

**A COMPARATIVE STUDY OF  
AGGRESSION, ADJUSTMENT AND  
INTEREST OF DELINQUENTS AND NON-  
DELINQUENTS**

**A Thesis Submitted to  
Babu Banarasi Das University  
for the Degree of**

**Degree of Doctor of Philosophy  
in  
Education**

**by  
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## ACKNOWLEDGEMENT

I would like to start off by thanking the God who gave me strength, patience and hope to finish my thesis.

Firstly, I would like to express my sincere gratitude and feeling of everlasting indebtedness to my Phd advisor **Prof. Dr. Ritu Sharma**, Head of the Department (School of Education) for the continuous support of my PhD study and related research, for her patience, motivation, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my PhD study. I take this opportunity to express my sincere gratitude to **Dr. Brajesh Tripathi** for his help and support in my research work. The results presented in this thesis could not have been accomplished without them.

I would like to thank my dear husband **Syed Firoz Abbas** for his moral support who have suffered a lot in conducting my research. I am gratefully thankful to my best friend **Avneesh Singh** not only for his insightful comments and encouragement, but also for the hard questions which inspired me to widen my research from various perspectives. I am highly indebted to him. I am thank ful to my sister **Shainda Abidi** and my family. It is difficult to recall the individual names of my relatives, research scholars and friends who were of immense help in one way and other. I am thankful to all those people who contributed their might towards my success and happiness.

I am also thankful to Research co-ordinator **Prof. Dr. Ahmad Ali** and Hon'ble vice chancellor **Prof. Dr.A.K Mittal** for their motivation in my research work.

Last but not the least thanks and love to my beloved daughters **Irene** and **Myra** for their support throughout my research work.

**Masroor Fatima**



## **PREFACE**

Delinquency is a major concern all over the world. It is seen that now a day's young adults are mostly involved in violence and crime. There are various reasons due to which the adolescents are involved in delinquency like poverty, un education, urbanization, aggression, dysfunctional family, parenting styles, maladjustment, etc. Aggression and delinquency are related to each other. Aggression is common in growing children but when this aggression crosses the limit then it leads to crime. Delinquency is also linked with maladjustment when adolescent starts facing adjustment problems whether in school, home, socially, emotionally then also they are headed towards violation. Several studies say that the interest of adolescents also affects failures.

The present study done by the researcher is to investigate the comparative study of aggression, adjustment, and interest of delinquents and non-delinquents. The objective and hypothesis are formed to find the difference in aggression, adjustment, and interest of delinquents and non-delinquents. The researcher wants to find the areas (adjustment, interest) in which delinquents differ from normal children.

Chapter II discusses the literature review about the work done in the past on delinquents, adjustment, aggression, and interest.

Chapter III states the methodology used in the present study. It includes a sample size of 600 (300 delinquents and 300 non-delinquents). For the selection of the sample of the delinquents the researcher has gone to the juvenile homes and in the case of non-delinquents sample was taken from the different intermediate colleges of 5 districts of U.P (Mathura, Agra, Moradabad, Bareilly, and Noida). The

sampling technique used was a simple random technique. For the collection of data standardized tools were used for the variables. For aggression, Aggression scale by Dr. (Mrs.) G.P. Mathur and Dr.(Mrs.) Rajkumari Bhatnagar, for adjustment tool used, is Mohsin-Shamshad Hindi adaptation of bell adjustment inventory and for interest Multi-factor interest questionnaire.

Chapter IV is concerned with the analysis of the data using statistical measurements like mean, standard deviation, and t-test. Based on analysis findings and conclusion was drawn. The findings of the study are that delinquents showed more aggression than non-delinquent, Non-delinquents showed better adjustment in all areas of health, home, social, emotional as compared to delinquent, about interest non-delinquents, showed better interest in business, scientific, aesthetic, outdoor, clerical areas while delinquents showed better interest in agriculture and mechanical areas.

Chapter V is concerned with the suggestions, educational implications, and conclusion of the study. The government should come forward for providing a healthy environment and help delinquents by making policies for the education of them and should give responsibility to schools, NGOs, child welfare departments to work for the delinquents. The Government should take strict actions if there is a violation of the duties of the responsible person on any level. It is the combined responsibility of teachers, guardians, society, and government officials to help the children in growing better emotionally, mentally, and physically for their vigorous future. Adolescents if given love and care and are understood by their elders may not deviate from the norms made by society.

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## **CHAPTER - I**

### **INTRODUCTION**

The future of any nation is determined by the children of that country as they are considered to be the base as well as the forerunners. When they grow they become leaders, originators, and protectors of the country's national properties. When these children develop, they all have different pace and perspectives across the world depending upon their culture. The perspectives of these children are largely conceptualized by their communal and political affairs. Children are considered to be a rock for any nation and so they have the knack to form a vision to set long-term goals and plans accordingly. Besides these developments, these children develop perspectives for themselves too. These outlooks of a child include the competitive spirit among each other, desire for having independent individuality, and autonomy from their parents. The major changes in a children's life are observable when the child is in his teenage, it is the most sensitive and crucial period of development. Different physical and psychological changes take place. One important aspect which is a subject of consideration at this age is the acceptance and influence of peer group, peer pressure, and parental control. (Agarwal, 2018)

The adolescence period is one of the stages of human development, which starts after childhood and ends before adulthood. According to the World Health Organization', people who are between 10-19 years of age are considered to be adolescents. This age is of transition from childhood to adolescence where various changes take place like social, emotional, psycho-physical, or sexual. All these transformations occur at the same time. ('Child and adolescent health and development', 1986). This age of an

an individual is a phase of life that includes the explicit health, needs, and rights that facilitate his or her development. ('Youth and health risks', 2011) Individuals in this segment of their lives develop various types of knowledge and skills, and also learn the knack to manage their relationships and handle their emotions. (Blakemore & Robbins, 2012).



