ significantly on all 4 family factors like parental education, parental income, residential area and birth order. Results also indicate that personality dimensions and family factors correlate differently for both the groups.

The results of the study have thus shown that delinquents differ from normal in terms of personality which is directly affected by family factors.

INTRODUCTION

It is observed that with economic development, migration of rural masses to cities and the consequent urbanisation and social disorganisation, the incidence of juvenile delinquency has risen in all developing countries, and both in volume as well as in complexity juvenile delinquency is considered to be a gateway to adult crime.

The Juvenile Justice Act 1986 defines a 'Juvenile' as a male below 16 years of age or a female below 18 years of age. Prior to 1986, juvenile boys and girls were defined as below 21 years of age. Thus the new definition excludes males in the age group of 16 to 21 years and females in the age group of 18 to 20 years.

Delinquency as defined by Friedlander "is a juvenile misconduct that might be dealt with under

the law". Burt (1962) defined delinquency as occurring in a child "when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action".

Concepts

There are more than one concept of delinquency in currently, such as -

- (a) Delinquency as Anomie - Durkheim (1951) conceptualized it to refer to a state of normlessness, of being without values to structure one's behaviour. The anomie individual is isolated and shares few meanings and values with other individuals. The anomie individual lives in a world without direction or purpose or sense of any concern of others for his action. A necessary consequence of anomie is isolation from the other.

(b) Delinquency as a Subculture - Cohen (1955) thought of delinquency to be related to a discrepancy between culture goals and the availability of legitimate means for achieving them. Miller (1958) sees delinquent behaviour as lower class culture, acquired through socialization in lower class settings that produce delinquent behaviour.

Major causes of Delinquency

The major causes of delinquency fall in three categories:-

- a) Biological factors
- b) Psychological factors and
- c) Socio-cultural factors

I. Biological factors

- i) The Born Criminals:- Lombroso (1836-1909) began with the basic premise that some people are born with strong, innate predisposition

to behave antisocially. He collected extensive data on the physical measurements and concluded that a criminal could be distinguished by certain physical anomalies. Born criminals exhibited a lack of guilt or remorse for any wrong doing and particular inability to learn to make a distinction between "good" and "evil".

- ii) Physique and Crime:- Theorists have linked physical characteristics with personality ever since Hippocrates, who outlined a typology of physiques and tried to relate them to personality. He introduced the concept of humour or body fluids which presumably influenced personality. Kretschmer (1925) distinguished four types of body structure and tried to connect them to specific mental disorders. Sheldon (1949) developed a similar but superior classification of body type and related physique to delinquency.

II. Psychological factors

The chief psychological factors are inherent in one's personality, learning and dealing with frustrations.

1. Eysenck's Theory of Personality and Crime

Eysenck (1977) proposed that criminal behaviour is the result of an interaction between certain environmental conditions and inherited personality traits. He suggested that different combinations of environmental, biological and personality factors give rise to different types of crime. His theory places heavy emphasis on genetic predispositions towards criminal conduct or at least towards antisocial behaviour. Some people are born with nervous system characteristics that are significantly different from the general population and that affects there

ability to conform to social expectancies and rules. After many years of empirical studies, Eysenck delineated three major components of personality; extroversion, neuroticism and psychoticism. Although these components do not account for all our personality characteristics, they form basic structure from which much of our behaviour originates.

Extroversion:- To Eysenck a typical extrovert is sociable, impulsive, optimistic and has high need for excitement and for a varied, changing environment. The typical introvert, on the other hand, is reserved, quiet and cautious and generally tries to avoid excitement, change and most social activities.

Neuroticism:- A person high on neuroticism reacts intensely and lastingly to stress. In fact even under low stress conditions the person is likely to be moody, touchy, sensitive to slight emotion,

anxious and complains of various physical ailments like headaches, backaches and digestive problems. Eysenk's theory refers to high emotional individuals as neurotics and their counter - opposites as stables.

Psychoticism:- Behaviourally "Psychoticism" is characterised by , cold cruelty, social insensitivity, unemotionality, disregard for danger, troublesome behaviour, dislike of others and an attraction to the unusual. "Psychotics" are hostile towards others and enjoy ridiculing them.

2. Crime and Conditionality

Psychologists delineate four major types of learning: Classical, Pavlovian conditioning, Instrumental or operant and social learning.

The conditioning process appears to be a powerful force in the socialization of children, particularly in the suppressing of undesirable behaviour. Most people behave themselves because they have been conditioned during childhood about the rules of the society. By punishing antisocial behaviour numerous times, parents, teachers and others concerned with the upbringing of the child, including his or her peer, perform the role of a Pavlovian. Eysenck believes that people who participate in criminal activity are those who have not made adequate connections, either because of poor conditionality or because the opportunity to do so was not present (socialization).

Frustration - Induced Criminality

Berkowitz (1962) proposed that criminal personalities can be divided into two main classifications: the socialized offender and the individual offender. The socialized offender is primarily a product of learning, conditioning and

modeling. He believes that individual offender is primarily the product of a long intense series of frustrations of not having his/her needs met. Berkowitz also suggests that parental neglect or failure to meet the child's need for depending and affection are internal, frustrating circumstances that germinate distrust of all others in the social environment. Frustration may result from a large range of conditions, including personal failures, interpersonal or material loss, personal limitations, lack of resources, feelings of guilt and loneliness. People lacking social competencies and education run out of the means to cope more rapidly than do more privileged educated or socially competent people.

III) Socio-Cultural Factors:-

Family Factors:- The negative family factors provide important social predisposition for later crime and delinquency.

1. Parental Criminality:- parental criminality is often viewed as a social variable, it must not be forgotten that it is also a genetic variable. Parental criminality may result in crime in the off-spring not due to social and experimental implications of having a criminal parent, but because the parent passes on genes to the off-spring, which predispose one to crime. Parents who are criminal are invariably bad parents, and this bad parenting, along with other social disadvantages translates itself into poor parental supervision, parental absence, poor discipline, child abuse and neglect, economic deprivation, city living, poor schools and delinquent neighbourhoods.

2. Child Abuse:- Widom (1989) attempted to critically examine the issue of "violence breeds violence", that is being physically abused in childhood in turn predisposes the

individual to become a violent offender in adulthood.

3. Parental Absence: The absence of one or both parents from the home has been associated with a raised incidence of conduct problem and eventually crime in the offspring.

a) Maternal Deprivation:- Bowlby (1946-1969) has argued that a continuous and losing relationship between mother and infant is essential for normal personality development and the ability to form normal interpersonal relationships. Ruttar (1982) provided an extensive reassessment and critical

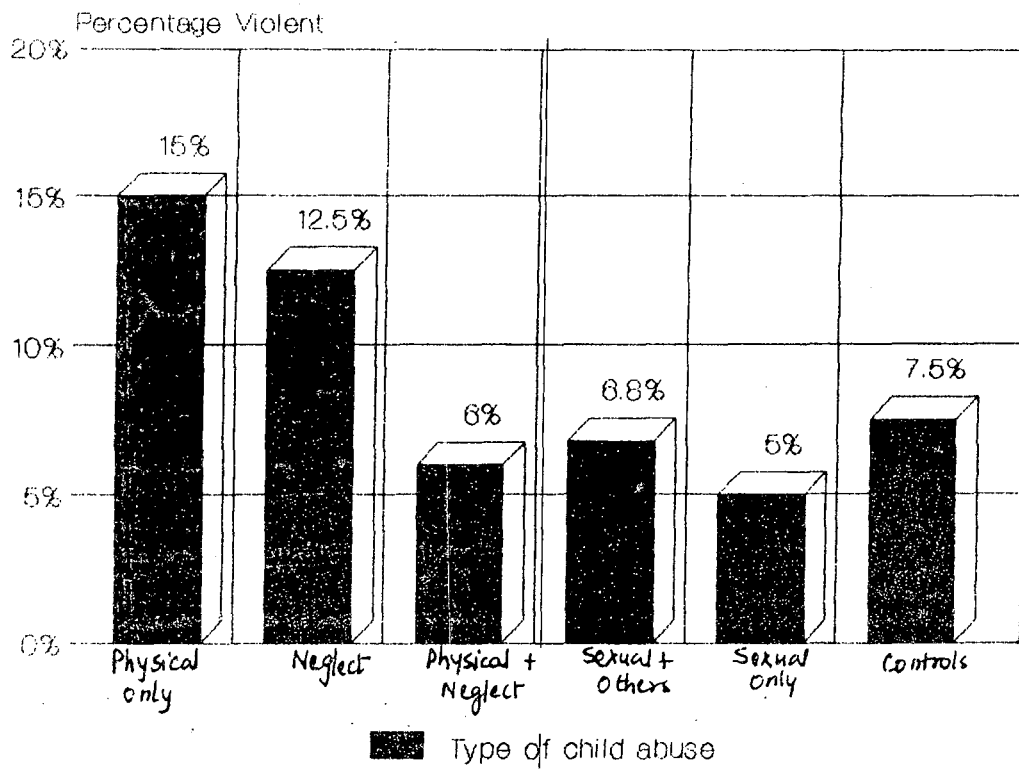


Fig: Increased rates of violent offending in adulthood in those who were physically abused or neglected as children (Widom - 1989).

evaluation of the notion of mother - infant bond in affectionless psychopathy. He proposed the following critical point.

- i) Affectionless psychopathy is associated with multiple changes of the mother figure or home in infancy and childhood.
- ii) The failure to form a bond is more critical than suffering a disruption to an existing bond.
- iii) An important factor is whether a child is able to form a bond with any person early in life irrespective of the person's relationship to the child between 6 months to about 2 to 3 years of age.

4) Divorce/Separation:- In spite of what appears to be a strong empirical basis for the notion that divorce and separation can directly contribute to delinquency and crime, there are paradoxically as many concerns and questions about this as any other related to crime. Some of these are as follows:-

i Divorce/Separation is not a strong predictor of delinquency and crime. Poor discipline and poor parental supervision and management are important.

ii) Divorce/Separation may play a greater role in predisposing to more serious delinquent and criminal offending, particularly family relationships.

iii) Divorce may in some cases have the opposite effect of improving problem

behaviour in children. A violent alcoholic criminal father leaving a family could be a gain rather than a loss.

iv) Re-marriage and therefore re-establishment of family intactness is more likely to have negative effects on outcome in the children.

v) Intact homes with parental conflict appear to be more likely to result in crime and delinquency than broken homes.

vii) Degree of affection in mothers may be a crucial variable in mediating the broken home crime link.

Extra Familial Factors

I. Peers:- Being disliked and rejected as a child by one's peers appears to be a factor that precipitates the development of aggressive delinquent behaviour in association with other aggressive and delinquent individuals. The saying, birds of a feather flock together "suggests that delinquent peer groups play no causal role in crime and delinquency, and instead that individual difference factors leads to delinquency, which lead the delinquent individual to join a delinquent group. This issue highlights the debate between "group process versus individual difference" perspective on crime. In the group process perspective most crime is committed in groups such as street gangs. These gangs are made up of individuals, and these individuals may group together because they all share the some types of predispositions.

Schools: Schools are a major social institution for the growing child which effect that individual's social, cognitive, academic, personality and sexual development in important ways. There are at least two main ways in which experiences at school could exert their influence and predispose a child to delinquency and later crime. (i) Academic failure at school could predispose to crime and delinquency, and (ii) irrespective of the child's ability, some schools could be "bad" schools, that act as a breeding ground for delinquency and later crime.

II. Family size:-There is evidence for an empirical link between family size and crime and delinquency in the direction that a larger family size is associated with a greater predisposition to delinquency, crime and violence. A larger family size results in economic deprivation, over crowing in homes, and poor living conditions, which in turn result in delinquency. A second

possibility is that a large number of siblings spread parent care resources. The family size predisposes to delinquency because children receive less supervision, attention and support and this provides an impetus for the child to spend more time with delinquent peer groups.

III. Social Class:- Crime-ridden areas tend to be poor areas in which lower social classes live rather than high social class neighbourhoods. It is noted that parental social class is much less important than the individual's own social class in adulthood. The relative strength of one's social class over parent's social class is probably due to the fact that criminals tend to be unemployed, while imprisonment will push the individual further down the social ladder. In various studies it has been found that the environmental effect of social class was stronger than the biological influence of social class in males.

IV) Unemployment and low income:- Certain studies have found link between individual unemployment and crime in general. It seems that the individual's own employment record shows stronger link to adult criminal behaviour than the employment record of the subject's parents.

V) Urban Living/Poor Housing:- There is little doubt that there is more crime per capita in urban city environments than in rural country side environments, reasons being that the poor, disturbed and criminal individuals may drift into poor urban areas of cities. There is some evidence that poor housing and over crowding, which are more specific variables than urban living are related to crime and delinquency.

VI) The Cycle of Social Dysfunction in Criminals:- Social disadvantage not only predisposes to crime, it also characterizes adult

criminals. This represents serious social dysfunction that is not dissimilar to that found in serious adult psychopathology. To some extent this social deprivation may be a result of the consequences of a criminal career, rather than representing an intrinsic consequences of being criminal. The social dysfunction found in criminals is likely to be a result of multiple psycho-social, cognitive, neuro-psychological, psycho-physical, bio-chemical and other biological deficits found in adult criminals, and at an earlier age in delinquent and conduct disordered children.

Psychological Perspectives "However petty a criminal act may be, it carries with it a promise of change in favourable direction".

Wallock, (1967)

All criminal behaviour is learned, and some people having different personal attributes and situations, learn it faster than others. Within psychology, three predominant perspectives are:-

- a) Sub-cultural
- b) Learning and
- c) Personality

1. A Subcultural Perspective.

Subcultural perspectives hypothesized that crime is partly a result of the subculture or group that an individual belongs to. The theory places considerable emphasis on the acquisition of criminal behaviour by association with 'criminally prone' group members. A subculture is a group which subscribes to a set of values that are different from those advocated by the societal main stream or cultural majority. The group accepts, expects and rewards the expression of

shared values, beliefs, and roles which may be in conflict with society as a whole. Thus crime is a product of social rather than individual 'pathology', individuals adopt behaviour which is "normal" and adaptive to their subculture, but may be deviant in the eyes of the cultural majority. Criminal subculture centre on the low socio-economic or working class in an urban setting, since the crime rates are highest under deprived conditions. Cloward and Ohlins (1960) 'opportunity theory' argued that individuals living in poor, urban districts find their aspirations for success thwarted, become frustrated and angry, and attribute their troubles to the barrier erected by society rather than to personal inadequacy. The criminal subculture builds on illegitimate success models - persons who are not highly visible to lower - class youths, but are willing to establish relationship with them. Lower class usually have only 'illegitimate' success models to initiate.



Acquiring the values and skills of successful professional criminals who have managed to avoid deprived living styles is the way to get out of deprivation and frustration.

Sutherland's (1939) theory of differential association specified that criminal behaviour is learned in the same manner that all human behaviour is learned. Basically, it is who the person associates with plus how long, how frequently, how personally meaningful the contacts, and how early that makes the personal differences. According to Sutherland individuals observe, imitate, internalize and manifest the needs and values of a particular relevant criminal subgroups, a process he called 'differential association! If the attitudes, values, and behaviours which are learned and which tend to be illegal outweighs the attitudes, values and behaviours that are legal than the individual is likely to engage in illegal activity.

Gibson (1977) commented that in many cases, criminality may be a response to nothing more temporal than the provocations and attractions bound up in the immediate circumstances, out of which deviant acts arise. Gibson asserts that law-breaking behaviour may arise out of some combination of situational pressures and circumstances, along with opportunities for criminality, which are totally outside the actor.

Zimbardo designed a number of studies which stress the importance of situational variables. He tried to focus on deindividuation and its relationship to theft, looting and vandalism. The development of deindividuation appeared to require a complex chain of events. First the presence of many other persons encourages the feeling of anonymity, which leads the individual to feel that he/she loses identity and becomes a part of a group. Under these conditions, the person no

longer believes that he/she can be singled out for his/her actions. This feeling further generates a loss of self awareness, reduced concern over evaluations from others, and narrowed focus of attention.

2. Learning

All types of learning play substantial roles in the acquisition of criminal behaviour. Some of these are as follows:

Instrumental learning People do things to receive rewards or avoid punishment. Behaviour which enables us to obtain reward or avoid punishing circumstances is likely to be repeated when similar conditions recur. The reward may be either physical (material good, money), psychological (e.g. feelings of significance) or social (e.g. improved status). Even behaviours that society considers antisocial or criminal may

be highly desirable for an individual if he/she gains reward from them and if the chances of gaining the rewards are greater than the chances of being punished.

Social Learning According to social learning theories if we are understanding the criminal behaviour, we must analyze the perceptions, thought, expectancies, competencies, and values of the individual.

Cognition refers to "the psychological events involved in the formation and utilization of symbols and concepts associated with such varied activities as thinking, reasoning and problem solving. We must estimate the persons relevant expectancies, acquired from past experiences and the perceived importance of the rewards gained by the behaviour. Rotter (1990) explains "that when a criminal engages in illegal behaviour, the individual expects the action to be productive in

terms of a gain in status, power, affection, material goods or living conditions. The individual enters crime with certain expectancies.

Bandura (1973) introduced the concept of observational learning or modelling to the social learning process. Bandura contends that much of the behaviour is acquired initially by watching others, who are called models. The more significant and meaningful these models are the greater is their impact on behaviour. Relevant models include parents, teachers, siblings, friends, peers and even symbolic models such as T.V. or motion picture actors and book characters. Bandura suggests that during the initial stage of behaviour acquisition one learns "right" from "wrong" by observing the behaviour of others, specially parents. Concept of individual differences is one of the central element in social learning theory. Individual's do not copy the exact behaviour of models, everyone constructs

his/her perceptions of reality in a highly selective and unique way.