## **1.1 Juvenile delinquency**

The term delinquency has been derived from the Latin word “delinquer” which means “to omit”. In simple term delinquency refers to all such behaviours which are not approved by the society and there is some punishment or measures to reform such disapproved behaviour for the betterment of the society.

When the adolescents are not able to handle themselves or manage their emotions and accordingly perform any act which is not acceptable and is considered to be an offence in the society then that teenager is said to be juvenile. A youngster is said to be juvenile when he allegedly is considered for violating any rule, regulation, or law and is apprehended for his scandalous or unlawful act. (Preeti& Mustafa Nadeem, 2016) The prohibited act when committed by any juvenile is considered to be delinquent behaviour. A collective term for this entire attribute is known as ‘juvenile delinquency’ or ‘juvenile offending act’. (Siegel & Welsh, Juvenile Delinquency, 2011) (Siegel & Welsh, Juvenile Delinquency: Theory, Practice, and Law, 2014). With the process of modernization and globalization, societies are also changing. Every individual is having a high level of desires and ambitions which he strives to accomplish. All the age groups people get fascinated with various aspirations and when these goals get fulfilled they feel very joyous. Failing to accomplish their wishes leads them to disappointment and discontent. Every stage of life gets aggravated with this kind of distress, even the adolescents suffer from such disillusionments. Such irritations annoy them and they get deviated from their normal path and thus become a ‘delinquent child’. When a child gets distracted from the normal level of social tracts and reaches the lower end of the norm and thus manifests the anti-social behaviour is called delinquency. The age of delinquency is below eighteen years and therefore they are called juveniles. Generally, a juvenile is a category of such children who are below eighteen years and commits any act which can be termed as criminal behaviour. Juvenile children have anti-social personalities as they violate the social laws and are considered as an offence in the eyes of law. Every country and states have their criteria of categorizing a juvenile.

### **1.1.1 Definitions of Delinquency**

a. Behaviour disappointing beyond reasonable expectation”- W.H. Sheldon(Madan, 1966)

- b. "Delinquency occurs in a child when his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action".- Cyril Burt(Bhattacharyya, 2000)
- c. "We use the term delinquent as we sometimes use the term, loven as though it were a simple concept whereas it actually embraces complex patterns of behaviour." -Robison Holt(Choudhary, 2017)
- d. "Delinquency as moral deficiency because of weak conscience due to improper teaching of the child in early age of life"-Mowrever(1961)
- e. "Delinquency, like aggressive behaviour in general can understood as aggressive, hostile behaviour or culturally acquired way of life."-Telford and Sawrey (Dr. R. A Sharma,2012)

### **1.1.2. Factors effecting delinquency:**

The different factors which affect delinquency are as follows

**Psychological Factors:** Delinquent behaviour is influenced by the psychological factors which can be understood in Freud's theory of psychoanalysis. Sigmund Freud gave three elements of personality called Id, Ego, and Superego. According to Freud 'Id' is unconscious it cannot differentiate between good and bad and has no moral values, while 'Ego' is partly conscious and works on fulfilment of needs, and 'Super Ego' is conscious and tells what is right or wrong, good or bad. 'Id' works as a spoiled child which works on the instincts whereas, 'Super Ego' works as the guardian angel, usually there is a conflict state between these two elements. When this state of conflict arises then 'ego' maintains the balance between both of them by adapting the appropriate ways to fulfil the needs or desires. But when 'Id' becomes more dominant in anyone's personality and 'super ego' becomes weaker as well as 'ego' fails to maintain the equilibrium then the antisocial personality gets develops. (Williams, 2012) (Kaplan-Solms&Solms, 2000). When there is a lack of control on 'self' and the control of society also gets weak as well as feeble control from family level leads to the developmental of delinquency predispositions. The disturbances from attending social or cultural institutes enable the deviation from normalcy and acquiring delinquency traits. (Knoester&Haynie, 2005). Delinquency among teenagers and psychological factors are having a strong relationship with each other. There are also the social factors that contribute to creating delinquency in the youth.

One of the most prominent factors which facilitate this kind of antisocial behaviour is the social settings itself. This societal aspect includes the company you are associated with, the peoples who are living nearby, mainly the neighbours. (Brandt, 2006). If the child has not got any influence or control of social settings on him and the community or locality is also not putting any check on the behavior of the concerned person then delinquency is more likely to get developed in the teenagers. (Chung & Steinberg, 2006)(Mallett & Tedor, 2018) A fine-quality of parenting style provides an environment that helps a child to have a successful life. A prosperous life of a child includes good academic performances, flexibility to adapt to the environment, repel inconsiderate or harmful behaviors and incorporate good-quality traits. Good child-rearing practice enables the child to have a good code of conduct even though the child is living among corrupt neighbors. The children who are raised in a situation where parents either have conflicts between them or are most of the time not available when their child needs them are more likely to develop a law-breaking behavior in them. The child is when confronted by negligence and is abandoned by the parents when he is in need, he develops a sense of 'emptiness' in his life and emotion of frustration against his parents and the situation in which he lives in and therefore he indulges himself in the felonious activities to fill the vacuum which is created in his life. Parents who are orally or physically aggressive as well as unpleasant towards their children also lead to the development of unhealthy behavior in the children. There is a relationship between domestic problems and harmful relationships they share with their friends, substance abuse, poor academic level, bunking off as well as failures which ultimately lead to delinquent behaviour. There is an important factor that effects delinquent behaviour and that is child abuse. Therefore, children who have been physically abused in their past usually become a delinquent as teenagers and criminals as an adult. There is a common phrase called 'violence raises violence' which leads to the 'cycle of violence'. Mistreatment of the child leads to aggression and hostility acts among the juveniles. Constant exposure of domestic violence to the children enables them to accept ferocity as their life's part only. Teenagers' affiliation with their close friends is again an integral factor in shaping delinquency in adolescents. When adolescents tie their links with their peer group it generally interferes with the relationship which child already has with his family or friends. Therefore both the aspects of the family

as well as friends relationships when dealt with at the same time might lead to some conflicts and therefore might be responsible for the development of delinquency trait if not handled cautiously. Youngsters are generally more open to the tantalizing towards new things and many times become docile in handling peer pressures. It is due to these conflicts that only teenagers are more prone to violating the social norms, rules, and laws when they are in the company of their friends. The intensity of this kind of behaviour increases when the children lack cordial relationships with their parents. Poor performances are also the leading and principal cause of delinquent behaviours. Inapt teaching methodology, nagging in the class by the teachers or maybe bullying done by friends, differentiation on grounds of caste, colour or religion, low economic status, and so on leads to the disappointment among the adolescents shaping delinquent behaviour. Children who have pitiable parent-child relationships have more possibility to experience problems in schools and gets easily linked into a felonious company of antisocial gang. Peer group enables the child to indulge in activities that are related to abuse of drugs, getting involved in alcoholism, and perform some serious criminal offenses. Teenagers when joining any gang then there is variability in the causes few of them includes the desirability of social acceptance, social approval, need for dominance, need for affiliation, need for nurturance, need for safety or security, need for belongingness or maybe teen has some power motives or else he is looking for some excitements in life. Children who grow up in socially underprivileged situations also join the negative peers' gangs and form antisocial friendships. Researches claim that drug abuse is one of the types of delinquency and it is not the reason for delinquent behaviour. Usage of substance abuse or drugs and delinquency both are caused due to the problem in the socialization process and the style of living that occurred during the developmental phase of the children. (Sen, 2018) (Cassidy, 2011)

**Biological Factors:** Biological Factors: Individual's behaviour is to an extent is influenced by hereditary factors as well as genetic factors. The behaviour of an individual is shaped by genetic factors. The changes at the hormonal level determine the behaviour of the children. The impulsivity or maybe uncontrollable emotions are to a degree regulated by the biological basis. No doubt the environmental factors cannot be ignored therefore it will be right to say that both natures, as well as nurture, play an essential role in forming the delinquency behaviour in youths.

Therefore, it can be said that frail-mindedness in the personality of humans is determined by hereditary as well which gives active explanations for criminal acts. (Hirschi & Hindelang, 1977)

**Chromosomal abnormality:** There have been various researches that manifest that certain conceivable chromosomal combinations are in the category of abnormal. Combinations like XO, XXY, XXX, or XYY are not considered to be normal combinations of chromosomes. (Ahadi & Omani, 2017) It is seen that mainly the criminals have XYY patterns of chromosome combinations present in them. (Stochholm, Bojesen, Jensen, Juul, & Gravholt, 2012). The additional chromosome of 'Y' leads to the overactive hostility males. (Ross & et.al, 2012).

**Hormonal changes:** This view manifests the imbalance of the endocrine glands as a potential cause of problematic behaviour. The level of Hormones secreted and released in the body from the hypothalamus and pituitary glands determines the behaviour of an individual. Glands as well as the release of hormones have a very intense effect on aggression and sexual responses given by an individual. (Powell, 2019).

**School Atmosphere:** School is the second home of the child and for a child, a teacher is whom he believes, so the teacher becomes a role model for the child. It's the responsibility of the teacher to give care and an unbiased environment to the students. If the teacher fails to fulfil her duty then it can be a cause of delinquency. Factors causing delinquency in school are Biased behaviour of the teacher where teacher favours some students and hurt other students by her behaviour can be the reason for delinquency. The teacher has to see that every child is different from one another some are intelligent some are slow learners or suffer from dyslexia or any other disease. Making fun of such children in front of others can cause delinquency. Wrong teaching methods, the load of studies, severe punishments, fear of failing in exams may lead to delinquency.

**Socio-Environmental factors:** Various factors are responsible and contribute to the delinquent behaviours in teenagers. A few of the factors are as follows:

**Mobility** - It is the most prime reason which aids the delinquent behaviours or crime at a general level in society. In the present time, urbanization has made communication as well as travelling an easy process. Due to industrialization only people have started migrating from rural to urban areas for new job opportunities

and for having better chances of earning. This mobility from rural to urban places enables them to meet new people where children get involved at higher risk of acquiring antisocial traits by joining the felonious gangs.

**Culture-related conflicts** - Conflicts that are related to culture are often faced by those people who are inhabitants of some other place and have migrated from to another place in search of employment or maybe for advanced educational training. The differences found between the cultures again aid them to acquire delinquent traits and perform offensive acts when they are not able to maintain the equilibrium in their everyday society.

**Family Background** - This is the most integral cause which contributes to juvenile delinquency. It is only the family environment that allows or prevents the child to acquire law-breaking and offensive behaviour as well as antisocial behaviour. The child admires the family members, parents, or caretakers since his childhood and tries to imitate them as well. If the child observes negative behaviour and offensive acts throughout his childhood then he is more likely to behave similarly forming the same orientation towards their environment. Other factors related to this point are marital discord between the parents, single parenting, poverty, chronic physical or psychological illness, negligence of parents, child-rearing pattern, step-parent's negative behaviour, parents low character, over or under the protection of parents, and so on. As in whole family and the related background of the child matters in juvenile delinquency causation as well as prevention (Nisar, Ullah, Ali., & Alam, 2015).