3. Personality

Cattell defined personality as "that which permits a prediction of what a person will do in a given situation. He formulated his definition as $R = f(S, P)$ which means R, the nature and magnitude of a response, is a function, f, of both environmental situation in which the individual finds himself, S, and his personality P. However, Cattell makes it clear that this definition is more denotive (restrictive) than connotive (broad). After discussing both types and traits as possible units of description and measurement, Cattell makes it clear that he favours the trait approach as the more fruitful. Traits are defined as a "characterological or relatively permanent feature of individual's behaviour and area of two fundamental kinds: surface traits and source

traits. Surface traits are revealed by correlating 'trait element' or 'trait - indicators' which are essentially behaviour samples that 'go together'. Traits are described as bipolar opposites. Traits are normally distributed in a continuous manner, with a few individual showing extreme degrees of the trait and with most people falling in the middle or median range. Source traits are revealed by factor analysis and represent deeper, less variable, and more significant aspects of personality - where as surface traits are merely descriptive units. Cattell believed that source traits are found to correspond to the most fundamental influences - physiological, temperamental and social that give rise to personality.

Source traits are further categorized according to whether they arise out of the operation of environmental hereditary influences.

Those which result from environmental forces are environmental - mold traits, and those which are hereditarily determined are called constitutional traits. Cattell categorized traits as dynamic, ability, or temperamental. Dynamic traits are concerned with goal - directed behaviour, ability traits, with how well or effectively the individual works toward a goal, and temperamental traits with the emotional reactivity, speed or energy with which he/she responds. Cattell considered human personality as an integration of traits.

Cattell was primarily concerned with (1) the dynamics of the functioning personality and (2) development. Central to the problem of dynamics are his concepts of ergs and metaergs. An ergs is a dynamic, constitutional source trait and defines it as an innate psycho physical disposition, which permits its possessor to acquire reactivity (attention, recognition) to certain classes of

objects more readily than others, to experience a specific emotion in regard to them, and to start on a course of action which ceases more completely at a certain specific goal activity than at any other. Cattell made four main points. First, the goal directed individual is selectively tuned toward certain environmental objects. Second, an action pattern carries with it a certain characteristic emotion. Third, the pattern results in a specific type of goal satisfaction. Fourth, there is an innate preference for certain paths leading to the goal. Cattell notes that various attitudes, sentiments, and motives eventually reduce to basic instinctive goals.

A metaerg is like an erg in all respects except that it is an environmental - mold source trait rather than a constitutional source trait. Metaergs are learned where as ergs are innate. He defines sentiments as "major acquired dynamic trait structures which cause their possessors to

pay attention to certain objects or classes of objects, and to feel and react in a certain way with regard to them.

Cattell viewed the development of the human personality as the unfolding of maturational processes and their modification through learning and experience. Maturation contributes the basic perceptual and cognitive abilities, whereas learning is responsible for the modification of innate ergs, the elaboration of metaergs, and the organization of the self.

Cattell explains, that adolescence is a period that makes great demands on the child. At one and the same time he or she is confronted with many biological and intellectual changes typical of the period. He or she must adjust to the demand of sex, accompanied as they are by increasing self-assertion, and at the same time are under pressure to postpone the satisfaction of

sexual needs. He or she must also strive to maintain parental approval in the face of growing independence. The child must attempt to satisfy four different sets of demands, which arise from the following sources (1) parents (2) adolescent peers, (3) adult culture patterns and (4) internal residences of childhood (Super ego).

The present study uses personality perspective, along with family factors like parental education, parental income, residential area and birth order to understand delinquency.

REVIEW OF THE LITERATURE

In general cognitive deficits, personality characteristics, family factors and peer group influence appear to be key variables in delinquent behaviour.

Cognitive deficits

Goddard (1920) correlating delinquency with intellectual level stated that "all research relating to the mental level of criminals, offenders and delinquents has decisively shown that almost all such individual have a rather feeble mental level. It was found that the essential cause of delinquency is the weakness of the intellectual level. Chassels (1935) stated that there was a relationship although small (0.01 to 0.39) between intellectual level and delinquency. Henger (1937) found more mental defectives among delinquents than among the

general population. His study showed that defectives (IQ 70 to 79) represented 15.9% of delinquency and 7.3% of non-delinquency. Levassews, Stefani and Jambue Merlin (1938) stated that despite their summary nature, the figure quoted appear to indicate clearly that mental weakness is more widespread among anti-social persons than others. Wechsler (1939) found that delinquents usually score higher on performance tasks than those which require verbal skills. Baker and Sarbin (1956) found that delinquents utilize a relatively limited number of cognitive categories in viewing the outside world. In consequence, they are less able to tolerate ambiguities, less able to predict the behaviour of others, and tend to deal with other human beings as if they were simply mirror images of delinquent themselves.

Recent research utilizing more sophisticated tests, has however, tended not to support the

earlier studies. Siber (1962) and Caplan (1965) tested 8, 003 court cases. The average IQ. of these delinquents was 91.4, slightly below the national average. They concluded that delinquents differed from non-delinquents only by approximately eight points on standard intelligence tests. This inconsequential difference has been explained in a number of ways, more intellectual delinquents may escape detection by the police, or perhaps the fact that a test administered in a stressful situation (such as juvenile reformatory) may affect the performance of delinquents.

Sutherland and Creassey (1966) in their study showed that most criminals are mentally deficient and that almost all mental defectives are criminals. Caputo and Mandell (1970) found that in about 5% of delinquents, low intelligence appears to be of causal significance. These youths are often hyperactive, impulsive,

emotionally unstable and unable to inhibit themselves when strongly stimulated.

Personality Characteristics of Delinquents

Many psychologists have been concerned with the identification of the particular personality traits which made adolescents prone people to become delinquents.

Several studies through the years have concentrated on the personality traits of juvenile delinquents in the hope of finding a common personality pattern which could distinguish them from the normal population. Burt (1925), on the basis of his findings stated that nearly half of the juvenile delinquents he examined were distinguished by a profound and widespread vulnerability of emotions.

Healey and Browner (1936) found that delinquents were either rejected, deprived or insecure. Jenkins (1949) studied a population of juvenile delinquents in two training homes. He classified the delinquents into 4 categories - the situation category, the pseudo-social category, the personality category, and the social category. He found that 64% of the cases belonged to the personality category whose delinquency resulted from inner factors distinctly more substantial than those of the average child or in whom the pattern of delinquent behaviour has become in some way internally rooted. He also found a small group of "emotionally disturbed delinquents who combined serious delinquency with apathy, seclusiveness, insensitiveness and submissiveness.

Sheldon and Glueck (1950) administered a psychiatric interview and Rorschach tests and

listed the following personality traits in which the delinquents as a group significantly exceed the non-delinquents namely a much greater degree of social assertiveness, defiance, and ambivalence to authority, more resentful of others, and far more hostile, suspicious, destructive and sadistic, more impressive and vivacious and decidedly more extrovert in their behaviour trends.

Lovell (1950) insisted that if the home and school do not give the child affection, and security, and accept him as a person in his own right, then delinquency will offer one of the common ways of escape from an emotionally intolerable situation. Suchessler and Creassey (1950) published a survey of research that attempted to distinguish by means of personality tests, between persons found guilty of delinquencies or crimes and persons who were non-criminals and non-delinquents, and found that only

42% of the studies showed any difference between the two groups. They concluded that personality traits are distributed in the criminal population in about the same way as in the general population. Thus in any deviant or group of deviants, their personality traits, attitudes and beliefs may not have contributed to their behaviour but rather may have resulted from their experiences as deviant.

Reiss (1952) held that among 1110 male juvenile delinquents only 245 have relatively weak ego control and generally viewed as highly insecure. Anxiety is of central importance as a determinant of human behaviour for it is most likely to arouse internal responses (thoughts, feelings, psychophysiological reactions). Insecurity leads to free-floating anxiety which creates tensions and this tension is released through aggressive behaviour usually in the form of a criminal act, eventually culminating in a feeling of guilt.

In a series of studies Hathaway and Monachesi (1953) utilized the Minnesota Multiphasic Personality Inventory (MMPI) to delineate the various personality patterns of delinquents. They found by studying over 4000, 9th grade students that many delinquents are emotionally disturbed. But an equally important, fact is that certain types of emotionally disorder are negatively correlated with delinquency. Michael (1956) found that the extroverts commit more delinquent acts and crimes in adult life as compared to the introverts. Beside, delinquents differ from non-delinquents in the way in which they tend to resolve their conflicts. Denitz and his colleagues (1958) have longitudinally studied a group of boys, who had been exposed to social influences which under usual circumstances produced delinquency. The delinquents in this group were less 'socialized', less responsible and more often perceived themselves as likely to get into

trouble. Gupta (1959) investigated personality patterns of delinquent adolescents. His findings were as follows (i) Emotionally delinquent adolescents are unstable and their behaviour is unpredictable, as the ego structure of the delinquent is not properly organised (ii) The control of aggression is one of the problem of delinquent. They have a strong interest in sex, as unusual interest in sex matters at least at the fantasy level; if not at all at the overt level. The delinquents are characteristically pessimistic in their general outlook towards life (iii) The delinquents as a group are below normal intelligence (iv) The delinquent adolescents are emotionally unstable and impulses are not under the direct control of their reason. Their sensual instinct is not under the direct control of their critical intellect (vi) They are anxiety ridden in their personality pattern.

Bose (1960) revealed that the delinquent boys due to loss of support and security, denial of home affection, deprivation of material benefit have turned into vagrants. They are capable of doing mischief of any kind. Mentally they showed lack of persistency in efforts, and concentration. The boys are slow in intellectual capacities, and lacked the presence of super ego while the development of ego was disturbed.

Siegman (1961) in Israel found that delinquents are highly 'present-oriented' and do not plan for the future. Jesnes (1962), using Jesnes Inventory, has shown that offenders and non-offenders did not differ significantly in terms of the personality traits of defensiveness, value orientation and , neuroticism. But the two groups varied in terms of family orientation and emotional immaturity. The delinquents were more suspicious and distrustful of other persons, were more concerned about being normal, showed more

marked feelings of isolation, were less mature, lacked insight tended to deny that they had problems.

Various evidence suggests that there is no single personality pattern which characterizes all delinquents or even majority of delinquents. Quay (1965) examined the literature and decided that there are particular types of delinquents who differ from each other and have distinctive personality characteristics.

Conger and Miller (1966) have made similar investigation into personality disturbances and delinquency. Their investigation involved samples of 2348 tenth grade students in Denver in 1956. They studied the samples longitudinally using the youth's school records, which included teacher's comments, ratings of personal, social development and the like. It was discovered that the teachers described the future delinquents as early as 3rd

grade, as engaged in unacceptable behaviours, and found the boys lacking in dependability, friendliness, fairness and other such attributes. The results of the psychological test showed that the delinquents, as a group were more immature, egocentric, inconsiderate, impulsive, suspicious, hostile than the non offenders.

Kendall (1970) found that if non-offenders, first offenders, and repeated offenders are juxtaposed on a measure of socialization, the repeaters are found to be the most poorly socialized. Ganger and Samson (1973) came up with similar findings when their studies showed that both male and female delinquents with multiple arrests are more frequently regarded as sociopathic than those who have been arrested only once. Glueck & Glueck (1974) opined that delinquents "react to stress situations and resulting emotional tensions by extroversion expression and the non-delinquents by

introversion. The possible reason why extroverts turn out to be delinquents and criminals has been offered by Eysenck, who points out that introverts being quick learner are more easily socialized than the extroverts. Thus it is the poor conditionality or the slow learning ability of the extrovert that makes him run a foul of the law.

Yochelson (1976) reported the results of 14 years of research on 240 'hard core' criminals. He dismissed environmental and social factors as trivial influences, and asserted that criminals mould their environment, and are characterized by 52 thinking errors. This constitutes 'criminal thinking patterns'. which begin as early as age 3 when the child displays several disagreeable habits, including inordinate curiosity about sexual matters. Besides this criminals are characterized as

- i) Inordinately fearful of being putdown and injury
- ii) Chronically angry

- iii) Inflexibly proud of themselves
- iv) Habitual lying
- v) Lacking trust
- vi) Deferring responsible activities, such as writing letters, paying bills and so on.

It was concluded that criminals are born not made and that criminals are not crazy or otherwise deprived. They simply prefer to be criminals.

Shanmugan (1976) examined the personality patterns of juvenile delinquents the personality inventory by Eysenck was used. The delinquents showed tendencies of high extraversion, neuroticism, psychoticism and criminality. According to Kendall, Dear droff and Finch (1977) delinquents lack inner controls and are insensitive to contemporary conduct norms. They are unsocialized because they lack ethical controls. They often engage in seemingly senseless acts executed on the spur of the moment,

rather than being planned. They may steal small sums of money they do not need. In some instances, they engage in impulsive acts of violence that are not committed for personal gain but rather reflect underlying resentment and hostility towards their world. The authors concluded that delinquents are characterized by a number of psychopathic traits. They are impulsive, defiant, resentful, devoid of feelings, remorse or guilt, incapable of establishing and maintaining close interpersonal ties, and unable to profit from experience. Regarding delinquent behaviour Alckhorn (1979) in his perspective declared "There must be something in the child himself which the environment brings out in the form of delinquency". According to him criminals and delinquents behave as they do because they are in some way sick or 'maladjusted', in his research work he found the environment active. Krishna (1980) looked into the personality dimensions of truants and compared truants and non-truants in respect of anxiety,

neuroticism, extroversion, and introversion dimensions of personality. High extraversion has been found in the male delinquents. Earlier studies conducted on delinquent and non-delinquent support the present findings.

Akhtar Begum, and Banu (1981) examined the relationship between birth order and personality attributes as measured by EPPS (Edward Personality Preference Schedule). The results showed that need exhibition and need aggression varied significantly as a function of birth order. While the last born scored highest on exhibition, middle born scored highest on aggression, and the first born scored lowest on both exhibition and aggression. Rajmohan and Agarwal (1981) noted some differences between male delinquents and non-delinquents and found significant difference in the need patterns of both the groups.

Burges (1983) offered the hypothesis that criminality should be particularly frequent on the part of individuals who score high on both the extraversion and neuroticism dimensions and claims that the methodology used in earlier studies are defective. He reported that high-extraversion, high neuroticism cases are likely to be involved in deviance, but also noted that this characteristics is present in only small a portion of the offender population. Gordon (1983) carried out an enquiry related to intelligence level of delinquents and non-delinquents. He reported delinquency rates for white youths are relatively stable as are rates of black youngsters, and that delinquency is most often found among youths with lower intelligence scores.

FAMILY FACTORS

The notion that a home broken by divorce or separation results in delinquency has been given

as an explanation by many. Burt (1925) found that 61% of delinquents came from broken homes compared to the 25% of controls. Newell (1934) in a study of psychodynamics of maternal rejection, found it to be a significant factor in the developmental history of most delinquents. he clarifies that aggressive behaviour was found to occur more frequently when the parents were consistently hostile. Aichhorn's results (1925) support Newill's findings. He found that most of his subjects were deprived of the affection necessary for normal development and that their anti-social attacks were merely a reaction to this unsatisfied need for love.

The research and theoretical interpretations by Healy and Bronner (1936) provide an excellent example. These investigators systematically compared delinquent youths with their non-delinquent siblings. The most important difference between them was that over 90% of the delinquents

as compared to 13% of their non-delinquent siblings, had unhappy home lives and felt discontented with their life circumstances. The nature of the unhappiness, however, differed. Some felt rejected by parents, others felt inadequate or inferior, others were jealous of siblings, others were affected by more deep seated mental conflict. What ever the nature of unhappiness, delinquency was seen as a solution. It brought to focus attention on those who suffered from parental neglect, provided support to those who felt inadequate, and brought on punishment to those who sought to reduce guilt feelings. Bogot (1941) emphasized the significance of defective discipline as related to ordinal position. he notes that "where there are many children discipline tends to be weak - especially where there are number of younger children, the older ones are often left to fend for themselves, which explain the high possibility of delinquency among older members of the family.

Hewitt and Jenkins (1946) identified a typology of personality traits among with delinquents and the corresponding family situation patterns :

- (a) Unsocialized aggressive behaviour (cruelty, fighting, defiant, inadequate guilt feelings) pattern was shown to be associated with a family pattern of parental rejection.
- (b) Socialized delinquent behaviour pattern (stealing in groups, truancy, running away) was associated with a family pattern of parental negligence and exposure to delinquent companions.
- (c) Over inhibited behaviour pattern (shyness, apathy, worrying) was associated with background characterized by a repressive family situation.,

Bowly (1946) argued that a continuous and loving relationship between mother and infant is essential for normal personality development and

with the ability to form normal interpersonal relationships. He studied the effect of maternal deprivation and separation in early childhood and concluded that deprivation and separation with compensatory care by a reasonable substitute exposes the child to serious stress which may find an outlet in delinquent behaviour.

Ray and Jannet (1957) described the characteristic patterns of home life and its effect on the intellectual and emotional development of the Jewish children of Hellahs and North Africa. The study showed that even when the child was warmly cared by mother initially, but the fact that soon she had to transfer her attention to a new child created problems of over crowding in a family and forced the child to spend most of the day in the company of other children in the street. The father was frequently alcoholic and outside the family. These conditions resulted in personality development prone to delinquency.

McCord and Zola (1959) found that among the youths from low socio-economic status, delinquents differed from non-delinquents in the extent of parental rejection and in the inconsistency of punishment and discipline. Bandura and Walters (1963) delineated a pattern in which father rejection was combined with inconsistent handling of the boy by both parents. The end result of such a pattern was found to be a hostile, defiant, inadequately socialized youth, who lacked normal inner controls and tended to act out his aggressive impulses in antisocial behaviour.