**Socio- economic status** – Poverty is a major cause of delinquency. When parents fail to provide necessities like food, clothing, education then the child is directed towards the wrong means to earn money. The aim at that time is just to earn money by any means. There are many cases in which the parents put up or cooperate secretly in the engaging child in delinquency for the sake of money.

**Urbanization** – It is yet another cause for delinquency. Living in urban areas is not easy for poor people, or people who migrated from rural areas. To survive in urban cities everyone has to earn even the women have to work. Thus the children are left in the houses alone there is no parental control over them, parents do not know what their child is doing in their absence. The attraction of luxuries, the dream of living a lavish life leads to crime as to satisfy their needs and dreams the adolescent take the

wrong way like stealing, robbery, chain snatching, and even murders for the sake of money.

## **1.2 Juvenile delinquency and Law**

The delinquency trend in India has got various modifications, like in international settings. As mentioned earlier also, delinquency is a matter of concern all over the world and the percentage of delinquents is also increasing in number. So to control the situation from time to time amendments in the law have become the need of an hour. Juvenile Justice (Care and Protection of Children) Act, 2000 has become the major signpost in managing criminal acts and justice in India. This act was amended twice in 2006 and 2011 to make it more children-friendly. Earlier the age considered for boys was 16 years and below and for girls it was considered 18 years and below was found guilty for committing any offensive acts, then they were categorized as a juvenile delinquent. But no sooner, this Juvenile Justice Act was passed in 2000 the age limit for both boys and girls became 18 years. Apart from changes brought in the theoretical structure of 'delinquency', alterations in the magnitude, size, sample, and rate of the delinquents can also be observed. (Preeti& Mustafa Nadeem, 2016)(Nagin & Paternoster, 2000)(Dr. Sushil, 1967)

## **1.3 Juvenile Delinquency: An International Phenomenon**

Criminal behaviour among adolescents has become the major cause of concern globally. As the delinquent acts is a general phenomenon as it takes place in all cohorts of the human race. There is not even a single society that exists without any misdemeanour acts committed by humans, and specifically to mention indiscretion performed by adolescents. This phenomenon of misconduct is observed in the entire world of humans irrespective of caste, colour, and stratum. Juvenile delinquency whether its origin, form, pattern, nature, or level, everything highly depends on the individual, time, situation, culture, circumstances, citizenry, regions, and society. Adolescents' misdemeanours are an interesting topic to enquire especially the causations and the changing behavioural patterns. The evident causes are the changes occurring in societal, financial, political, intellectual, and cultural aspects due to industrialization, globalization, and urbanization at the global level. There are substantial variations found in the socio-cultural, economic as well as psychological aspects in all the societies across the world. It is seen that economic conditions and emotions are related to each other. The very famous Marxian

principle views the concept of change in financial structure would lead to changes in socio- cultural perspectives which will ultimately result in inconsistency of psychological patterns among the individuals. Financial turmoil leads to alterations in the basic structural unit of the society like in the family. (Jessor, 2018)

#### **1.4 Aggression**

Aggression is a type of harmful behaviour which is at times overt in nature or is covert. Aggression is a type of interaction in social settings which intends to harm and damage other persons. Aggressive behaviour occurs with or maybe without any aggravation. When an individual is unable to reach his goal due to the obstacles then it causes frustration among the individuals and ultimately leading to aggression. Aggression in humans is divided into categories called ‘direct’ as well as ‘indirect’ aggression. The former type of aggression is mainly physical as well as is verbal which is done especially to hurt, damage, or offend someone whereas, the latter category of aggression is behaviour that has the intention to hurt the social relationships of any particular individual or any group of peoples. (De Almeida, Cabral, & Narvaes, 2015) (Miczek, Almeida, Kravitz, Rissman, Boer, & Raine, 2007) (Bushman & Huesmann, Aggression, 2010) Aggression is considered to be an action or a reaction done by an individual that elicits an unfriendly and hostile attitude towards another individual. (Buss, 1961) (Anderson & Bushman, 2002). Aggression is manifested in many ways like physical, verbal, or non-verbal which incorporates non-predator hostility, self-justification hostility, predacious aggression, supremacy violence, aggression between two or more than two males, the aggression of resident-intruder, parental aggression, sexual aggression, provincial hostility, ill-tempered hostility, segregation as well as hostility, and biological aggression. There are two categories in which human aggression is divided: first is “controlled-instrumental” which can also be called determined or else goal specific. The second category is “reactive-impulsive” and it manifests such intense abandoned actions which are inapt and objectionable (Akert, Aronson, & Wilson, 2010).

The term aggression is a remark which an individual gives to describe anyone’s hostile behaviour whether verbal or non-verbal including his behaviour. A person is said to be aggressive when he shouts at someone or maybe hits someone, or else they try to manifest their anger by breaking the traffic rules, smashing their fist on