Bacon, Child and Berry (1963) studied the incidence of theft and personal crime in societies where the family typically restricted opportunities for the young boy to identify with his father. The detrimental effects of parental rejection and inconsistent discipline are by no means attributed only to the father, such

behaviour by either parent is found associated with aggression, lying, stealing, running away from home and wide range of other difficulties. Shlainberg (1967) reported that 90% of delinquents had severe difficulties with their fathers, whom they perceived as vague, lacking in warmth and difficult to communicate with. Elkind (1967) cited the case of a father who encouraged his son to drink, frequent prostitutes, and generally raise hell. Socio-pathic fathers and mothers may contribute in various ways to delinquent behaviour of girls as well. Scharfman and Clark (1967) found that the key factors in the girls delinquent behaviour were :

- (a) broken homes, combined with emotional deprivation,
- (b) irrational, harsh, and inconsistent parental discipline,
- (c) patterns of early sexual and aggressive behaviour modeled by psychopathic parents.

Several investigators found a high incidence of socio-pathic traits in the parents of delinquents, particularly the father. Glueck & Glueck (1969) found alcoholism, brutality, anti-social attitudes, failure to provide, frequent unnecessary absence from home and other characteristics responsible in making the father an inadequate and unacceptable model. Remberton & Benady (1973) found inconsistent discipline practices also responsible. These may involve more complex family interactions, as when a mother imposes severe restrictions on a youth who fails to follow through. In a study of middle class families having delinquent offsprings, Singer (1974) found that the result of such family pattern was a build up on mother followed by acting of the child out in anti-social behaviour.

Lefkowitz (1977) reported high incidence of 'broken homes' - homes broken by parental

separation or divorce - in the background of delinquent. Barlinge (1977) studied the relationship between certain personality characteristics of mothers and children and found that negativism and hostility to parents were always found among children particularly when if mothers had an unhealthy personality or if they followed undesirable child rearing practices. Wahler (1980) found that the children's misbehaviour was inversely related to the amount of friendly contacts, that parents had outside home. He reported that mothers who isolated or have negative community interactions are less likely to track or control their child's behaviour in the community than parents who have friendly relationship outside the family.

McCord (1982) reviewed a number of studies which indicated that unhappy, intact homes produced more delinquents than the broken homes. He found that the degree of affection from mothers

was a crucial variable in mediating the broken home - crime link. Paulcheng (1983) in a study of parent - child relations of delinquents in Taiwan found that delinquents had less opportunity to talk with their parents everyday, seemed to be less understood by their parents, and had worse relationship compared with non-delinquents. Delinquent's parents were less understanding of their children than were the other parents, causing delinquents to feel indifferent and even hostile towards their parents. Bordwin, Charles and Michael (1984) studied family interactions and father's absence as factors conduct disorders among male delinquents. They found the families of non-delinquents were consistently warmer in interaction patterns than the families of delinquent adolescents. Early father absence affected adversely in more cases than the later father absence.

Tyagi (1984) in a clinical study of deviants and non-deviants and their family setting indicated that the family background of deviants, in terms of the effectivity of parenting, their roles, ideology and the nature of sibling interactions was associated with the pathological structuring and functions of parenting. In deviants' parental acceptance and identification reached the bottom with acute rejection. Snyder and Patterson (1987) indicated that poor parenting may be particularly important factor in determine crime in those whose antisociality starts at an early age (below 4), but not in the whose anti-social behaviour starts after the age of 14. They also confirmed the link between parental conflict and juvenile delinquency. Marital conflict directly led to delinquency and aggression among children. Those who observed fighting and quarreling between their parents, might use their parents behaviour as a model for problem solving with their peers.

Henggeler (1989) concluded that a wide range of negative effects characterized the families of delinquents, including low levels of warmth and affection and high level of hostility. It was found that the parents of delinquents were less supportive and affectionate and more rejecting and negativistic. Lack of Warmth and acceptance were important affective features in the family lives of delinquents, criminals and violent offenders. Widom (1989) in an attempt to critically examine the "violence breeds violence" hypothesis, that is being physically abused in childhood in turn predisposes the individual to become a violent offender in adulthood, concluded that being abused or neglected as a child increased the individual's risk for criminal and violent behaviour. Farrington (1989) showed that children who had been separated from their parents before the age of 10 for reasons other than death or hospitalization were more likely as adults to have

convictions for violence. Farrington and Hawkins (1991) reported that low parental involvement with boys in their leisure activities was the best predictor of early onset of criminal offending.

Peer Group Influence

Sutherland (1939) in his differential theory argued that crime is learned in association with others. He found that 98% of delinquents had delinquent friends, while this was only true of 8% of non-delinquents. Merton (1939) argued that deviancy resulted from a discongruence between cultural goals and the institutionalized means to achieve that goal. Sellon (1940) related delinquency to defective culture. He suggested that the culture conflict resulted in norm violations simply because conduct norms were not universal and often in conflict when maintained in different areas. Tappan (1949) explains that poverty is related to delinquency, but this is

chiefly because of the other elements in training and experience that are important determinants of land violation. A poor family is usually forced to stay in an over crowded economically backward area, where the child is exposed to a host of delinquents and vagrants who may influence his behaviour and lead him to delinquency. This Tappan believes that economic influences are pivot but they do not function in isolation.

Miller (1958) and Cohen (1955) found delinquency to be a product of lower - class subculture. Cloward and Ohlin (1961) suggested that delinquency was related to the differential opportunities available to the juvenile in the delinquent sub-culture. Jenkins (1969) observed that "the socialized delinquent represents not a failure of socialization but a limitation of loyalty to a more or less predatory peer group. The basic loyalty for social relations had been achieved by them. What was lacking is an

effective integration with the larger society as a contributing member. He found the problem of delinquent gang to be most prevalent in lower social-economic areas.

Shankar (1958), Shanmingham (1964), and Somasundram (1979) tried to delineate the attributes of environment of the delinquents, their socio-demographic background, and found that delinquents had the environment of over crowded urban slums or industrial and business areas, poor family income, large family size, illiterate or poorly educated working class fathers, presence of family psychopathy and chronic alcoholism etc.

Feldman & Weisfeld (1979) found various reasons for adolescents becoming part of the delinquent gangs, (a) including fear of personal injury by gang members if one does not join, (b) most members of delinquent gangs appear to feel inadequate in and rejected by the larger society,

(c) and gang membership gives them a sense of belonging and means of gaining some measure of status and approval, and also a means of committing robberies and other illegal acts for financial gains that the individual could successfully perform alone.

Giller (1983) suggested that the school environment can have a causal effect in promoting delinquency. It maybe that some schools were predisposed to delinquency not because of their inherent quality, but because they created an environment or platform for delinquent individuals to aggregate and gave peer support to other predelinquents to develop delinquent behaviour. Elliot (1983) found that both deviant peers and family relations were particularly at risk for delinquency.

Snyder, Dishon & Patterson (1986) were of the view that factors preceding entry into delinquent

sub culture may be more important than the peer group influence per se. They suggested that the family factors lead to aggressive behaviour in the child, which led him/her to be unpopular at school. Rejection by peers at the school led these aggressive children to associate with similar children. Parker and Asher (1987) found relationship between an individual being rejected by his/her peers and the later criminal behaviour. Dodge (1990) found that the boys who were socially rejected by children in the classroom were more likely to develop didactic relationships that were mutually aggressive and which produced a high degree of anger, and aggressive behaviour. Coie, Underwood and Lochman (1991) argued that aggressiveness was the single most important reason for a child to be rejected by peer. It pointed to the fact that 30 - 40% of socially rejected children were highly aggressive. However, it was unclear whether rejection by peers caused aggressive behaviour or whether aggression

caused social rejection. Skinner (1991) reported that factors such as poor parental discipline, poor monitoring, peer rejection and academic failure measured at age 10 predicted delinquent peer association at age 12.

Stonthmer, Loeber & green (1991) also found that children rated by their mothers as not easy to deal with at ages 1-5 years displayed twice the rate of delinquency in adolescence as compared to the children rated as easy to deal with. The fact that difficult behaviour at this early age, well before their association with delinquent peers took place, certainly suggested that differential association with peers was only one of a number of social and temperamental factors that predisposed them to delinquency.

Rutter and Giller (1993) found that children from poor families living in slum housing were more likely to become offenders. Poor housing at

age 8-10 was found to be related to teenage violence (high aggression, leaving school early) but not to adult violence.

Unusual Stresses and Other Factors

Coleman (1973) observed that in some instances, traumatic experiences in the life of a boy or girl could act as predisposing events. In an early study of 500 delinquent boys Clarke (1961) found that in about a third of the cases it was possible to isolate highly stressful events that preceded the delinquency, such as death of parents, disruption of family life, or discovery that they had been adopted. These events had proved highly disorganizing and often led to poor school performance, truancy, brooding and eventually delinquent behaviour.

Burks and Harrison (1962) also emphasized the importance of feelings of adequacy and worth as

precipitating factors in some cases of aggressive anti-social behaviour. On the basis of an analysis of four case histories involving arson, murder, and breaking and entering, Finkelstien (1968) found an "accumulation of emotional tension leading at times to temporary disintegration, awareness of what he is doing loses his ego control." Bandura (1973), Patterson (1974) and other investigators have concluded that rare exceptions involving unusual brain damage can behave violently. Children are not born violent but learn to be that way.

To sum up the literature indicated that the juvenile delinquency is a product mainly of social and psychological conditions. The social factors are of interest in relation to parents and the community. Maladjustment of parents affect the quality of the family life, and ones status in the community and thus has a deep psychological effect upon the growing personality of the child. The

social problem of one generation becomes developmental psychological problem for the next generation. It is therefore necessary to understand the interrelationships among these complex conditions to understand the nature of personality of delinquents and the needed remediation programmes.

METHODOLOGY

This chapter includes problem statement, assumptions, objectives, hypothesis, sampling, research design, variables, tools used, statistical techniques and procedure followed:-

PROBLEM STATEMENT

"Personality profiles of delinquents and normal male adolescents are different."

ASSUMPTIONS

On the basis of above problem following assumptions are made:-

1. It is assumed that the delinquents have different personality profiles from the normal adolescents of the same socio-economic background.

Theories of personality have attempted to delineate some of the enduring psychological characteristics related to behaviour. Eysenck's model has frequently been used by researchers interested in studying the role of personality in crime. It describes a person in terms of three personality dimensions, namely extraversion, neuroticism and psychoticism. An extravert is sociable, craves for excitement, takes chances, is aggressive and is generally an impulsive individual. To him this extraversion characteristic of a person made him prone to behave in an anti-social fashion, and most of the delinquents and anti-social person fall under this category.

Cattell (1950) did not give any specific model like Eysenck's which could describe a typical criminal personality, yet, he identified some factor that had special implications for criminal behaviour e.g. being emotionally

unstable, socially clumsy, sound followers and having weak super-ego. These factors were found important in understanding criminal propensities.

2. Second assumption is that the effect of family background factors, like parental income, parental education, residential area and birth order is strong on delinquents.

Apart from personality factors, family factors are found important in causing delinquency. In a study on social and economic background of juvenile delinquents Verma (1959) implicated that in most cases the parents of delinquents were illiterate or had read upto primary classes only. The average monthly income of the family was low, had poor and inadequate neighbourhood and housing conditions, and most delinquents were in the habit of smoking, loafing about or coming home late at night. Sutherland and Cressey (1965) seemed that no child is so

constituted at birth that it must inevitably be law abiding. The family is the first agency to affect the direction which a particular child will take."

3. Third, assumption is about the manner in which personality dispositions and family background are related to each other and explain the dynamics of delinquency among adolescents.

OBJECTIVES

Present study aimed at investigating the following objectives:-

1. To ascertain the differences in personalities of delinquents and normal adolescents.
2. To ascertain if the family factors were related to the delinquency.
3. To examine the relations between the personality and family factors for delinquents and normal adolescents.

HYPOTHESIS

1. The delinquents will vary from normal adolescents in their personality traits.
2. The delinquents will vary from the normals in their family background, like parental education, parental income, residential area and birth order.
3. The correlations between personality factors and family background will be different for delinquents and normal adolescents.

RESEARCH DESIGN

An experimental and control research design was used. To be more specific to compare the personality profiles of delinquents and the normal two groups were formed. Delinquents from observation home were taken as experimental group and the boys of same age, and socio-economic

status (from VIIth & VIIIth class) of a Municipal school were kept as control group and compared.

VARIABLES

A. Matching variables

- i) Gender : Males only
- ii) Age : 13-17 Years
- iii) SES : Low-Socio-Economic Status only

B. Exploratory variables

i) Personality - Cattell defined personality as "that which permits prediction of what a person will do in a given situation. He formulated his definition as $R = F(S, P)$ which means R, the nature and magnitude of a response, is a function, F, of both environmental situation in which the individual finds himself, S, and his personality P.

ii) Family background - Parental education, parental income, residential area and birth order.

Observation Home:

The study is based on inmates of a Juvenile home in Delhi. The administrative structure of the home consisted of a superintendent, a deputy superintendent, a nurse and other ministerial staff. Presently vocational training is given such as tailoring. The children came here because of various forms of delinquency, trauancy, vagrancy, stealing, smoking, gambling, drinking, committing other crimes including murder, sexual misbehaviour etc.

Selection of the Sample

The sample for the study included institutionalised delinquents in an Observation Home (Boys II) run by the Department of Social - Welfare. Incidental sampling method was used to select the sample. A total of 40 subjects were taken and their age ranged between 13 to 17 years.

For a comparative group of normals, 25 boy students of VIIth and VIIIth class from NDMC school, R.K.Puram, Sector III, Delhi were taken on a random basis their age ranged between 14-16 years. This made the total sample of 65.

Tools used for the Study

1. For personality profiles, the Indian adaption of Junior/Senior High School Personality Questionnaire 'A' was used (H.S.P.Q.). Cattell (1958) developed the HSPQ. The HSPQ is useful for teachers, guidance specialists, for clinical and research workers. This test gives an objective analysis of the students personality which also supplement the teachers personal evaluation. It measures 14 distinct dimensions of traits of personality. By working with these 14 scores, the psychologists can make prediction of school achievement, of vocational fitness, of delinquency, of leadership qualities and of need for clinical help in avoiding neurotic conditions. This test is primarily intended for use in an age

range of 12 through 18 years. Special characteristics of H.S.P.Q. are:-

- a) It includes all adequately researched demonstrated dimensions of personality. They are thus the objectively determined traits that are of potential importance in clinical, educational and counselling process.
- b) By adding measures on these personality dimensions for what is usually covered by ability measurement, the psychologist is able to increase the accuracy of prediction of school achievement obtained from intelligence tests.
- c) The complete profile of 14 scores provides a broad basis for the routine accumulation of adequate records regarding child's personality development.

A brief description of the 14 dimensions are

given below:-

	Low Sten Scores Description (1-3)	Alphabetic	High Sten Scores Description (8-10)
1.	Professional Term Popular term	(A-) Sizothymia (A) Reserved	Affectothymia (A+) Warm hearted.
2.	- - -	(B-) Low Intelligence(B) Dull	High Intelligence(B+) Bright
3.	- - -	(C-) Lower Ego strength(C)	High Ego Strength(C+)
4.	- - -	(D-) Phelgamatic (D) Undemonstrative	Excitability (D+) Excitable
5.	- - -	(E-) Submissiveness (E) Obedient	Dominance (E+) Assertive
6.	- - -	(F-) Desurgency (F) Sober	Surgency (F+) Enthuniastic
7.	- - -	(G-) Weaker Ego Strength(G) Desregrd rules	Stronger Ego Strength(G+) Conscientious.
8.	- - -	(H-) Threctia (H) Shy	Parmia (H+) Adventourous
9.	- - -	(I-) Harria (I) Tough minded	Premsia (I+) Tender minded
10.	- - -	(J-) Zeppia (J) Zestful	Coastheria (J+) Circum spect Individual
11.	- - -	(O-) Untroubled Adquacy(O) Self Assured	Guilt Proneness (O+) Apprehensive
12.	- - -	(Q ₂ -) Group Dependency(Q ₂) Socially group dependent	Self Sufficiency(Q ₂ +) Self sufficient.
13.	- - -	(Q ₃ -) Low Self-Sentimental (Q ₃)	High Strength of self sentiment (Q ₃ +)
		Uncontrolled	Controlled
14.	- - -	(Q ₄ -) Low Ergic Tension(Q ₄) Relaxed	High Ergic Tension (Q ₄ +)

High Scores are not necessarily "good" and low scores "bad".

In personality each type of temperament usually has both good and bad points. For example on dimension 'A' the high scoring warm hearted person is rated as good, natural, attentive to people and trustful. But his easy goingness means that his promises do not always mean as such as those of the person at the low score pole of factor A. The reliability and validity of various dimensions are reported in Tables.

2. Personal Bio-data form

It covers the information regarding family background of the subjects, which follows:

- | | |
|---------------------------|-------------------------------------|
| i) Parental income | Monthly income of father and mother |
| ii) Parental education | Education of father and mother |
| iii) Residential area and | Rural, Slum and Urban |
| iv) Birth order | Eldest, Middle and Young |

Reliability of H.S.P.Q - Form A

Interval	Length	HSPQ PERSONALITY FACTORS														
		A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄	
1. Immediate Retest	A	.86	.85	.79	.81	.76	.82	.74	.81	.90	.82	.89	.85	.91	.88	.94
2. Retest after one day	A	.85	.78	.77	.80	.74	.76	.72	.81	.88	.81	.83	.82	.78	.80	.84
3. Retest after six months	A	.62	.60	.58	.65	.57	.53	.62	.69	.65	.58	.56	.55	.80	.62	.58
4. Retest after one year	A	.64	.54	.58	.54	.59	.58	.57	.61	.81	.44	.47	.62	.44		.60

Validity of H.S.P.Q Form A

Length	HSPQ PERSONALITY FACTORS														
	A	B	C	D	E	F	G	H	I	J	O	Q ₂	Q ₃	Q ₄	
A	.67	.69	.71	.63	.65	.68	.68	.72	.70	.58	.77	.61	.57	.74	

PROCEDURE

In order to collect the data and needed information from delinquents of observations home a special permission was taken from the Director - Department of Solcial Welfare, (Delhi). For comparative study boys from NDMC School R.K. Ruram, Sector III, permission was obtained from principal and class teachers.

OBSERVATION HOME

All the 40 subjects in observation home were contacted individually. At initial stage it seemed difficult to establish rapport with them due to their rigid attitude towards the people showing curiosity or trying to extract any kind of information, but after a few meetings with them, they became friendly and cooperative. Personality test and personal - Bio-data form were administered only after establishing a

satisfying rapport with the subject, which took considerable time.

Personal Bio-data form relating to family background was administered before the personality test, so that they did not suspect the investigator and felt free to answer the questions given in the questionnaire. Family background information regarding parental income, parental education, residential area and birth order were collected from each of the delinquents first and then confirmed against the official records. The data on nature of offence, the number of crimes committed, housed as the observation home and case were also obtained, some discussion were also held with the staff on observation home.

Personality Test (H.S.P.Q) was administered to each subject individually. This test consisted of 142 questions. They were asked to follow instructions carefully. For delinquents all the

questions and answers were read by the investigator since most of the cases were early drop-outs and showed difficulty in handling the test on their own.

The answers were recorded on a separate sheet, by putting X in one of the boxes given. It was made sure that the number of the box on the answer sheet always matched the number of the questions answered in the booklet.

For the normal group the test was conducted in a group of 2-3.

INSTRUCTIONS

Following instructions were given to the subjects.

FOR DELINQUENTS

This booklet contains few questions regarding your likes and dislikes. Each question has 3 answers, you have to select one out of those which you think is right. There is no right or wrong answer. To make sure that the subjects understood the instructions clearly, he was asked to solve the examples given on the booklet cover first. Attempt was made not to leave any question unanswered.

FOR NORMALS

2-3 students were taken at a time and following instructions were given - This is a booklet containing few questions regarding your likes and dislikes. There are no right or wrong answers. Each question has 3 choices, select one which you think is right. There is a separate sheet, given in your hand, see it. All answers

should be marked only in the boxes. Solve the examples given on the cover page of the booklet. Help those who did not understand. Then proceed, open the booklet together and start from number 1, see to it that your answer sheet matches the number of the question you are answering in the box and do not leave any question unanswered.

PRECAUTIONS

1. Test was administered only after establishing a proper rapport with the subject.
2. The test was administered in calm and quiet place, specially in the case of delinquents, it was done away from staff members so that they feel free to answer.
3. Well-lit place and adequate writing space was provided to the subject so that he could read and write comfortably.
4. All the subjects were given the same instructions. And even for the personal -

biodata form questions were asked in the same order from each subject.

5. The questions were read clearly and loudly, for the subjects who showed any difficulty or if he so desired.
6. Any kind of clue was not given to the subjects while answering the questions.
7. The test was only started after it was made sure that the subjects were clear about the instructions.
8. If any subject felt the language was difficult it was solved then and there and meaning of the words were explained.
9. On normals a strict check was kept for not allowing them to copy each others answers.
10. It was checked that none of the questions was left unanswered before the forms were collected.

SCORING

For personal bio-data form - All 4 factors were arranged into 3 categories. Each category was assigned a numerical code. The total number of cases in each category were counted for the 4 factors separately.

For Personality test - Before scoring the answer sheet of the H.S.P.Q, it was checked that each question has only one answer and none of the questions were left unanswered. Separate keys 1 and 2 were used to obtain raw scores on each factor. Each of the key covered 7 factors that made the total of 14 factors. Key 1 covered factors like A, C, E, G, I, O, Q₃ and key 2 covered factors like B, D, F, I, J, Q₂ and Q₃. Then the raw scores were obtained with the help of both the keys. Afterwards the standard scores were obtained with the help of norms table provided with H.S.P.Q. manual. Separate

personality profiles were constructed for both the groups.

STATISTICAL ANALYSIS

Quantitative Data -

The mean, SD of HSPQ scores of the delinquents and normals were calculated for each personality dimension separately. The obtained differences in the scores were subjected to a t-test to ascertain if the score on each personality dimension differed in the two groups.

Method of correlation was applied to see the correlations among all 14 factors of personality as well as with family background for both the groups separately.

Qualitative Data -

The detailed case studies were prepared on extreme cases based on observations and discussions. Observations were carefully noted down on separate sheets for both the groups. These are content analysed and reported.

4 family factors were scored in the following

manner:-

1. Parental Income

Below 1500	-	1
1500 - 2500	-	2
2500 + above	-	3

2. Parental Education

Father	Mother	
Literate	Literate	- 4
Literate	Illiterate	- 3
Illiterate	Literate	- 2
Illiterate	Illiterate	- 1

3. Residential Area

Rural	1
Slum	2
Urban	3

4. Birth Order

Elder	3
Middle	2
Younger	1

RESULTS

Quantitative Data

High School personality Questionnaire (H.S.P.Q.) was used to measure the set of 14 factorially independent dimensions of personality. These source traits (Cattell 1950) are identified and referred to by letters of the alphabet, A through Q4. In addition to these alphabetical symbols, they have technical names which give accurate meaning of them.

Table-1

Titles and symbols for designating the 14 personality dimensions

	Low stem score Description (1-3)	Alphabetical Description of factor	High Stem scores Description (0-10)
1.	Professional Term (A-) Sizothymia Popular term - Reserved, Detached	(A)	Affectothymia (A+) Warm hearted, Outgoing
2.	P.T. " (B-) Low Intelligence P.T. Dull	(B)	High Intelligence (B+) Bright
3.	P.T. (C-) lower Ego strength P.T. Affected by feelings	(C)	High Ego Strength (C+) Emotionally stable

4.	P.T. (D-) Phelgamati Temperament	(D)	Excitability (D+)
	P.T. Undemonstrable		Concitable, Demanding
5.	Professional T (E-) Submissiveness	(E)	Dominance (E+)
	Popular-T Obedient, Mild		Aggressive, Stubborn
6.	P.T. (F-) Desurgency	(F)	Surgency (F+)
	P.T. Sober, Serious		Enthusiastic, Happy go lucky
7.	P.T. (G-) Weaker Super Ego Strength	(G)	Stronger Super Ego Strength (G+)
	Disregard rules		Conscientious, Persistent
8.	P.T. (H-) Threcetia	(H)	Parmia (H+)
	Shy, Timid		Adventurous
9.	P.T. (I-) Harria	(I)	Premsia (I+)
	Tough Minded		Tender Minded
10.	P.T. (J-) Zeppia	(J)	Coasthemia (J+)
	Zestful, group action		Circumspect, Internally restrained
11.	P.T (O-) Untroubled Adequacy	(O)	Guilt Proneness (O+)
	Self Assured		Apprehensive
12.	P.T (Q ₂ -) Group Dependency		(Q ₂) Self Sufficiency (Q ₂ +)
	Socially group		Self sufficient
13.	P.T. (Q ₃ -) Low self sentiment		(Q ₃) High Strength of self sentiment (Q ₃ +)
	Uncontrolled		Controlled
14.	P.T. (Q ₄ -) low ergic Tension Relaxed		(Q ₄) High ergic Tension(Q ₄ +)
			Tense

Source: Manual for Jr. Sr. High School Personality Questionnaire

Using the above table scores were obtained. The means S.D.'s and t-test were calculated separately for both the groups as shown in Table 2.

Table-2

Means, SD's and t-values on 14 personality dimension

Dimensions	Factors	Delinquents (N-40)		Normals (N-25)		Normals t-value
		Mean	SD	Mean	SD	
1. Reserved/Warm hearted	A	5.53	2.10	7.68	1.57	3.32
2. Low Intelligent/High Intelligent	B	4.33	2.49	6.48	1.01	4.12
3. Low Ego strength/High Ego strength	C	2.53	1.88	5.64	3.01	5.14
4. Undemonstrative/Excitable	D	4.78	2.55	6.84	3.64	2.69
5. Mild/Aggressive	E	4.03	2.35	3.24	1.76	1.44
6. Sober/Enthusiastic	F	4.20	2.73	4.60	2.53	0.59
7. Disregard rules/.Moralistic	G	2.98	4.24	1.39	2.42	2.68
8. Shy/Bold	H	5.45	2.64	6.56	2.88	1.59
9. Tough Minded/Tender Minded	I	5.88	3.29	6.80	1.83	1.28
10. Zestful/Internally restrained	J	3.08	1.99	3.72	1.72	1.34
11. Secure/Insecure	O	5.68	3.13	7.44	3.39	2.14
12. Sound follower/Prefers decision	Q ₂	4.70	3.37	5.28	2.30	0.76
13. Uncontrolled/Controlled	Q ₃	2.43	1.85	2.08	1.53	0.78
14. Relaxed/Fretful	Q ₄	5.90	2.62	6.92	2.06	1.65

As seen here in the table, the delinquents and normals differ from each other significantly on five personality factors, namely

Reserved/Warm hearted	= (A)
Low Intelligent/and High Intelligent	= (B)
Low Ego strength/High Ego strength	= (C)
Undemonstrative/Excitable	= (D) &
Disregard rules/Moralistic	= (G)

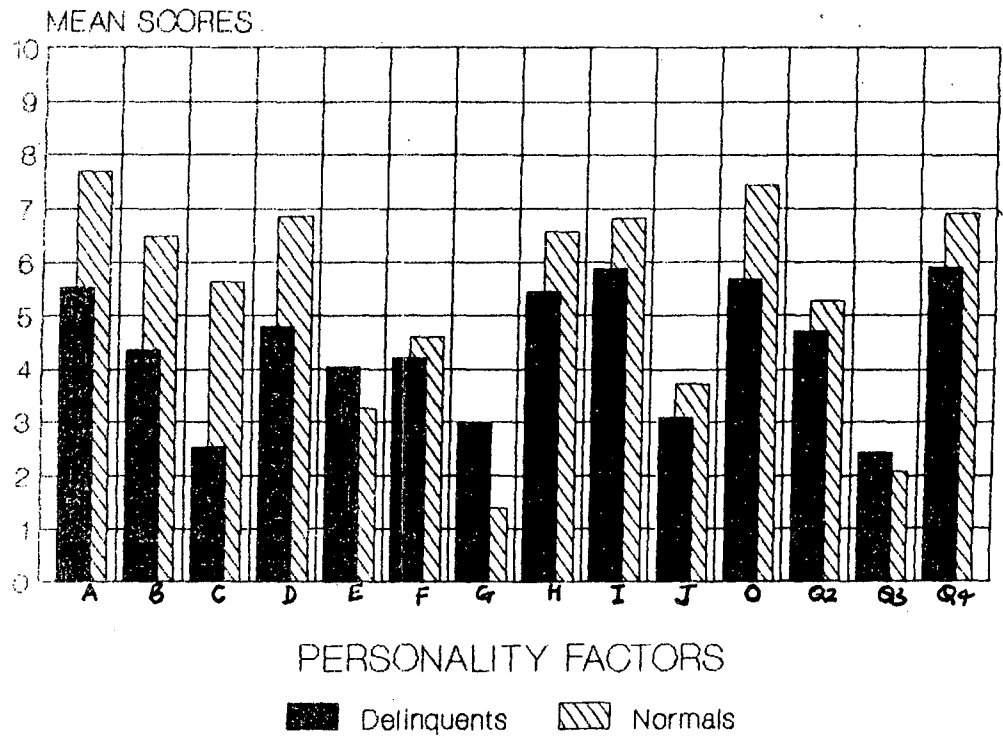
The delinquents and normals do not differ significantly on these personality factors of

Mild/Aggressive	= (E)
Sober/Enthusiastic	= (F)
Shy/Bold	= (H)
Tough Minded/Tender Minded	= (I)
Restful/Internally restrained	= (J)
Secure/Insecure	= (O)
Sound follower/Prefers decision	= (Q ₂)
Uncontrolled/Controlled	= (Q ₃)
Relaxed/Fretful	= (Q ₄)

The personality profile of the two groups are shown in Graph 1.

On the dimension - Reserved/Warm hearted (A) the normals scored higher on an average (7.68), than the delinquents (5.53). This indicates that the normal group is more warm hearted, outgoing and participating than the delinquents. On the dimension of low intelligent/higher intelligent (B) the normals scored higher on an average (6.48) than the delinquents (4.33). It indicates that the delinquents are dull, and low intelligent as compared to these not involved in such activities. On the dimension of lower ego strength/higher ego strength (C), the low score of delinquents indicates that they feel neither extremely secure nor insecure, where as normals exhibit more worrying, troubled and feelings of insecurity. On the dimension of weaker super ego strength/stronger super-ego strength (D), the

GRAPH SHOWING THE MEAN SCORE ON 14 PERSONALITY DIMENSION



normals scored low on an average (3.64) than the delinquents (4.70). Thus the normals are more inactive, undemonstrative and complacent than the delinquents. On the dimension disregard rules/moralistic (G), both the groups scored lower means, the delinquents (2.98) and the normal (1.39). This indicates both the groups disregard rules, and possess weaker super ego strength, but for different reasons. There are thus more similarities than differences between the two groups.

There are nine personality dimensions on which both the groups differ but not significantly.

On the dimension of mild/aggressive (E), the normals scored on an average (3.24) and the delinquents (4.03). Thus the normals are more submissive, obedient than the delinquents. On the dimension of disregard rules/moralistic (G) the

normals scored (1.39) and the delinquents (2.98). The normals are found expedient, evade rules, and feel few obligations in compare to delinquents. On the dimension of shy/bold (H) the normals scored (6.56) and the delinquents (5.45). The normal are more socially bold, uninhibited, spontaneous is compared to delinquents. On the dimension tough minded/tender minded (I) the normals scored (6.80) and the delinquents (5.88). The normal are found more dependent, over protected and sensitive is compared to delinquents.

On the dimension secure/insecure (O) the normals scored (7.44) and the delinquents (5.68). The normals are more apprehensive, worrying, depressive and troubled than the delinquents. On the dimension sound follower/prefers decision (Q2) normals (5.28) scored higher than the delinquents (4.70). Thus the delinquents are more group dependent, a joiner, and sound followers is

compared to normals. On the dimension uncontrolled, controlled (Q3) the normals scored (2.08) less than the delinquents (2.43). Thus both the groups are more or less same on being uncontrolled. On the dimension relaxed/fretful (Q4) the normals scored (6.92) higher than the delinquents (5.90). The delinquents are more relaxed and tranquil is compared to normals. Overall, on more dimensions the normals obtained higher scores than the delinquents.

Correlations

Tables - 3 and 4 include the correlations among the 14 personality dimensions for the two groups.

Correlations among 14 personality dimensions for Normals

Table 3 indicates that within the normal group personality dimension of shy/bold (H) is

positively correlated to the personality dimensions of emotionally stable/emotionally unstable (C). The correlation value obtained ($r = .47, P < .01$) is significant at 1 percent level, which indicates that these two personality dimensions (H) socially bold and emotionally stable (C) are interdependent.

Other two personality dimensions which are positively correlating are undemonstrative/excitable (D) and disregard rules/moralistic (G). The correlation value obtained ($r = .64, P < .01$) is significant at 1 percent level, which indicates these two personality dimensions excitable (D) and disregard rules (G) are interdependent.

Personality dimension uncontrolled/controlled (Q3) is positively related to the dimension of shy/bold (H). The correlation value obtained ($r = .46, P < .01$) is significant at 1 percent level. These two personality dimensions - socially bold,

adventurous (H) and uncontrolled (Q3) being careless of social rules, following own urges are found to be positively affecting each other in the normal group.

The uncontrolled/controlled (Q3) shows positive correlation with disregard rules/moralistic (G). The correlation value obtained ($r = .48$, $P < .01$) is significant at 1 percent level. It indicates that these two personality dimensions uncontrolled (Q3), being careless of social rules, follows own urges and disregard rules (G) and having weaker super ego strength are found as positively affecting each other. The dimensions uncontrolled/controlled (Q3) shows positive correlation with tough minded/tender minded (I). The correlation value obtained ($r = .66$ $P < .01$) is significant at 1 percent level. This indicates that ones being careless of social rules, follows own urges, posses low self sentiment integration correlates

positively with the tender minded (I) which means being sensitive, dependent and over protected.

The uncontrolled/controlled (Q3) and group dependency/self sufficiency (Q2) show positive correlations with each other. The value obtained is ($r = .49$ $P < .01$) significant at 1 percent level. Being controlled (Q3), socially precise, having high strength of self sentiment positively correlates with being self-sufficient and preferring own decision. Personality dimensions relaxed/tense (Q4) and undemonstrative/excitable (D) show positive correlation. The value obtained is ($r = .49$ $P < .01$) significantly at 1 per cent level. Being tense (Q4) indicates fretful and with high ergic tension it correlates with excitability (D) which means impatient, demanding, overactive and unrestrained.

The personality dimension sober/enthusiastic (F) is negatively correlated with personality

dimension of shy/ adventurous (H). The value obtained ($r = -.54$ $P < .01$) is significant at 1 percent level. Being sober (F) called desurgency, which signifies being sober, and serious whereas being bold (H) signifies adventurous, thick skinned and socially bold. If one is high on one, he is found low on the other. Other personality dimensions which are negatively correlated are group dependency/self-sufficient (Q2) and emotionally less stable/ emotionally stable (C). The value obtained ($r = -.44$ $P < .01$) is significant at 1 percent level. The self sufficient (Q2) indicates being resourceful, prefers own decisions, whereas emotionally less stable (C) indicates lower ego strength, one easily gets upset. These are found to be negatively associated with each other. The dimensions reserved/warm hearted (A) and self-assured/apprehensive (O) are negatively correlated. The value obtained ($r = -.46$ $P < .01$) is significant at 1 percent level. The reserved

(A) signifies detached aloof, and being critical, the professional term given is affectothymia and apprehensive (O) being insecure, worrying and troubled, one high on one dimension is necessarily low on the other.