the desk due to any kind of aggravation. Aggressive behaviour includes killing someone, deliberately hurting someone during a sports competition, severely injuring the other person, and so on. Though aggression is a simple emotion it is very difficult to define its meaning, causes, and characteristics. Different groups of people have been involved in determining the complexities of aggression which includes social psychologists, lawyers, judges, politicians, social workers, and many others. Few of the social psychologists attempted to understand this complex emotion and its different determinants. Aggression is defined as “behaviour that is intended to harm another individual who does not wish to be harmed”. (Baron & Richardson, 1994). There are two types of harm, one is intentional and the other one is unintentional. Any aggressive act performed intentionally to hurt the other person is most awful and nastiest in comparison to the accidental harms. (Ames & Fiske, 2013) (Bushman & Anderson, 'Is it time to pull the plug on the hostile versus instrumental aggression dichotomy?', 2001) (Connor, Steingard, Cunningham, Anderson, & Melloni, 2004) Kohli and Malik (2009) concluded that males had a high level of physical and verbally aggressive behaviour than females. Dasgupta and Ghosh (2012) observed that there was a significant relationship between the perception and expressiveness of violence with various elements of personality traits comprising of neurotic tendencies, flexibility, adherence, and consciousness. In the observation and interpretation of aggressive behaviour among children, two things play a crucial role, one is emotional maturity and the second is the nature of child-rearing activities. Foa et al. (2012) reported that conventional attitude is a major parameter of felonious behaviours as a contingent variable, however an "indirect" determinant with aggressive tendencies as a dependent. Research on the relationship between hostility and parenting skills showed that parental tolerance and changes in the marital relationship of parents had an unfavourable association with teenager violent actions, whereas over-protection had a significant relationship. Findings showed a consistent and important association of domestic conflicts like physical, oral as well as societal abuse with the antisocial behaviour of adolescents. The mental and emotional impact of familial harassment during the growth of children is highly unfavourable and important too. Whether the violence is felt or merely experienced. There is a positive and significant association observed between teenage aggressions and watching television. It may be inferred that prolonged

duration of television watching of violent content causes teenage offensive behaviour. Further observations manifest that education progressiveness has a considerable and notable relationship with behaviour and personality. Rejections in schools had an unfavourable and significant relationship with teenage violent behaviour. Many researches consider violent behaviour in the television and media as a significant source of actual life's aggressiveness and hostility. Human violence analysis has advanced to a degree where it requires a cohesive process. The significant database-limited concepts of violence comprise the speculations related to cognitive neo-association, socialization, intellectual stimulation, narrative, and transition excitation. With due consideration to the general model of aggression (GAM), the analysis infers to the perception, power, as well as stimulation to arbitrate the impact of environmental and personal factors which influence the emotion of anger. Further, the researchers also elicited the assemblage of various theories about the development and retention of violent behaviours in an individual's character. The personality is viewed as a collection of structured constructs of information that are used by organisms to perceive situations in their environment and direct their actions accordingly. 'National Association for Young Children's Education', NAEYC (1990) noted that adolescents who seem to be regular audiences of coercion related contents on television are more likely to understand that aggressiveness is a productive and appropriate way to accomplish objectives and resolve issues; they are far less determined to thrive from innovative or creative thinking as the appropriate way to express emotions, resolving frustration and developing conscience-control. Patterns of behaviour such as hostility can probably be learned by merely watching peoples' conduct and then impersonating it later. A substantial degree of research manifests that watching belligerent scenes, argumentative behaviours, violent scenes, cantankerous as well as hostility on entertainment media enhances the risk of hostility among the children in a short period only.

Combative aggressive acts or actions are the standard definitions of violence. It is a psychological reaction that is badly managed. Teenage years are perceived as being the most challenging phase of transition taking place in life, as adolescents undergo extreme uncertainty due to the emotional, hormonal, and environmental modifications occurring during this time. It is therefore arena of the social

transformation from a pubescent to early adulthood that has to survive in this world. The teen year is also an age of extreme vulnerability, with elevated levels of personality problems as well as misanthropic behaviour. During the adolescent period, disruption of tasks, persistent searching of flaws, bullying, using obnoxious statements, and drawing negative associations towards other children can result in violence.

The research deals with the employability status of both the parents and its connection wellbeing of their teenage children. The finding indicates an insignificant correlation of the employability status of the father with the wellness of the teens, but the employment status of the mother is positively correlated with welfare as it affects the wellbeing of the adolescents. There has been researched which elicit that lower levels of hostile behaviours are correlated with schools having less strict atmosphere whereas, less law-abiding social behaviour, and more validating as well as reinforcing individual attitudes, while monitoring their demographic parameters elicited less aggressive behaviours among students. Some researchers have concluded that elevated rates of violent and troublesome behaviour in the school environment are linked to intimate and personal relationships, which involve the enhanced possibility of contentious friendships and decreased levels of cohort rejection of argumentative and disorderly youngsters. In another research, some scholars studied the factors of aggression from the stories told by the children using the content analysis method. The findings indicate that more than 50 per cent of participants have shown offensive attributes in the stories penned by the children who have confronted hostility in their personal life.

#### **1.4.1 Factors causing the risk of aggressive behavior**

There have been many researchers who support that there is not a single cause of aggressive behaviours. There is the amalgamation of different factors which cause hostile behaviours among people. Few potent reasons are as follows:

- Keeping in the cognition about any preceding aggressive or hostile issue.
- If any individual has been previously physically harassed or sexually abused.
- If the person has been constantly experienced violent behaviour at home.
- If the person has suffered from any discrimination, inferiority complex, or any other type of harassment or maybe has been bullied in past.

- Biogenic and hereditary factors.
- Watching aggressive shows and antagonistic content on television.
- Getting indulged in substance abuse.
- Exposure to any firearm or weapon in the home.
- Combination of various social and various economic factors like deficiency of food, weak financial status, single parenting, family discord, joblessness, no support from external relatives.
- Suffered from any head injury or has got damage in the brain due to any accident.

Some characteristics of aggression have some common features shared among both humans and non-humans. Some of the commonly shared factors are, hereditary, development in early life, learning of societal norms and values, moral learning, cultural awareness, and adaptability. Konrad Lorenz in 1963 told about four types of behaviour that determine one's survival which is: appetite, fear, procreation, and aggression. All these drives help the species for natural selection. (Lorenz, 2002). Researcher E.O. Wilson in his work "On Human Nature" states that aggressive behaviour is regulating the resources. Therefore, aggression is intensified when the demand is higher than the supply of the resources. (Wilson, 1978) Aggression is also caused due to the property issues, a person getting engrossed in taking ownership of his property, and also when he acts defensively for the same. (Leakey & Lewin, 1978). Both social and cultural factors considerably affect the different expressions of aggressive behaviour. For instance, if the population increases and the resources required by that population decreases then it will cause antagonistic acts. (Bond, 2004)(Kempes, Matthys, de Vries, & H., 2005).

There have been researches that evaluated and analyzed several other factors which help in preventing or shrinking violent acts in adolescents. The additional factors are as follows:

1. Minimizing the exposure of inappropriate content shown in the media. T.V and the internet have increased aggressive behaviour in children.
2. Proper training programs for the parents should be organized by various organizations which are working in the field related to children. These Programs will help the parents to understand their children and decrease the risk of aggression among adolescents.

3. Workshops should be organized on child abuse or drug abuse for the parents as well as children to facilitate their understanding of these serious issues.
4. Programs especially on sex education should be organized for adolescents.
5. Planning comprehensive psychological evaluation for the youngsters just like any other mental check-ups to ensure better personality development of the children.
6. Avoid giving gadgets to the children. ('Violent Behaviour in Children and Adolescents', 2015)

#### **1.4.2 Warning signs in children**

Children who manifest such characteristics should be carefully dealt and their respective parents or guardians should be cautious in dealing with such children. If these symptoms are not taken into serious consideration on parents or caretakers end then the results can be unadorned and a child can turn into a delinquent child. Teachers should also work on such behaviour of children. Some symptoms are as follows:

- Severe resentment
- Often lose of temper
- Intense intolerance
- Excessive recklessness
- Getting very easily frustrated

#### **1.4.3 Preventive Measures**

When a child manifests symptoms of aggressive or hostile behaviour, then parents or guardians firstly should try to observe the potent causes of those acts and later should try to handle the child with more care and affection, they should try to talk with the children instead of being argumentative or suppressing the child with their more exaggerated level of aggression. Parents or teachers should avoid using physical punishments. If the child still cannot be handled then considering the need for attention, caretakers should look for a complete psychological assessment by any psychologist or a counsellor and start the sessions without any delay because the more delay parents will do the worse the case will get. The aims of the counseling sessions will focus on:

- i. The child's ability to manage his impulsive nature.

- ii. Unlearn the behaviour of getting frustrated on every petty issue.
- iii. A child will be facilitated to understand the appropriate ways in which he can express his disagreements.
- iv. A child will be counselled to have a positive attitude towards his life.
- v. A child will be helped to understand the importance of taking ownership of his feelings and actions and also to accept the related results.
- vi. A child will be provided guidance and counselling to handle the problems confronted by him in other areas of his life also like, school, family, friends, dealing with substance abuse or any other addiction or maybe obsession as well as handling community issues in general.

### **1.5 Adjustment**

The term adjustment has a literal meaning which means ‘to be fit, ‘to accommodate’ etc. It is the process with which an individual attempt to adapt as well as to establish equilibrium between his necessities and changing situations of life. It is a response which a person makes when he faces the social, personal, or economic burdens imposed on him. The pressure which an individual experience can be both internal as well as externals. Biological adjustments are fundamental and are performed by an individual to live in the world. Similarly, an individual has to make some social as well as cultural adjustments to live in this world. An individual tries to be happy and relaxed in his environment and makes an effort to meet their psychological desires and needs like love, care or social desirability, social approval, and so on with the help of his social linkages in which he lives. When the environment changes then individual’s needs also fluctuate and subsequently people perform some activity to gratify their needs and therefore maintain their adjustment in the altered settings. This increases the understanding, awareness, and relaxation in their surroundings. This also leads them to understand and be assured that their ungratified needs will be fulfilled in the coming future with the help of their networks that they formed in society. Difficulties faced by an individual due to adjustment done in social and cultural settings result in Stress, anxiety, apprehension, and depression. With the help of the adjustment, a person can live a blissful, cheerful, and relaxed life and also maintains the equilibrium between the demands imposed on him and the knack which he has to accomplish them. (Sharma S., 2016).

In modern science, 'adjustment' is the term used to manifest the reaction which a person has to stressors. The person attempts to adapt his 'self' to his surroundings or else to alter his conditions or maybe both. There is a wide range of research that can take place from the perspective of adjustments. Researches might include educational settings, parent-child relationships, familial discords, enduring psycho-physical disorders, persecutions or harassments, home-violence, child-abuse, or maybe in marital relationships and so on. An adjustment can also be denoted as manifestation and occurrence of any symptoms related to mental health. The symptoms for mental disorders are depression, anxiety, inferiority complex, insecurity, Bipolar Mood Affective Disorder, Obsession for anything, negative state of mind, and so on. The general range of the factors which help in forming adjustment can be seen in various ways that can be measured, analyzed, and evaluated. (Levesque, 2014) Psychologists studied adjustment on two most important aspects. The first aspect says that 'adjustment is an achievement' and the second aspect says that 'adjustment is a process. The first characteristic of adjustment lays its emphasis on the quality, eminence, usefulness as well as efficacy whereas, the second characteristic emphasizes the modus which an individual opts to adapt to the external situation. In a wider sense, the process of adjustment includes the following:

1. The necessity of an individual
2. The hindrances confronted by an individual while meeting those needs
3. The experimental behaviour is performed by an individual with the help of critical thinking to fulfil those needs.
4. The responses which an individual gives while relinquishing those needs and by performing the alternative tasks to maintain adaptability with the environment.