Correlations among 14 personality dimensions
(Delinquents)

Table 4 indicates that in the delinquent group, dimension of shy/adventurous (H) is positively related to reserved/warm hearted (A). The correlation value obtained ($r = .47, P < .01$) is significant at 1 percent level. It indicates that those who are warm hearted (A) outgoing, easy going and participating are likely to be adventurous (H), socially bold and thick skinned.

Other two personality dimensions which are positively correlated are submissiveness/dominance (E) and lower ego strength/high ego strength (C). The correlation value obtained ($r = .53, P < .01$) is significant at 1 percent level. Those high on

submissiveness (E), being obedient, mild, docile and accommodating show lower ego strength (C), get affected by feelings, are emotionally less stable, and easily get upset. For the dimensions zestful/circumspect (J) and lower ego-strength/high ego strength (C), the correlation value ($r = .46$ $P < .01$) is significant at 1 percent level, indicating that being zestful (J), believing in group action and lower ego strength (C), is significantly associated with feelings, being emotionally less stable, changeable, and getting easily upset. The zestful/ circumspect (J) is also positively correlated to the dimension of submissiveness/dominance (E). The correlation value obtained ($r = .44$, $P < .01$) is significant at 1 percent level. Those high on submissiveness (E), obedient, mild, easily led, docile and accommodating are zestful (J), and preferring group action. The dimensions of relaxed/tensed (Q4) and zestful/circumspect (J), have the correlation value ($r = .39$, $P < .01$) significant

at 1 percent level. Being circumspect (J) is also internally restrained and tense (Q4). The dimension of self assured/apprehensive (O) shows negative correlation with sober/enthusiastic (F). The value obtained ($r = -.45$, $P < .01$) is significant at 1 percent level. Those more apprehensive (O) insecure, worrying troubled and are less enthusiastic (F), headless, happy go lucky.

Tables 5 and 6 indicate the correlations for the two groups between the personality dimensions and family background factors, namely the parental education, parental income, residential area and birth order.

Correlations of personality dimensions with family background factors (Normals)

Table 5 - indicates that among the normal group personality dimension relaxed/tense (Q4) is positively related to the parental income. The correlation value obtained ($r = .46$, $P < .01$) is

Table 5

Correlations of 14 Personality Factors + Family Background Factors (Normals)

Variable	Reserved v/s Warm Hearted	Low Inte- lligence v/s High Int- elligence	Low Ego strength v/s High Ego strength	Undemons- trative v/s Excitable	Obedient v/s Assertive	Sober v/s Enthusi- astic	Disregard rules v/s conscien. ous	Shy v/s Adventer- ous	Tough Minded v/s Tender Minded	Zestful v/s Circumsp- ect	Self Assured v/s Apprehe- nsive	Socially group dep. v/s self sufficient	Uncontro- lled v/s controlled	Relaxed v/s Tense
(Family Factors)														
Parental Education	.14	-.19	-.20	-.27	-.19	-.25	-.21	-.09	-.09	.07	-.43	-.08	-.35	.31
Parental Income	.07	-.12	-.28	.06	-.08	-.24	-.01	-.02	-.16	.04	-.13	.31	-.05	.46*
Residential Area	.16	-.18	-.04	-.14	-.43	-.19	-.05	.23	-.06	.19	-.16	.12	.07	.38
Birth Order	-.16	-.10	.15	-.15	.21	-.08	-.37	.10	.31	-.00	.08	-.20	-.14	-.37

significant at 1 percent level. Being tranquil, composed and unfrustrated is related to high parental income. The dimension self assured/apprehensive (O) is negatively related with the factor residential area. The correlation value obtained ($r = -.43$, $P < .01$) is significant at 1 percent level.

The dimension obedient/assertive (E) is negatively related to the residential area. The correlation value obtained ($r = -.43$ $P < .01$) is significant at 1 percent level which indicates personality dimension obedient (t) being submissiveness, mild, easily led, and docile is negatively co-related with the residential area among normals.

Correlation of 14 personality dimensions with family background factor (Delinquents)

Table 6 - indicates that among the delinquents the dimension low intelligence/high intelligence is positively correlated to parental

Table 6

Correlation among Personality Factors + Family Background Factors (Delinquents)

Variables	Reserved v/s Warm Hearted	Low Inte- lligence v/s High Int- elligence	Low Ego strength v/s High Ego strength	Undemons- trative v/s Excitable	Obedient v/s Assertive	Sober v/s Enthusi- astic	Disregard rules v/s conscien.	Shy v/s Adventer- ous	Tough Minded v/s Tender Minded	Zestful v/s Circumsp- ect	Self Assured v/s Apprehe- nsive	Socially group dep. v/s self sufficient	Uncontro- lled v/s controlled	Relaxed v/s Tense
(Family Factors)														
Parental Education	.27	.44	-.05	-.21	.07	-.03	.03	.14	-.33	.37*	.15	-.07	-.15	.08
Parental Income	-.01	.16	-.11	-.01	.15	-.20	-.14	.34*	-.31	.20	.25	-.22	-.22	-.02
Residential Area	.08	.01	.05	.09	.12	-.06	.19	.01	.33	.10	.08	-.07	-.12	-.06
Birth Order	-.14	.09	.20	-.14	.17	.20	.25	-.29	.05	.08	-.31	.01	-.08	.06

education. The correlation value obtained ($r = .44$, $p < .01$) is significant at 1 per cent level. Those with low intelligence (B) and dull also have low parental education.

The dimension zestful/circumspect (J) is positively correlated with parental education. The correlational value obtained ($r = .37$, $P < .01$) is significant at 1 percent level. Those high on zestful (J), and believe in group action have higher parental education. The dimension of shy/adventurous (H) is positively correlated with the family parental income. The correlational value obtained ($r = .34$, $P < .01$) is significant at 1 percent level. Those who are shy (H) timid, threat sensitive come from better parental income.

The dimension self assured/apprehensive (O) is negatively correlated with the birth-order. The value obtained ($r = -.31$, $P < .01$) is significant at 1 per cent level. Those more self-

sufficient (0) and resourceful have lower birth order.

Correlations among family background factors

Tables 7 and 8 indicate the correlations among family background factors (normal and delinquents).

Table 7 indicates that in the normal group parental education is positively correlated with parental income. The value obtained ($r = .64$, $P < .01$) is significant at 1 percent level. This indicates that the high parental education is associated with high parental income, which is expected.

Table 7

Correlation of Family Background Factors (Delinquents)

(Family Background Factors)

Variable	Parental Income	Parental Income	Residential Area	Birth Order
Parental Education	1.00	.50**	.57**	-.06
Parental Income	-	1.00	.28	-.22
Residential Area	-	-	1.00	-.09
Birth Order	-	-	-	1.00

Parental education is positively correlated with residential area. The value obtained ($r = .63, P < .01$) is significant at 1 level, which indicates that the parental education directly determines the residential area of the family.

The residential area is positively correlated with parental income ($r = .62, P < .01$) significant at 1 percent level. This indicates that parental income directly determines the residential area of the family.

The birth order is negatively correlated with all the family factors but not significantly.

Correlations among family background factors (Delinquents)

Table 9 indicates that in the delinquents, the parental education is positively correlated with the parental income. The value obtained ($r = .50, P < .01$) is significant at 1 percent level,

this indicates that higher parental education is associated with higher parental income even among the delinquents.

The parental education is positively correlated with the residential area. The value obtained ($r = .57, P < .01$) is significant at percent 1 level. This indicates that higher parental education is associated with the residential area of the family.

The birth order is negatively correlated with the other three family factors, but not significantly.

Table 8

Correlation of Family Background Factors (Normals)
(Family Background Factors)

Variable	Parental Income	Parental Income	Residential Area	Birth Order
Parental Education	1.00	.64**	.63**	-.07
Parental Income	-	1.00	.62**	-.14
Residential Area	-	-	1.00	-.16
Birth Order	-	-	-	1.00

QUALITATIVE

To support the quantitative data the qualitative data were collected, and for exceptional cases, the case studies were prepared in detail.

After screening the data, most important factor which have been found common in almost in all the cases is the socio-economic status of the family, this include family factors, area which he belongs to, religion educational status, and peer group influence which in turn affects his attitude habits. There have been also shown in the table the nature of offence, and number of offences committed by these delinquents.

SOCIO-ECONOMIC STATUS

	AREA OF RESIDENCE		
	Slums	Rural	Nepal and Bangladesh Bihar, Rajasthan & Tamilnadu
No. of Cases	20	15	05

i) Area of residence - Of the total 40 case 20 are from Delhi, who are mostly from slum areas, 15 cases from other places like rural areas of Bihar, Rajasthan and Tamilnadu and 5 belonged to rural areas of Nepal and Bangladesh.

PARENTS OCCUPATION

	Unorganised	Self Employed	Salaried	Miscellaneous
No. of Cases	14	10	5	5

ii) Parents Occupation - Information about the occupations of the parent indicated that out of 40 cases, 14 are dependend on unorganised sector such as casual labour, domestic services construction work, agriculture and so on. 10 families are engaged in self-employed occupations such as running a tea stall, or cycle repairing. 5 cases are from salaried and 2 are from families into business.

PARENTS MONTHLY INCOME

	Below 1000	1100-2000	2100-3000	3000 & above
No. of Cases	10	18	5	3

iii) Parents Monthly Income - There was remarkable difference in monthly income of male headed and female headed families. Out of 40 cases, 10 had income below Rs.1000/-p.m. 8 cases ranged between Rs.1100-2000, 5 cases between Rs.2100-3000 and only 3 were from the families where earning was above Rs.8000/-.

PARENTAL EDUCATION

	Illiterate		School		College	
	Father	Mother	Father	Mother	Father	Mother
No. of cases	21	29	11	4	2	2

iv) Parental Education - As regard to the education of parents, out of 40 cases, illiterate father - 21, illiterate mother - 29, school -

father 11, mother - 4, college - father -2, mother -2, rest 5 cases did not have the idea about their parents education.

FAMILY SIZE

	2	3 - 5	More than 5
No. of cases	6	20	9

v) Family size - Out of 40 cases 20 cases reported having 3 to 5 siblings, where as 9 cases reported that they had more than 5 where as there were only 6 families had 2 or less than 2 children.

II. Family Factors

FAMILY FACTORS

	Death of Parent	Exploitation Work Home	Neglect	Maternal Deprivation	Defective Discipline	Broken Family (Dessertion)	Harsh Treatment
No. of cases	7	3	5	8	5	4	4

At early stage parents are the most influential people. The way child is brought up depends mainly on parents. Out of 40 cases, 7 reported death of a parents, 4 cases were found from broken families. Other factors which have come up in this study are:-

i) Exploitation - It was reported by the the 5 cases that they were never rewarded or there is no one to recognise. Their effort in their family, one of the inmate said "Parents are happy with me as long as I am getting the money, if I don't go to work then I get beaten up." There were 3 cases who reported exploitation at work place like taking work for more than 10 hours, not paying money only providing them with food and cloths.

ii) Neglect - There were 8 cases where parents did not have any idea about their childs' activities, they were shocked when they came to know about the crime their child has committed.

iii) Maternal Deprivation - In 5 cases due to migration from the rural areas, they get their elder son who is around 10-12 years he stays with his father where as mother is in the village looking after younger siblings.

iv) Defective Discipline - There were nearly 4 cases who accepted that they came from the families where parents did not mind their children indulging in such activities. They did not care about means the end is much important. One of the exceptional case reported "If I take some thing to way home parents are very happy, they know how I must have got such an expensive things, like for example in my last visit I took TV for them, they never asked me how I managed such a costly thing, rather they were very happy."

v) Harsh treatment by parents - 4 cases reported that they do not like to stay in the house,

because father is very strict and they get beaten very often.

vi) Broken families - There were 4 cases who came from broken family. Out of 4, 3 were Muslim and reported that their father deserted their mother and went for second marriage.

III Religion

RELIGION

	Hindu	Muslim	Others
No. of cases	25	9	6

As regarding religion 25 were Hindu 9 were Muslim and 6 cases were from other caste categories.

IV Peer group influence

PEER GROUP INFLUENCE

No. of cases	15
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Available evidence indicates that deviant behaviour especially among juveniles is frequently group behaviour. The peer group acts as a reference group for learning and for continuous of new behaviour patterns and adjustment to current life situation: The case studies revealed that the boys use to wander around in the city in group and participated in common activities such as movie going, loafing and working together. The boys shared cigarettes, beedies besides gambling and consuming alcohol. Out of 40 cases, 15 cases said they were much more attached to their friends than any of their family members, and they can do anything for their friends. Out of 40 cases, 25 cases smoke, 8 cases accepted taking alcohol and 3 cases reported their founders towards gambling.

V. Attitudes

EDUCATION

	Drop-outs	Studying	Illiterate
No. of cases	26	4	10

ATTITUDE TOWARDS EDUCATION

	Favourable	Unfavourable	Indifferent
No. of cases	12	20	8

i) Attitudes towards education - It was observed that out of 40 cases, 10 were illiterate, 26 cases were early drop-outs and only 4 cases were enrolled in schools.

It was noted that out of 40 cases 12 cases expressed favourable attitude towards education, if they are given a chance, they would like to study, 20 showed unfavourable towards education

indicating that even if they are given a chance and facility they would not like to study. And 8 cases were there who expressed indifferent attitude towards education.

CHOICES

	Cinema	Clothes	Shoes	Food	Comics	Boxing
No. of cases	16	21	11	1	1	1

ii) Choices - It was noticed that the rise of media has played a significant role in affecting the attitude of there adolescents. In the observation home children were found watching TV most of the time. Out of 40 cases, 16 showed preference towards cinema then to sports or reading the books. 21 cases showed interests towards clothes, stylish clothes, 11 said shoes also they like them to be stylish where as only 1 cases each for food, comics and boxing.

Vocational Interest

VOCATIONAL INTEREST

	Motor Mechanic	Electric Wiring	Tailoring	Any work	Continue in this activity	Don't know
No. of cases	8	3	3	6	5	3

Majority of the children saw the training imparted here as insufficient and expressed their desire to learn vocations such as 8 cases for motor mechanic, 3 for electrical wiring, 3 for tailoring, 6 for any kind of work, 3 said they don't know what they like to do, 1 expressed the desire to learn computer, 1 wanted to join his father's business and there were 5 cases who said they would like to indulge in same activities after they are released from here.

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Nature of Offence

NATURE OF OFFENCE

	Robbery	Murder	Other
No. of cases	23	9	8

Out of 40 cases, 23 cases were under robbery case, 9 for murder and 8 misalliance.

No. of Offences

NO. OF OFFENCES

	Ist Offence	2nd Offence	3rd Offence	More than Three
No. of cases	24	8	6	2

There were cases who have comes to this or the observations home for 2nd and 3rd time. Out of total 40, it was 1st offence of 24 cases, 8 cases who had already come earlier, and 6 cases who have committed more than 2 times, and there were 2 cases, more than 3 times.

DISCUSSIONS

The results are discussed in the light of various hypotheses formulated for this study.

The first hypothesis stated that the delinquents will vary from normal adolescents in personality traits.

The analysis implicated that on the 14 personality factors of H.S.P.Q, test delinquents were found significantly different from normals on five personality dimensions. The mean score on an average revealed that the delinquents were:- reserved (A) low intelligent (B), low ego strength (C), undemonstrative (D) and disregard rules.

Delinquents have been described as products of social maladjustment by early researcher (Bovet, 1925), who are aggressive, emotionally unstable, extroverts with a low order of self

control, with an under developed super ego and low levels of anxiety. Reiss (1952) found that Juvenile delinquents have relatively weak ego control and highly insecure. Insecurity leads to free floating anxiety which creates tensions and this tension is released through aggressive behaviour in the form of a criminal act.

Jenkins (1949) classified delinquents into four categories - the situation category, the pseudo social, the personality category and the social category, and found that 64% of the delinquents belonged to the personality category. Hathaway and Manachesi (1953) delineated various personality patterns among delinquents and found majority of the delinquents are emotionally disturbed. Conger and Miller (1966) showed that the delinquents as a group are more immature, ego-centric, inconsiderate, impulsive, suspicious, hostile than the non-offenders.

Gupta (1959) who investigated personality patterns among delinquents, found that (i) the emotionally delinquents are unstable and their behaviour is unpredictable as the ego structure of the delinquents is not properly organised, (ii) the delinquents as a group have below normal intelligence, (iii) the delinquent adolescents are emotionally unstable, and (iv) they are anxiety ridden. Bose (1960) observed that delinquents are slow in intellectual capacities and lacked the presence of super ego, while the development of ego is disturbed. Gordon (1983) also found that delinquency is most often found among youths with lower intelligence.

The second hypothesis was that the delinquents will vary from the normal in their family background like parental education, parental income, residential area and birth order.

The results indicated that the seventy percent of the delinquents came from illiterate background, the monthly income was very low in male headed families and average income, ranging between Rs.1000-1500 p.m., and in female headed families income ranging between Rs.500-750. Out of forty cases, twenty depend on unorganised sector, and ten are self - employed. Out of forty cases, twenty are from slum areas. Children from rural background were also living in slum areas since that is the kind of locality they can afford. It was observed that more than fifty percent delinquents were eldest sons of the family. Whereas normals came from salaried group ranging between Rs.2000-3000/-p.m. Very few parents were illiterate, majority of them had education till school level, and birth order was not important.

Jappan (1949) also noted that poverty is related to delinquency. A poor family is usually

forced to stay in an over crowded economically backward area, where the child is exposed to a host of delinquents and vagrants who influence his behaviour and lead him to delinquency. To him, economic influences are pivotal but these do not function in isolation. Miller (1958) and Cohen (1955) found delinquency to be a product of lower class subculture. Shankar (1950), Shanmugham (1964) and Somasundram (1979) found that the delinquents had the environment of over crowded urban slums or industrial and business areas, poor family income, large family size, illiterate or poorly educated working class fathers, presence of family psychopathy and chronic alcoholism etc. Verma (1959) implicated that in most cases parents were illiterate, the average monthly income of the family was low, had poor and inadequate neighbourhood and housing conditions.

In this study certain prominent circumstances emerged from observations which were directly or

indirectly supportive of family factors. Poverty and illiteracy breed many problems in the family, the crucial role being played by 'parental discipline' in the dynamics of delinquent. Several studies have shown that physically punitive or ineffective discipline affects the moral and social developments of the child. It is noticed that the family factors were death of a parent, neglect, maternal deprivation, defective discipline, broken families, and harsh treatment given by the family members. Out of forty cases, four reported about the harsh treatment specially by the father. Four cases reported about the defective discipline where parents did not mind their children indulging in such activities.

There was found no controversy about the detrimental influence of parental rejection and neglect on the growing child in observable research. Newell (1934) and Aichhorn (1925) found maternal rejection a significant factor in the

development history of their delinquent subjects. Healy and Bronner (1936) found that over 90% of the delinquents as compared to 13% of their non-delinquent siblings, had unhappy home lives and felt discontented with their life circumstances. McCord and Zola (1959) found that among the youths from low socio-economic status, delinquents differed from non-delinquents in the extent of parental rejection and in the inconsistency of punishment and discipline. Bandura and Walters (1963) delineated a pattern in which father rejection was combined with inconsistent handling of the boy by both parents.

Another important factor in this study is peer group influence, it was observed that with the children from slum area their peer group was one of the major reasons to become delinquent since most of the children were rejected in the family, are drop-outs from school, spent their maximum time with their friends. It is found that

out of forty, twenty five cases committed crime in the company of their friends and they accepted that they are much attached to their friends than to any of the family members. Feldman and Weisfeld (1979) found various reasons for adolescents becoming part of the delinquent gang (a) most members of delinquent gangs appear to feel inadequate and rejected by large society, (b) and gang membership gives them a sense of belonging and illegal acts for financial gains. Parker and Asher (1987) found relationship between an individual being rejected by his peers and the later's criminal behaviour. Dodge (1990) found that the boys who were socially rejected by children in the classroom were more likely to develop didactic relationships that were mutually aggressive.

The third hypothesis stated that the correlations between personality factors and family background will be different for delinquents and normals.

The analysis implicated that the correlation between personality factors and family background were different for delinquents and normal adolescents. These findings are partly supported by previous study of Susan and Burce (1981), who investigated the relationship between family social climate characteristics and adolescent's personality functioning. It was found that no single family varied accounted for a major portion of the variance to the exclusion of other factors, and that the child behaviour varies with the total system functioning. The family is generally considered among the most important environmental influence on personality development. Parental rejection tends to foster devaluated self-concept, or as 'feeling of personal insignificance. If parents do not see him as being worth, it is difficult for the child to view himself in a positive way and to develop the feelings of self-esteem needed for self-confident interactions with

his world. The rejected children have been found to be slower in conscience development than accepted children. One of the most significant factors in family social system is the interpersonal relationship pattern. The relationship between parents, parents, parent and child and children themselves, have a very profound effect on the personality and behaviour pattern.

McCord (1982) indicated that the unhappy intact homes produced more delinquents than the broken homes. He found that affection from mothers was a crucial variable in mediating the effect of broken home. Paulcheng (1983) found that delinquents had less opportunity with their parents everyday, and seemed to be less understood by their parents. Tyagi (1984) in a study of deviants and non-deviants and their family setting indicated that the family background of deviants, in terms of the effectivity of

parenting, their roles, ideology and the nature of sibling interactions, was associated with the pathological structuring and functions of parenting. In deviants, parental acceptance and identification reached the bottom with acute rejection. It may be concluded that parental deprivation, discipline in the family, parental relationships, parental acceptance rejection and family type played an effective role in the structuring of the personality of delinquents. Most of the delinquents were deprived of their parents during the socialisation process, and they failed to develop adequate ego and super ego. The incongenial home atmosphere made the delinquent have traumatic experiences and acute sense of inferiority in early childhood.

SUMMARY

SUMMARY, CONCLUSIONS, LIMITATIONS,
IMPLICATIONS AND SUGGESTIONS

SUMMARY

Even though there are studies on juvenile delinquency, there are few that focus on personality dimensions in the Indian social context. The present study was thus undertaken:-

PROBLEM STATEMENT

"Personality profiles of delinquents and normal male adolescents are different."

ASSUMPTIONS:

The following assumptions are made:-

1. It is assumed that the delinquents have different personality profiles from the normal adolescents of the same socio-economic background.

2. Second assumption is that the effect of family background factors, like parental education, parental income, residential area and birth order may be stronger on delinquents.
3. Third assumption is about the manner in which personality dispositions and family background are related to each other and may explain the dynamics of delinquency among adolescents.

Objectives

1. To ascertain the differences in personalities of delinquents and normal adolescents.
2. To ascertain if the family factors are related to delinquency.
3. To examine the correlating of personality and family factors for delinquents and normal adolescents.

HYPOTHESIS

1. The delinquents will vary from the normal adolescents in their personality traits.
2. The delinquents will vary from the normals in their family background like parental education, parental income, residential area and birth order.
3. The correlations between personality factors and family background will be different for delinquents and normal adolescents.

An experimental and control research design was used, to compare the personality profiles of delinquents and the normal adolescents. Two groups were formed. Delinquents from one observation home were taken as experimental group and the boys of the same age and socio-economic status from a government school as controls .

TOOLS

Quantitative Data:-

The tools used for data collection were as follows:-

1. The Indian adaptation of Junior/Senior High School Personality Questionnaire 'A' was used (H.S.P.Q.)
2. Personal Bio-data form - It covered the information on family background of the subjects like parental education, parental income, residential area and birth order.

Qualitative Data

Case histories were prepared of the extreme cases with the help of unstructured interviews, and observations were carefully noted down.

FINDINGS AND CONCLUSIONS

1. The results of the study implicated that on H.S.P.Q. test delinquents and normal adolescent differed on the five personality dimensions.
 - a) It was found that the delinquents were more reserved (A) compared to the normal adolescents.
 - b) Delinquents possess low intelligence (B) than the normal adolescents.
 - c) Delinquents have low ego strength (C) compared to the normal adolescents.
 - d) Delinquents are undemonstrative (D) as compared to the normals.
 - e) Delinquents disregard rules (G) more compared to normal adolescent.

2. Delinquents and normal adolescents differed on all the four family factors.
 - a) It was found that the delinquents came from illiterate parent background.

- b) The family income of the delinquents ranged between Rs.1000-1500 in male headed and between Rs.500-750 in female headed families and came from non-salaried group, where as normal often came from comparatively higher family income ranged between Rs.2000-3000.
- c) It is found that most of the delinquents lived in slum area, and delinquents who were from rural area also stayed in slums because that was the only locality they could afford, whereas very few normals lived in slums, of them lived in the low income, govt. colonies.
- d) It was found that the delinquents were the eldest. Since the eldest child has to contribute to the family income, he is made to work so that he can bring money in the family. Second reason was neglect. With the coming of new born in the family he feels neglected and spends most of the time outside home.

3. The results also implicated that personality dimensions and family factors correlated differently for both the groups.
- a) It was found that among the normals personality dimension relaxed (Q4) positively correlated with parental income.
 - b) Among delinquents low intelligence (B) is positively correlated with parental education implicating that uneducated parents lack the awareness to educate their children. Due to their ignorance their children become dull.
 - c) The relation between zestful (J) and parental income implied that delinquents believed in group action and depend mostly on friends because parents are incapable of providing him with security because of the low income. Among such children peer group influence is dominating.
 - d) The factor shy (H) relates to the parental, among delinquents. Children coming from low economic background tend to be shy because of

the lack of security and encouragement provided in the home.

LIMITATIONS

There have been certain limitations to this study,

1. The sample size was small and is limited to one observation home.
2. It is only limited to boys, girls should also be included.
3. The data is based on incidental sampling.
4. The less time in hand made it impossible to take down detail family background information from the normal adolescents.
5. Limited time made it impossible to make visits and interview the family members of delinquents. This may have served to explain an interesting aspect of delinquency - the difference between the 'actual' and the 'perceived' home background conditions.

SUGGESTIONS

Despite those short - comings, this study has revealed some relevant details regarding personality and family background factors among with delinquents. It serves as a pilot study opening up avenues for further research. Along with socio-economic factors, other important factor which came up was peer group influence which needs an in-depth study. Since most of the delinquents are early drop-outs, and showed negative attitude towards education, it may be useful to do a specific analysis on the moral and social development of children.

It would be interesting to make the comparison of personality profiles of adolescent delinquents at conviction and after successfully completing probation. It will help in highlighting the role of reformatory homes in the life of delinquents. The results of this study also indicate an urgent need for research specifically

planned to suggest rehabilitation methods appropriate to Indian conditions. Since most of the delinquents expressed apprehension of being accepted by the society, an income guaranteeing programmes for the 'at risk' families of the children is needed urgently. The need for such research appears to be greater because, these delinquents need to be brought back into the mainstream of life and help them become useful citizens.

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APPENDIX

तुम्हें क्या करना है : तुम्हारे पास इस समय एक पुस्तिका और एक उत्तर-पत्र है । उत्तर-पत्र पर दिये हुए निर्देश के मुताबिक अपना नाम तथा उम्र, इत्यादि उस पर लिख दो ।

तुम्हारे सामने जो पुस्तिका है उसमें तुम्हारी रुचियों और तुम्हारी पसन्द तथा नापसन्द के बारे में प्रश्न हैं । जैसे तुम्हें प्रश्नों को तो इस पुस्तिका में पढ़ना है मगर अपने उत्तरों को केवल उत्तर-पत्र में ही देना है । साथ ही इस बात का ध्यान रखना है कि जिस नम्बर का प्रश्न पुस्तिका में हो उसी नम्बर के छाने ॥ ॥ में उत्तर-पत्र निशान लगाना है ।

सबसे पहले हम तुम्हें दो उदाहरण देंगे ताकि तुम ठीक तरह से समझ जाओ कि तुम्हें क्या करना है । हर एक प्रश्न के बाद उसके तीन उत्तरों को लिखा गया है । नीचे लिखे उदाहरणों को पढ़ो और अपने उत्तरों को उत्तर-पत्र के ऊपरी भाग पर, जहाँ "उदाहरण-1" और "उदाहरण-2" छपा हुआ है, गुणा या क्रास ॥ ॥ के निशान के जरिये तीनों में से किसी एक छाने में ॥ के अन्दर ॥ भरते जाओ । अगर तुम अपना सही उत्तर "क" वाले उत्तर के लिये चुनते हो तो बाईं तरफ वाले छाने में निशान लगाओ । अगर तुम्हारा उत्तर "ख" वाला है तो बीच वाले छाने में निशान लगाओ, और यदि तुम अपना उत्तर "ग" वाला चुनो तो दाहिनी तरफ वाले छाने में निशान लगा दो ।

उदाहरण :

1. इनमें से तुम किसे ज्यादा पसन्द करोगे ?
 - क. चिड़िया घर की सैर करना,
 - ख. अनिश्चित,
 - ग. हवाई जहाज में बैठकर उमर जाना ।
2. अगर तुम किसी से झगड़ जाते हो तो क्या फिर जल्दी ही दोस्ती कर लेते हो ?
 - क. हाँ; ख. दोनों के बीच का; ग. नहीं.

जैसे कि तुमने इन उदाहरणों में देखा, आमतौर से इन प्रश्नों के कोई सही या गलत उत्तर नहीं होते हैं, जैसे कभी-कभी किसी एक प्रश्न का केवल एक ही ठीक उत्तर हो सकता है। हर आदमी दूसरे से भिन्न होता है और तुम्हें वही उत्तर देना चाहिये जो तुम्हारे लिये सच या ठीक हो। तुम्हें हमेशा एक उत्तर ऐसा मिलेगा जो तुम्हारे लिये दूसरे उत्तरों से कुछ ज्यादा ठीक लगेगा, इसलिए तुम किसी भी प्रश्न को बिना उत्तर दिये मत छोड़ो।

इस पुस्तिका के अन्दर तुम्हें ऊपर दिये हुये प्रश्नों की ही तरह और भी ज्यादा प्रश्न मिलेंगे। जब तुमसे पन्ना उलटने के लिये कहा जाय तब तुम प्रश्न संख्या-1 से शुरू करो और आखिरी प्रश्न तक जाकर ही खत्म करो। प्रश्नों का उत्तर देते समय, कृपया नीचे लिखी इन चार बातों को अपने मन में अवश्य रखो :

1. प्रश्नों का उत्तर बिना किसी शिक्षक तथा सच्यार्ड के साथ दो, क्योंकि "यह कहना ठीक होगा" ऐसा सोच कर अपने बारे में गलत या असत्य उत्तर देने से कोई फायदा नहीं है।
2. प्रश्नों का उत्तर जितनी जल्दी हो सके दो। उनके बारे में सोचने पर ज्यादा समय खर्च मत करो। जो सबसे पहला, स्वाभाविक उत्तर मन में आये उस पर ही निश्चान लगा दो। कुछ प्रश्न दूसरे प्रश्नों की ही तरह दिखाई देंगे किन्तु कोई भी दो प्रश्न बिल्कुल एक से नहीं हैं। इसलिये अक्सर उनके उत्तर भी अलग होंगे।
3. बीच वाले उत्तर को केवल तभी इस्तेमाल करो जब तुम्हारे लिये किनारे के दोनों उत्तरों में से किसी एक को चुनना बिल्कुल ही असम्भव हो जाय। दूसरे शब्दों में, अधिकतर तुम्हें "क" या "ग" वाले उत्तर ही देना चाहिये।

4. किसी भी प्रश्न को मत छोड़ो । कभी-कभी ऐसा लगेगा कि कोई प्रश्न तुम पर लागू नहीं होता मगर फिर भी किसी न किसी तरह हर एक प्रश्न का उत्तर दो ।

अब अगर कोई बात तुम्हारी समझ में नहीं आई हो तो अभी पूछ लो । साथ ही यदि अभी कुछ नहीं पूछना है, मगर बाद में कोई ऐसा शब्द बीच में आ जाये जिसे तुम नहीं जानते, तो परीक्षक से उस समय पूछ लेना ।

जब तक कहा न जाये, पन्ने को मत उल्टो

1. क्या तुम सभी निर्देशों को समझ गये हो ?
क. हाँ, ख. अनिश्चित, ग. नहीं ।
2. किसी सैर-सपाटे {पिकनिक} के मौके पर तुम अपना समय किस तरह बिताना पसंद करोगे ?
क. जंगल में अकेले घूमने में,
ख. अनिश्चित,
ग. लोगों के साथ हल्ला-गुल्ला और मनोरंजन करने में ।
3. सामूहिक वार्तालाप में क्या तुम वही कहोगे जैसा कि तुम सोचते हो ?
क. हाँ, ख. कभी-कभी, ग. नहीं ।
4. यदि तुमसे कोई बेवकूफी का काम हो जाता है तो क्या तुम उसे इतना बुरा समझते हो कि ज़मीन फट जाय और तुम उसमें समा जाओ ?
क. हाँ, ख. शायद, ग. नहीं ।
5. क्या तुम किसी भेदभरी बात को आसानी से छिपाये रख सकते हो ?
क. हाँ, ख. कभी-कभी, ग. नहीं ।
6. जब तुम कोई बात निश्चित करते हो, तो क्या तुम :
क. आश्चर्य करते हो कि तुम अपने विचार बदल सकते हो,
ख. दोनों के बीच में,
ग. यह विश्वास करते हो कि तुम अपने निर्णय से सन्तुष्ट हो ?
7. क्या तुम अपने चारों तरफ होने वाले शोरगुल का ख्याल न कर कोई काम मेहनत से कर सकते हो ?
क. हाँ, ख. शायद, ग. नहीं ।

8. यदि तुम्हारे विचार दूसरे दोस्तों के विचारों से नहीं मिलते, तो क्या तुम इस डर से कि कहीं उनकी भावनाओं को चोट न पहुँचे यह नहीं कहते कि तुम्हारे विचार उनके विचारों से अच्छे हैं ?
क. हाँ, ख. कभी-कभी, ग. नहीं ।
9. जब तुम्हारे सामने कोई बड़ी कठिनाई आ जाती है तो क्या तुम साधारणतया लोगों से सहायता माँगते हो ?
क. शायद ही कभी, ख. कभी-कभी, ग. अक्सर
10. क्या तुम मानते हो कि कुछ नियम और कानून मूर्खतापूर्ण हैं और पुराने हो चुके हैं ?
क. हाँ, और इसके बारे में परेशान नहीं होता कि मैं उन्हें सुधारूँ,
ख. अनिश्चित,
ग. नहीं, बहुत से नियम आवश्यक हैं और उनका पालन अवश्य होना चाहिये ।
11. इनमें से तुम किस की तरह अधिक समान हो :
क. एक भरोसे वाला नेता,
ख. दोनों के बीच का,
ग. एक आकर्षक, सुन्दर व्यक्ति ।
12. क्या तुम बड़ी पार्टी या समूह के साथ घर से बाहर सैर-सपाटे के प्रोग्राम में जाने के पहले कभी-कभी ऐसा अनुभव करते हो कि उस प्रोग्राम में तुम्हारी जाने की इच्छा नहीं है ?
क. हाँ, ख. शायद, ग. नहीं ।
13. जब तुम लोगों से उचित बातों पर नाराज होते हो तो क्या उन्हें घिल्ला-घिल्ला कर बातें करना ठीक समझते हो ?
क. हाँ, ख. शायद, ग. नहीं ।