### **1.5.1 Definitions of Adjustments**

**Webster:** "adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like".

**C. V. Good:** "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment".

**Shaffer:** “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”.

### **1.5.2 Nature of Adjustment**

- It is a constant and consistent process.
- It is a dynamic process.
- It is an apt process of being flexible in the environment so that one can alter his situations also to fit oneself according to the modified needs and demands.
- It also helps in regulating and lessening the need of an individual.
- It helps in achieving the objectives.
- It helps an individual to feel contented, efficient, competent, and relaxed in social settings.
- It includes both emotional and physical difficulties.

### **1.5.3 Areas of adjustment**

The areas of the adjustment process are as follows

**Social Adjustment** - Social adjustment means that how heartily and soundly an adolescent accord to the norms made by the society and becomes useful to the society he lives. The socially adjusted individual is that person who has a balanced, peaceful relationship with members of society, peer group teachers, etc, and has the feeling of being socially acceptable. Religion is considered the primary social institution and plays an important role in the social development of the child. Peer group helps a lot in adjustment as the child feels acceptance, recognition, freedom of expression of thought, etc. Besides peer group school is a centre for social development here child meet other children of different culture, religion and learns to adjust with fellow students.

**Emotional adjustment** - Emotions play a significant role in an individual personality. It is also a part of personal and social development. It influences the adjustment of an individual in society. There are positive and negative emotions. Positive emotions are love, happiness which is for normal behaviour, and if these emotions are developed an individual will lead a happy n stress-free life whereas negative emotions are anger, jealousy, fear, hatred such emotions affect the growth



and development of an individual. Such persons are emotionally disturbed or unstable and these persons create problems for others.

**Home adjustment** - Home is the place where an individual finds peace, relaxes, and has security. By home adjustment, it means how an adolescent is adjusted in his home conditions like relations with parents, behaviour with siblings. If an individual is well adjusted at home then it is seen that he is well adjusted socially as both are interrelated. He will be happy satisfied and cherished. If there are any problems in the family of a child-like neglecting by parents, single parent, the parent shows love and affection to one child and neglect the other one, domestic violence, poverty, etc. Then the child or adolescent will have problems like he will be emotionally unstable, maladjusted, and thus will show the poor home adjustment. Such children involve themselves in substance abuse, use of alcohol, truancy finds peace in other ways.

**Health adjustment** - Health also helps in an adolescent adjustment process. If an adolescent is physically and mentally healthy he will have fewer problems in his life and adjustment but if an adolescent has issues with his health then he will have less participation in everything, he will develop inferiority, he is highly derived by emotions and will always remain frustrated and cry for his weaknesses.

**Educational adjustment** - It is a very important area as education will only give respect and good adjustment in society. There are many problems which adolescent faces like lack of interest in studies they think school is the most boring place, the pressure of exams and parents, not an ideal teacher for a student, low intelligence, backward and retarded student, harsh punishments teachers doing favouritism, truancy, etc. All these become a barrier to educational adjustment.

#### **1.5.4 Maladjustment**

It is a conflict between a person and their environment. However, every person has some or other conflict but he cannot be said as maladjusted because the conflict depends upon the degree to which it exists. If the conflicts have crossed the limits which are set then the person will be called maladjusted. A maladjusted individual shows poor adjustment in every dimension of adjustment (home, health, social, emotional, educational). It is seen that maladjustment is a result when the needs and demands of an individual are not fulfilled. The following symptoms are shown by the maladjusted individual are:-

- Fear, anxiety, lack of interest
- Unsociability, loneliness, insecurity, inferiority Speech disorder, health disorders
- Aggression, sex-related problems, violence Disapproved behaviour
- Substance abuse, alcohol
- Backwardness, no discipline, loss of concentration

## 1.6 Interest

Interest is a type of emotion or sentiment that enables the consideration of a particular stimulus. (Silvia P. J., 2006). The term interest is derived from two words 'inter' and 'eese' which means 'making difference' as well as 'its matters' or 'to be between. Therefore, it is almost clear that this term attempts to describe the strong emotions towards those stimuli which literally 'mean to us and therefore interests us'.(Krishna, 2004)It is a very complex task to define the phenomenon of 'interest' in one word. It has got various meanings in one's everyday life and at times it is very svaguely-defined also. (Savickas, 1999). The term 'interest' is also used to express the casual feelings which the person wants or else simply cares. The concept has a long history and various psychologists have studied interest in different periods. Few psychologists did their research on the concepts like 'curiosity' or the 'exploratory behaviour' of an individual. Then some other psychologists did their investigations on psychological aspects of interest related to the individual's vocation. Then a new group of psychological researchers came who investigated the concept of 'interest' in terms of aesthetics and made an attempt to study the response towards beauty, nature, art, and so on. Later on, an entirely new branch of psychology developed where this concept of interest was investigated and explored in terms of an 'emotional state'. (Silvia P. J., 2006) (Berlyne D., 1970) (Berlyne D. E., 1971)(Izard, Libero, Putnam, & Haynes,1993). Interest is defined as the trait which describes the fondness or inclination for any type of stimulus, environment in which these stimuli are taking place, and the result which is associated with the stimulus. Mainly these aspects determine interest; when the result of any activity is preferred by an individual then he tends to perform that activity and therefore he feels motivated in performing those things and eventually it becomes his interest. (Rounds, 1995)(Su & Armstrong, 2009)(Silvia P. J., 2008). Once the child develops the curiosity for anything, he will try his level best to attain the level of proficiency

and will sacrifice his comfort to fulfil his interest. Due to the interest-only at times actions performed by the individual become impromptu and very spontaneous. Interest is developed in the child due to both nature and nurture.