14. जब कक्षा {कलास} के साथी तुमसे मज़ाक करते हैं, तो क्या तुम बिना परेशान हुए खुद {स्वयं} भी उस मज़ाक में औरों जैसा ही मजा लेते हो ?
क. हाँ, ख. शायद, ग. नहीं ।
15. क्या ऐसे मौके आते हैं जब कि तुम सोचते हो कि "लोग इतने तर्कहीन {बेतुके} हैं कि खुद की भलाई के लिए भी उन पर विश्वास नहीं किया जा सकता ?"
क. सही, ख. शायद, ग. गलत ।
16. क्या तुम काम के बिगड़ जाने पर भी खुश रहते हो ?
क. हाँ, ख. अनिश्चित, ग. नहीं ।
17. क्या तुम अपने दोस्तों के पैशन और शौक वगैरह की बराबरी करने की कोशिश करते हो ?
क. हाँ, ख. अनिश्चित, ग. नहीं ।
18. अधिकतर लोगों के पास क्या तुमसे भी ज्यादा दोस्त हैं ?
क. हाँ, ख. अनिश्चित, ग. नहीं ।
19. तुम इनमें से क्या बनना ज्यादा पसन्द करोगे :
क. टेलीविजन कलाकार, {या सिने-अभिनेता}
ख. अनिश्चित,
ग. एक मेडिकल डाक्टर ।
20. क्या तुम सोचते हो कि तुम्हारी जिन्दगी बहुत से दूसरे लोगों के मुकाबले में ज्यादा आसानी और सन्तोष से चल रही है ?
क. हाँ, ख. शायद, ग. नहीं ।

21. सुने हुये घु कूले या मजाक को इतना याद करने में क्या तुम्हें कठिनाई होती है कि उन्हें खुद दूसरों को सुना सकें ?
क. हाँ, ख. कभी-कभी, ग. नहीं ।
22. क्या तुमने स्कूल में खेले जाने वाले ड्रामों या नाटकों में भाग लेकर आनन्द उठाया है ?
क. हाँ, ख. अनिश्चित, ग. नहीं ।
23. "सुधारना" का वही अर्थ होता है जिसका मतलब :
क. "ठीक करने",
ख. "चंगा करने",
ग. "पेबन्द लगाने" से होता है ।
24. "सत्य" का उल्टा है :
क. कल्पना,
ख. झूठ,
ग. इन्कार {अस्वीकार} ।
25. क्या तुम स्कूल में पढ़ाई गई चीजों को पूरी तरह समझ लेते हो ?
क. हाँ, ख. अक्सर, ग. नहीं ।
26. जब ब्लैक-बोर्ड पर लिखते समय चाक किर्र-किर्र की आवाज़ कर उठता है तो क्या इससे तुम्हें सिहरन होने लगती है या दाँत किरिकिराने लगते हैं ?
क. हाँ, ख. कभी-कभी, ग. नहीं ।
27. जब कोई चीज स्कदम गलत या गड़बड़ हो जाती है तो यह सोचने के पहले कि अब क्या किया जाय तुम दूसरे लोगों पर बहुत गुस्ता हो जाते हो ?
क. अक्सर, ख. कभी-कभी, ग. शायद ही कभी ।

28. स्कूली शिक्षा पूरी करने के बाद तुम क्या करना चाहोगे ?
क. कुछ ऐसा करना जिससे लोग तुम्हें पसन्द करने लगे याहे तुम गरीब ही क्यों न हो,
ख. अनिश्चित,
ग. ढेर सारा रुपया कमाना ।
29. क्या तुम सकरी गुफाओं या ऊँची जगहों पर जाने से बचते हो ?
क. हाँ, ख. कभी-कभी, ग. नहीं ।
30. क्या तुम सभी के सामने यह दिखाने के लिये हमेशा तैयार रहते हो कि दूसरों के मुकाबले में कोई काम तुम कितना अच्छा कर सकते हो ?
क. हाँ, ख. शायद, ग. नहीं ।
31. स्कूल में बढ़िया काम करने के लिये क्या तुम अपने माता-पिता से सलाह लेते हो ?
क. अक्सर, ख. कभी-कभी, ग. शायद ही कभी ।
32. क्या तुम अनजाने या अजनबी लोगों के समूह {ग्रुप} से बिना हकलाये हुये या बिना किसी कीठनाई के बातचीत कर सकते हो या जो कुछ कहना चाहते हो कह सकते हो ?
क. हाँ, ख. शायद, ग. नहीं ।
33. क्या कुछ तरह की फिल्में {सिनेमा} देखने से तुम परेशान हो जाते हो ?
क. हाँ, ख. शायद, ग. नहीं
34. एक सुन्दर नृत्य {डान्स} देखने की जगह क्या तुम मुक्केबाजी {बॉक्सिंग मैच} देखना ज्यादा पसन्द करोगे ?
क. हाँ, ख. शायद, ग. नहीं ।

35. अगर तुम्हारे साथ कोई निष्ठुरता या बेरहमी का व्यवहार करता है तो क्या तुम दुबारा जल्दी ही उस पर विश्वास कर लेते हो और उसे फिर मौका देते हो ?
क. हां, ख. शायद, ग. नहीं ।
36. क्या तुम कभी ऐसा महसूस करते हो कि तुम बहुत अच्छे नहीं हो और तुमने कभी कोई अच्छा काम नहीं किया है ?
क. हां, ख. शायद, ग. नहीं ।
37. जब लोगों का एक समूह {ग्रुप} कुछ कर रहा हो तो क्या तुम :
क. लोग जो कर रहे हैं उस काम में सब भाग लेते हो,
ख. दोनों के बीच का,
ग. अक्सर सिर्फ उस काम को देखते भर हो ?
38. दोस्तों के साथ जब तुम बाहर निकलते हो तो क्या तुम चुप रहते हो ?
क. हां, ख. कभी-कभी, ग. नहीं ।
39. क्या लोग ऐसा कहते हैं कि तुम उन लोगों में हमेशा गिने जाते हो जो किसी काम को सही और अच्छी तरह से करते हैं ?
क. हां, ख. शायद, ग. नहीं ।
40. जब तुम कोई साहित्यिक कहानी पढ़ते हो तो क्या :
क. कहानी जैसे-जैसे आगे बढ़ती है तुम उसका सिर्फ मजा उठाते हो,
ख. अनिश्चित,
ग. इसके लिये परेशान रहते हो कि क्या इस कहानी का अन्त अच्छा होगा ?

41. यदि तुम्हें खाली बैठकर किसी काम को शुरू करने का इन्तजार करना पड़ता है तो क्या यह बात तुम्हें परेशान करती है ?
क. हां, ख. अनिश्चित, ग. नहीं ।
42. जब लोग बिना तुमसे पूछे तुम्हारी चीज ले लेते हैं तो क्या तुम इससे दुःखित होते हो ?
क. हां, ख. शायद, ग. नहीं ।
43. "दृढ़" का उल्टा है :
क. आसान, ख. ध्यातु, ग. टीला ।
44. "धनी" का "पैसे" से वही सम्बन्ध है जो "दुखी" का :
क. परेशानी, ख. मित्र {दोस्त}, ग. भूमि {जमीन} से ।
45. क्या हमेशा अपने माता, पिता, भाइयों और बहनों के साथ सच में तुम्हारी अच्छी पटती {निभती} रही है ?
क. हाँ; ख. दोनों के बीच में, ग. नहीं ।
46. अगर तुम्हारी कक्षा के साथ तुम्हें किसी खेल में शामिल नहीं करते हैं तो क्या तुम :
क. इसे केवल एक मामूली बात समझते हो,
ख. दोनों के बीच में,
ग. इस पर दुःख महसूस करते हो और नाराज होते हो ?
47. क्या लोग कहते हैं कि तुम कभी-कभी उत्तेजित और बोखला जाते हो, जैसे वे सोचते हैं कि तुम एक अच्छे {बेहतर} आदमी हो ?
क. हां, ख. शायद, ग. नहीं ।

48. जब तुम बस या रेलगाड़ी में होते हो तो क्या तुम :
- क. अपनी साधारण आवाज़ में बात करते हो,
 - ख. दोनों के बीच में,
 - ग. जितने धीमे हो सकता है उतने धीमे बात करते हो ?
49. तुम क्या बनना ज्यादा पसन्द करोगे :
- क. स्कूल का सबसे मशहूर छात्र,
 - ख. अनिश्चित,
 - ग. सबसे अच्छा नम्बर पाने वाला एक छात्र ?
50. लोगों के समूह {ग्रुप} में क्या तुम अक्सर उन लोगों में से होते हो जो हँसी-मजाक और मजेदार कहानियाँ कहते हैं ?
- क. हाँ,
 - ख. शायद,
 - ग. नहीं ।
51. नियम और कानून मानने के लिए क्या तुम लोगों से कहना पसन्द करते हो ?
- क. हाँ,
 - ख. कभी-कभी,
 - ग. नहीं ।
52. क्या तुम्हारी भावनाओं {दिल} की आसानी से चोट पहुँच जाती है ?
- क. हाँ,
 - ख. शायद,
 - ग. नहीं ।
53. किसी नाटक में क्या तुम एक मशहूर समुद्री डाकू {जहाजी लुटेरे} का अभिनय {पार्ट} करने के बजाय एक आर्ट टीचर {कलाध्यापक} का अभिनय {पार्ट} करना पसन्द करोगे ?
- क. हाँ,
 - ख. शायद,
 - ग. नहीं ।

60. जब कोई बहुत ही आवश्यक चीज जैसे कोई परीक्षा या बड़ा खेल
 {मैच} होने को होता है तो क्या तुम :
 क. बिलकुल शान्त और आराम से रहते हो,
 ख. दोनों के बीच में,
 ग. तनाव अनुभव {महसूस} करते हो या परेशान हो जाते हो ?
61. जब तुम काम करते रहते हो और अगर उस समय कोई ऊँची आवाज
 में गाने-बजाने लगता है तो क्या तुम महसूस करते हो कि तुम काम
 नहीं कर सकते ?
 क. हाँ, ख. शायद, ग. नहीं ।
62. नाच और गाने में क्या तुम जल्दी ही लय और ताल पकड़ लेते हो ?
 क. हाँ, ख. कभी-कभी, ग. नहीं ।
63. "दौड़ने" का "हाँफने" से जो सम्बन्ध है वही "छाने" का किसके
 साथ है :
 क. अभ्यास, ख. अपघ, ग. नींद ?
64. यदि नाम की माँ मेरे पिता की बहन है तो राम के पिता का
 मेरे भाई से क्या सम्बन्ध है :
 क. पुफेरे, चचेरे या ममेरे भाई,
 ख. दादा {बाबा},
 ग. पूफा ?
65. क्या तुम अक्सर बड़ी-बड़ी योजनाएँ बनाते हो और छाली यह
 जानकर कि वे अभी पूरी नहीं हो सकतीं उत्तेजित हो जाते हो ?
 क. हाँ, ख. समय-समय पर, ग. नहीं ।

66. जब कोई काम गड़बड़ हो जाता है और तुम परेशान हो जाते हो तो क्या तुम :
- क. केवल मुस्करा देने में,
 - ख. दोनों के बीच का,
 - ग. घबड़ा कर हंगामा मचाने में विश्वास करते हो ?
67. क्या तुम अक्सर किसी घटना या बात को अलग तरह से याद रखते हो इसीलिए सच में जो घटना हुई है उसके बारे में तुम दूसरों से सहमत नहीं हो पाते ?
- क. हाँ,
 - ख. शायद,
 - ग. नहीं ।
68. क्या ऐसा भी समय आता है जब तुम दुनिया से इतना सुख हो जाते हो कि गाने और चिल्लाने लगते हो ?
- क. हाँ,
 - ख. शायद,
 - ग. नहीं ।
69. जब तुम किसी व्यक्त्याय में जाने के लिए तैयार हो तो क्या तुम इस तरह का व्यक्त्याय पसन्द करोगे :
- क. जिसमें काफी मेहनत का काम हो किन्तु एक ही चाल {एक टंग} से चलने वाला और सुरक्षित हो,
 - ख. अनिश्चित,
 - ग. जिसमें बहुत से परिवर्तन होते हों और जिसमें मजेदार लोगों से मिलना-जुलना हो ?
70. क्या तुम लोगों के सामने ऐसा काम करना चाहते हो जिसकी लोगों को कोई उम्मीद {आशा} न हो और जिससे वे चौंक जायें ?
- क. हाँ,
 - ख. कदाचि बार,
 - ग. नहीं ।

71. अगर सभी लोग ऐसा काम करते हैं जिसे तुम गलत समझते हो तो क्या :
- क. तुम उनका साथ देते हो,
 - ख. अनिश्चित,
 - ग. तुम जो उचित समझते हो वही करते हो ?
72. जब लोग तुम्हें देख रहे हों तो क्या तुम बिना किसी तरह की परेशानी महसूस करते हुए पहले जैसा ही काम कर सकते हो ?
- क. हाँ,
 - ख. शायद,
 - ग. नहीं ।
73. किसी शाम का खाली समय क्या तुम इस तरह बिताना ज्यादा पसन्द करोगे :
- क. एक ऐसी जगह जाकर जहाँ सुन्दर फूलवारी और सुन्दर चित्र लगे हों,
 - ख. अनिश्चित,
 - ग. चिड़ियों का शिकार करने की प्रतियोगिता में जाकर ?
74. क्या तुम किसी शाम को किसी बड़ी झील के किनारे जाकर यह करना पसन्द करोगे :
- क. खतरनाक और तेज नौका की दौड़ देना,
 - ख. अनिश्चित,
 - ग. झील के सुन्दर किनारे पर एक मित्र के साथ टहलना ?
75. जब तुम समूह में रहते हो तो क्या तुम ज्यादा समय इस तरह खर्च करते हो :
- क. दोस्ती का मज़ा लेने में,
 - ख. अनिश्चित,
 - ग. जो हो रहा है उसे देखने में ?

76. क्या तुम हमेशा अपनी सच्ची भावनाएँ इमन की बातें बता देते हो जैसे कि तुम थक गये हो या तुम उब रहे हो ?
क. हाँ, ख. शायद, ग. नहीं ।
77. जब चीजें बहुत अच्छी तरह से हो रही हों तो क्या तुम :
क. सचमुच ही "खुशी के मारे उछल पड़ते हो",
ख. अनिश्चित,
ग. भीतर से तो अच्छी महसूस करते हो और बाहर से शांत दिखाई पड़ते हो ?
78. तुम क्या बनना ज्यादा पसन्द करोगे :
क. पुल बनाने वाला,
ख. अनिश्चित,
ग. जगह-जगह जाकर सर्कस करने वालों में से कस ?
79. जब कोई चीज तुम्हें बहुत परेशान करती है तो क्या तुम यह अच्छा समझते हो कि :
क. जब तक मामला शान्त न हो जाय तब तक उसकी ओर ध्यान न दिया जाय,
ख. अनिश्चित,
ग. गुस्से को बाहर निकाला जाय ?
80. क्या तुम कभी-कभी भद्दी बातें खाली यह देखने के लिये कहते हो कि दूसरे लोग क्या कहेंगे ?
क. हाँ, ख. शायद, ग. नहीं ।
81. किसी महत्वपूर्ण खेल प्रतियोगिता में जब तुम अच्छा नहीं कर पाते तो क्या :
क. तुम यह कहते हो कि "खेल ही तो है",
ख. अनिश्चित,
ग. तुम गुस्सा हो जाते हो और अपने को ही ठोक्ने-पीटने लगते हो

82. क्या तुम भीड़ वाली बस एवं सड़कों से बचने के लिए अपना रास्ता बदल देते हो ?
क. हाँ, ख. शायद ग. नहीं ।
83. "अक्षर" का यही अर्थ है जो :
क. "कभी-कभी", ख. "सदैव", ग. "साधारणतः" का है ?
84. मेरे भाई की बहन की लड़की की नानी मेरी
क. माँ, ख. साली या भाभी, ग. भतीजी लगती है ।
85. क्या तुम सदा सन्तुष्ट रहते हो ?
क. हाँ, ख. दोनों के बीच में, ग. नहीं ।
86. जब तुम कोई चीज बनाते रहते हो और अकस्मात {अचानक} कोई सामान टूट जाता है या नष्ट हो जाता है तब क्या तुम पहले की तरह शांत रहते हो ?
क. हाँ,
ख. शायद
ग. नहीं, मैं बहुत क्रोधित हो जाता हूँ ।
87. असन्तुष्ट होकर, क्या तुमने कभी अपने आप से कहा है, "मैं बाजी लगाता हूँ कि मैं इस स्कूल को इन मास्टर्स से अच्छी तरह चला सकता हूँ ?"
क. हाँ, ख. शायद, ग. नहीं ।
88. तुम क्या बनना ज्यादा पसन्द करोगे :
क. एक ऐसा आदमी जो घर और पार्क का नक्शा {प्लान} बनाता हो,
ख. अनिश्चित,
ग. एक गायक या नृत्य मण्डली का सदस्य ?

89. यदि तुम्हें कोई साहित्यिक और जंगलीपने का काम करने का मौका मिले जो साथ ही खतरनाक भी हो तो क्या तुम :
- क. शायद उसे नहीं करोगे,
ख. कुछ ठीक नहीं है,
ग. उसे जरूर करोगे ?
90. जब तुम्हें गृह-कार्य {होम वर्क} करना रहता है तो क्या तुम :
- क. अक्सर उसे नहीं करते हो,
ख. दोनों के बीच में,
ग. उसे हमेशा समय के अन्दर कर डालते हो ?
91. क्या तुम अक्सर अपने क्रिया-कलापों {काम-काज} के बारे में अपने माता-पिता से वार्तालाप करते हो ?
- क. हाँ, ख. कभी-कभी, ग. नहीं ।
92. जब कक्षा में किसी बात पर बहस चलती रहती है तो क्या अक्सर तुम्हें कुछ न कुछ कहना रहता है ?
- क. बिलकुल ही नहीं, ख. एकाध बार, ग. हमेशा ।
93. क्या तुम कक्षा के सामने बिना घबराये {नर्वस} या बिना हिचकिचाये कुछ कहने के लिये खड़े होते हो ?
- क. हाँ, ख. शायद, ग. नहीं ।
94. एक सुहावनी शाम को तुम क्या देखना ज्यादा पसन्द करोगे ?
- क. कार की दौड़,
ख. अनिश्चित,
ग. खुली हवा में संगीतमय नाटक ।

102. क्या तुम अपनी कक्षा के साथियों से बात करते समय अपनी बहुत निजी {व्यक्तिगत} भावनाओं को बताना नहीं पसन्द करते ?
क. हाँ, ख. कभी-कभी, ग. नहीं ।
103. जब तुम एक नये समूह {ग्रुप} में जाते हो तो क्या :
क. जल्दी ही तुम्हें महसूस होने लगता है कि तुम सबको जानते हो,
ख. दोनों के बीच में,
ग. लोगों को जानने में तुम्हें ज्यादा समय लगता है ?
104. इन पाँच शब्दों को पढ़ो : "अधिकतर", "सुखकर", "प्रमुखतया", "मुख्यतः", "उच्चतर" । इनमें से एक शब्द जो बाकी चारों से भिन्न है, वह है :
क. "अधिकार", ख. "सुखकर", ग. "उच्चतर" ।
105. क्या तुम अक्सर बिना कारण कभी खुश और कभी उदास हो जाते हो ?
क. हाँ, ख. अनिश्चित, ग. नहीं ।
106. जब तुम रेडियो या टेलीविजन सुनते रहते हो और लोग तुम्हारे चारों ओर हँसते या बातें करते हैं तो क्या :
क. तुम खुश रहते हो,
ख. दोनों के बीच में,
ग. इससे मज़ा किरकिरा हो जाता है और तुम गुस्सा हो जाते हो ।
107. अगर तुम लोगों के बीच अकस्मात कोई भद्दी बात कह देते हो तो क्या तुम काफी देर तक परेशान रहते हो और उसे भूलने में तुम्हें कठिनाई होती है ?
क. हाँ, ख. शायद, ग. नहीं ।

108. तुम किसके बारे में ज्यादा पढ़ना पसन्द करोगे :
- क. बास्केट बाल के खेल में कैसे जीता जाय,
ख. अनिश्चित,
ग. सब लोगों को कैसे अच्छा लगा जाय ।
109. क्या लोग तुम्हें ऐसा समझते हैं :
- क. अच्छी तरह सोचने विचारने वाला,
ख. दोनों के बीच का,
ग. अच्छी तरह काम करने वाला ।
110. क्या तुम अपनी आमदनी का ज्यादा हिस्सा {भाग} भविष्य के लिए बचाने के बजाय मौज में खर्च कर देते हो :
- क. हाँ, ख. शायद, ग. नहीं ।
111. क्या अक्सर दूसरे लोग तुम्हारे कामों में टांग अड़ाते हैं ?
- क. हाँ, ख. दोनों के बीच में, ग. नहीं ।
112. तुम अपने को किस तरह का आदमी मानोगे ?
- क. मनमौजी,
ख. दोनों के बीच का,
ग. बिल्कुल मनमौजी नहीं ।
113. तुम कितनी बार किसी जगह जाते हो या कोई काम करते हो :
- क. अक्सर ही, ख. कभी-कभी, ग. शायद ही कभी ।
114. तुम किस प्रकार का चलचित्र {सिनेमा} सबसे अधिक पसन्द करते हो :
- क. अच्छे गीत-संगीत वाला,
ख. अनिश्चित,
ग. लड़ाई की कहानियों वाला ।

121. जब कोई तुमसे असहमत होता है तो क्या तुम :
- क. उसे जो कुछ कहना होता है कहने देते हो,
 - ख. अनिश्चित,
 - ग. उसकी बात खत्म होने के पहले ही उसे रोक कर अपनी बात कहने की कोशिश करते हो ।
122. क्या तुम इस प्रकार रहना ज्यादा पसन्द करोगे :
- क. एक घने जंगल में जहाँ चिड़ियों की चहचहाहट के सिवा कुछ न हो,
 - ख. अनिश्चित,
 - ग. एक चहल-पहल से भरी सड़क के किनारे जहाँ बहुत कुछ हो रहा हो ?
123. यदि तुम्हें रेलवे में काम करना पड़े तो तुम क्या बनना ज्यादा पसन्द करोगे :
- क. मुसाफिरों से बातचीत करने वाला एक कण्डक्टर,
 - ख. अनिश्चित,
 - ग. ट्रेन को चलाने में मदद देने वाला एक इन्जीनियर ।
124. इन पांच शब्दों को देखो : "नीचे", "बगल में", "ऊपर", "पीछे", "बीच में" । जो शब्द दूसरों से मेल नहीं खाता वह है :
- क. "नीचे",
 - ख. "बीच में",
 - ग. "बगल में" ?
125. अगर कोई आदमी तुमसे कोई नया और मुश्किल काम करने को कहता है तो क्या तुम :
- क. खुश होते हो और यह दिखा देते हो कि तुम क्या कर सकते हो,
 - ख. दोनों के बीच में,
 - ग. महसूस करते हो कि तुमसे उस काम में गड़बड़ हो जायेगी ?

126. जब तुम कक्षा में किसी प्रश्न का उत्तर देने के लिए हाथ उठाते हो और दूसरे साथी भी हाथ उठाते हैं तो क्या तुम उत्तेजित हो जाते हो :
- क. कभी-कभी, ख. अक्सर नहीं, ग. कभी नहीं ?
127. क्या तुम यह बनना ज्यादा पसन्द करोगे :
- क. एक अध्यापक, ख. अनिश्चित, ग. एक वैज्ञानिक ।
128. अपने जन्मदिन पर क्या तुम यह पसन्द करोगे कि :
- क. पहले तुमसे पूछ लिया जाय कि तुम्हें क्या भेंट {प्रेजेंट} दिया जाय,
ख. अनिश्चित,
ग. तुम्हें ऐसी भेंट {प्रेजेंट} दी जाय जो तुमको आश्चर्य-चकित {ताज्जुब में} कर देने का मजा दे ?
129. क्या तुम इतने सतर्क {सावधान} रहते हो कि मजाक में भी किसी की भावनाओं पर चोट न पहुँचाओ या उसे चौंका दो ?
- क. हाँ, ख. शायद, ग. नहीं ।
130. यदि तुम कक्षा में समूह {ग्रुप} के साथ काम करते हो तो क्या तुम चाहोगे :
- क. चारों ओर आ जा कर एक के पास से सामान दूसरे के पास पहुँचाओ,
ख. अनिश्चित,
ग. इस बात की विशेष योग्यता बढ़ाओगे कि लोगों को बतलाओ कि किस प्रकार कोई मुश्किल काम किया जाता है ?
131. क्लास {कक्षा} में कुछ कहने के पहले क्या तुम इस बात का ऊट उठाते हो कि यह तय कर लो कि जो कुछ कहने जा रहे हो वह ठीक है ?
- क. हमेशा, ख. साधारणतः, ग. अक्सर नहीं ।

132. पता नहीं क्या हो जाय इस बात से तुम्हें बहुत डर लगता है इसलिए किसी तरह के निर्णय या निश्चय से तुम कतराते हो ?
क. अक्सर, ख. कभी-कभी, ग. कभी नहीं ।
133. जब चीजें डरावनी हों तो क्या तुम परेशान नहीं होते और हँस सकते हो ?
क. हाँ, ख. शायद, ग. नहीं ।
134. क्या तुम्हें कुछ नाटक और किताबें करीब-करीब स्ला देती हैं ?
क. हाँ, अक्सर, ख. कभी-कभी, ग. नहीं, कभी नहीं ।
135. किसी देहाती इलाके {क्षेत्र} में तुम्हें ज्यादा क्या अच्छा लगेगा :
क. कक्षा के साथ पिकनिक करना,
ख. अनिश्चित,
ग. जंगल में तरह-तरह के पेड़ों के बारे में जानकारी करते हुए घूमना ?
136. एक सामूहिक गोष्ठी {ग्रुप डिस्कशन} में क्या तुम :
क. अकेले ही अपनी बात पर अड़े रहते हो,
ख. अनिश्चित,
ग. समूह से सहमत हो जाते हो ?
137. क्या तुम्हारी भावनायें इतनी दबा दी जाती हैं कि तुम्हें महसूस होता है कि तुम कहीं फूट न पड़ो ?
क. अक्सर, ख. कभी-कभी, ग. शायद ही कभी ।
138. तुम किस प्रकार के दोस्तों को पसन्द करते हो ऐसे जो :
क. तुम्हारे चारों ओर मँडराया करते हैं
ख. अनिश्चित,
ग. जो गम्भीर होते हैं ।

139. अगर तुम मनुष्य नहीं होते तो क्या तुम यह बनना ज्यादा पसन्द करते :
- क. दूर पहाड़ियों पर मंडराने वाला एक पंछी,
ख. अनिश्चित,
ग. एक पालतू मछली ?
140. क्या तुम अक्सर बहुत सावधान सर्तक रहते हो :
- क. हाँ, ख. दोनों के बीच का, ग. नहीं ।
141. क्या कभी-कभी छोटी-छोटी चीज़ें तुम्हें बहुत परेशान कर देती है यह जानते हुए भी कि वे कोई बहुत महत्वपूर्ण ख़ास बातें नहीं हैं ?
- क. हाँ, ख. शायद, ग. नहीं ।
142. क्या तुम्हें पक्का विश्वास है कि तुमने सभी प्रश्नों का उत्तर दे दिया है ?
- क. हाँ, ख. शायद, ग. नहीं ।

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PERSONAL BIO-DATA FORM

1. PERSONAL

Name
Age
Religion
Caste
Health - Poor/Medium/Good
Education

If illiterate why?
Do you like School?
What did you do before coming here?
Your nature of offences.
(Whether this is your 1st offence)

II. FAMILY BACKGROUND

Type of Family - Nuclear/Joint
Economic Level
Locality of the Family - Rural/Urban
Education of your Parents
Treatment by Parents.
Treatment by Parents towards other
children in the family.
Your attitude towards your parents.
Your attitude towards sibling.
According to birth order, what is your
position.
What was your father treatment when you
committed the crime?
What did you do with money/things you
get by stealing?
If you were punished by your parents
then for what activities?
If you were rewarded by your parents
then for what activities?

III. ENVIRONMENT

What was the type of locality in which
you lived?
How many friends you have. Do you
have any best friend?

IV. ATTITUDE

What is your aim now?

What was your aim before committing this mistake?

Do you think you have done a mistake?

Suppose you have got sufficient money how would you spent it?

What is it which attracts you most?

Cinema/Sports/Reading/Other Specify.

If it is cinema/sports. What type do you like to see?

Do you want to enroll yourself in any educational institution?

Is there any man, whom you admire and want to become like him - who/why?

Relate your most interesting experience.

Relate your most painful experience.

V. EDUCATION

Do you feel like going to School?

Which is/are your favourite subjects?

How were your teachers. What kind of relationship you shared with them?

Did you disliked those teachers who tried to enforce discipline in the school?

If you like them why?

If you disliked them why?

If you are given a chance would you like to go to school?

CASE HISTORY

I. PERSONAL

Name - Deepak
Age - 16 Years
Religion - Hindu (Nepali)
Health - Normal
Education - Vith (Dropout) Govt. School.
Janakpuri. Left studies, because I don't feel like, mother always forced me to go to school but I did not feel like going at all.

I don't like school at all. I play dholak, I have learnt it for 3 years. I have gone to police station 3 times. Ist time I went in the case a dacoity. 2nd in case of robbery, and this time I have come here in Murder case, actually they had beaten my friends so we took the revenge, we did not intend to kill him but he died.

II. FAMILY BACKGROUND

Joint Family.

My mother works in a factory. She earns Rs.1500/-p.m. Grand father was in the army. Father died when I was 5 years old, he was in the army but was chucked out because he had done something. My Grand father & mother scold me because I don't work, they want me to study, here in jail I do attend classes.

III. ATTITUDE

When ever I get money I like to buy clothes. My mother always scolded me when I fight, loafing around.

When my mother came to know that I have been charged with murder, she started crying and scolded me.

I use to go home only to eat and sleep.

I have one elder sister - she is in college. They are very sad, they keep crying and they scold me for such things.

IV. ENVIRONMENT

I stay in Pitampura

I have many friends.

My best friend is Bheem. I can do anything for him. Ajay is also my very good friend who is in Tihar Jail. He is my childhood friend. I was youngest in the group all my friends are much older to me, they are in Tihar Jail.

ATTITUDE

I want to learn motor mechanics work but my mother in forcing me to study.

Initially I use to feel lonely - then felt bad but now no more, but certainly I should not have killed him.

I love playing chess.

I prefer playing chess then movies.

I don't know Rs.15,000 has already been spent, in trying to get me released now I'll try to study for them.

If some body beats me, then I given them back in double.

EDUCATION

For my mother sake I want to join school.

I like Hindi and English.

I prefer lady teachers - because they don't beat unnecessarily.

I dislike principle - she use to scold a lot when teachers use to be absent then she took our class, she use to beat us, so we never attended the class.

But here I go to masterji and learn.

I. PERSONAL

Name - Pramod
Age - 14 Yrs. (Smokes)
Religion - Hindu
Health - Normal
Education - Vth Dropout

I left school because I had beaten up my teacher. So he scolded me, then I did not feel like going to school.

I hate school. I like loafing around - and love smoking beedi.

I was working in furniture house. Rs.500/- p.m. I have come here in the case of robbery. This is my 4th offence. I did it because I wanted money. I prefer doing big big robberies. Initially I never did all these things but I saw one boy of my age doing so I also started.

Robbery was of Rs.60,000. We have a gang we are around 50 - 60 boys we share the money.

No one pressurizes me to do all these things. My family members don't know about these activities. When ever I commit such crime I run

to M.P, where my other relatives stay, no body can locate me, or catch me.

In my family only my brother knows about my activities. My parents are not angry with me because they don't know anything.

FAMILY BACKGROUND

Nuclear

Total we are 5 - 3 brothers

Father - Working in a factory, Rs.2,500/-p.m.

Elder brother - works in a hotel

Mother - also working

I don't stay at home

We stay in Mangolpuri - slum

If some one is rude with me then I don't leave that person. I give him back in double doze.

Father - illiterate

Mother - B.A.

My all family members, my brothers all are scared of me, they can't beat me.

When ever we use to get money first thing I did was to buy clothes, shoes.

I use to get punished only when I beat my brother.

Rewarded when I am working regularly.

III. ENVIRONMENT

Colony

We have a gang - best friend is Mukesh I like him because he is always there in need.

IV. ATTITUDE

I have no aim now.

I like watching cinema, I have watched for 15 times, songs are very good, story was good, heroin is beautiful.

No I don't want to go to school.

No very adamant

Any interesting experience (he is feeling shy - but doesn't say anything)

Painful experience My ver good friend because he did not come to see me when I was ill.

V. EDUCATION

No I hate school

Teachers use to teach well but they beat a lot.

They were very strict.

Actually I disliked who try to enforce any kind of discipline on me. Teachers use to pull my hair very hard.

I like one teacher - his name is Kailash - he use to teach well, never use to beat any one.

CASE HISTORY

I. PERSONAL

Name - Ajit Singh
Age - 15 Years
Religion - Rajput (Bais)
Caste - Hindu
Health - Good
Offence - Robbery
In Jail - 2 Years
B/S - 5
Education - Dropout, left because did not feel like. My other brother and sisters are studying. Brother stays in Faridabad.

Ist Offence

On station I met one person he said I'll give you Rs.20 and asked me to pick two bundles of books then I was caught by the police and he ran away.

I. No I did not like school at all.

ABOUT FAMILY BACKGROUND

1. Nuclear - All brothers staying separately, in Faridabad Mother stays all alone.
2. Economic level Rs. don't know. (aloof type)
3. Own house in Faridabad
4. Parents - Father - Vth
Mother - Illiterate
Brother - X/XII. Only I am the one who is uneducated.

5. Treatment of parents - I am only scared with my elders brother. Once I had fought with my bhabhi that is why no body talks to me, no one cares about me. I don't get food in my house mother.
6. Youngest brother
7. Brother did not bothered
8. Punished
9. Rewarded - I don't know, I don't remember I was ever rewarded.
10. When I am released from here. I'll go to Bombay and I'll become a terrorist.

ENVIRONMENT

1. I don't love myself I hate myself, I have nothing to look forward for once I am released from here.
2. O.K.
3. Friends - Raju - Badarpur. he always gives me help. Once people were beating me he saved me.

ATTITUDE

1. Good man - But now I can't become
2. Since 4-5 Yrs.
3. Yes, I have done a mistake in school and beaten my good friends. The only grudge is

4. I was very hungry and I did not have money.
I wanted the money to eat.
5. I don't like either of them.
6. Cinema

EDUCATION

1. No I don't want to go to any school.
2. I admire my boss. He is a very good in his work. I want to become like here.
3. Most interesting - when my elder brother got married. I met a girl. She was very nice.
4. Painful experience - I used to love one boy, he died.
5. No, not at all.
6. Science
5. Teachers - Good No I never use to talk to them.
6. Disliked