### 1.6.1 Types of interest

Interest is of following types

**Individual Interest:** Interest which a person has in his level is described as something which has a long-term inclination to focus on any particular object, event, situation, or person in any activity. (Krapp, Hidi, & Renninger, Interest, learning, and development, 1992)(Krapp, Interest, motivation, and learning: An educational psychological perspective, 1999)(Renninger, 2000). Interest is associated with a positive mental state which results in enhanced learning in an individual for that particular activity. For example, if an adolescent shows his interests in economics he will go through the articles, notes, magazines, jobs, and other activities which will be related to the same to increase his knowledge and experiences. Students in the schools are not confined to any specific domain of interest rather they have an interest in many other topics and activities. The interests include both academic aspects as well as non-academic or co-curricular activities aspects. (Hidi & Berndorff, 2002)Individual success objectives depict the signifying goals which exist between task-oriented objectives and overall life objectives. Interest at the individual levels can be understood in terms of a particular sphere such as course curriculum topics (for instance, economics, history, civics, biology, mathematics, or English, and so on.) They might have interests in the other areas which have pretty prevalent culture (for instance, sports activities, fine arts, music, etc.)(Pintrich, 2000) Students usually have more interest in the process of learning in addition to the interest they have in their specific genres. A student has the desire to express their interest in learning new information. (Ainley & Hidi, Dynamic measures for studying interest and learning., 2002). Generally, interest manifests the understanding of innovative, uncategorized and perplexed goals. Individual this type of interests includes both acquiring new information and escalating the already information. It is also seen that individual's interest is determined by the attitude they have towards their schools. (Ainley, Hidi, & Berndorff, 'Situational and individual interest in cognitive and affective aspects of learning, 1999).

**Situational Interest:** Interest is a psychological state which can also be produced by any particular factors which are related to the environment. Such types of interests which are created due to environmental factors are also called situational factors. (Hidi & Baird, *Interestingness: A neglected variable in discourse processing*, 1986). All those interests that are formed due to 'defocused attention' are also analogous to the individual interest'. The spontaneous emotional responses include a wider array of emotions. Situational interests have some deleterious sentiments too. (Hidi & Harackiewicz, 'Motivating the academically unmotivated: A critical issue for the 21st century, 2000')(Iran-Nejad, 1987)(Hidi & Baird, 'Strategies for increasing text-based interest and students 'recall of expository texts', 1988). There are two types of situational interests given by Hidi in the year 1990. The first type includes all the fundamental features namely, uniqueness, strength, and uncertainty. It is also called "collative variability".(Berlyne D. E., 1960). The second category includes the characteristics like social activities, human-related activities, passion, and other themes which are related to life's existence. However, researchers have claimed that situational factors are quite significant in educational settings especially for teachers to help those students gather some interest who do not have any prior individual interests. (Bergin, 1999)(Folling-Albers & Hartinger, 1998)(Harackiewicz & Hidi, 2000) To consider an example, if any student is not interested in historical events may develop an interest in history after getting aroused by reading the textbooks on the historical topics. In addition to this, if the content presented in front of the student is in a lucrative way.

**Personal interest:** Every individual possesses some personal interest. How one presents himself, how to dress up, have long or short hair, have a beard, French beard, mustaches, coloring the hair, use of perfumes, getting ear brows to pierce. Some individuals are obsessed with the complexion they like girls with a fair complexion, some like dusky complexion. Some like girls and want their future wives tall slim figure, some adolescents like fat girls. Adolescents nowadays are very conscious about their health they want abs, they go to the gym do exercises to keep themselves fit, take steroids and take sound sleep and healthy diet to look smart. Adolescents pay very much attention to their clothing and accessories they love to wear chains, wrist bands, obsessed with mobiles of the latest models and cameras, shoe jackets smart wristwatches. Dressing up as their favourite heroes.

**Social interest:** Adolescents like to mix up with their friends, classmates, family members. They participate in talks and discussions on topics like education, politics, religion, health, management, economy, etc. They discuss with their teacher about their vocation if they face any problems and participates in school activities. Adolescents show interest in functions of society as the setting of Durga pooja pandal or any religious activity. If there are elections there also adolescent becomes a part of it. Adolescents love to attend parties, go to discos, pubs, make girls as their friends like to spend time with them and talk about them. They are a helping hand in their society.

**Vocational interest:** As a child enters the age of adolescence he is worried about the vocation he will choose for his future. Parents, as well as teachers, ask about their future programs. They guide them about different vocations in which they can grow. Now the day's internet is a great source of information. An adolescent gets all information about the vocations in which he is interested. Many adolescents want to migrate to other countries for their future job. Government jobs are still preferred by many adolescents as they and their parents think government jobs give security for their entire life but many of them prefer to go to the private sector as for them working in an MNC groom their personality and give more chances of growth. If asked by an adolescent what is the reason for choosing a certain profession they will give money, growth, reputation, wish of their parent's advice from experienced persons or experts of that field, some think that the job they are doing is perfect for them and many other reasons.

**Recreational interest:** Adolescents are fond of sports and other entertainment. They like to play cricket, badminton, football. In today's world, adventurous sports have gained a lot of popularity like skydiving, parasailing, trekking, bungee jumping, etc. For some painting, doing a craft, cooking food and different dishes, collection of coins or other things is a recreation. Adolescents love to watch movies and listen to music .talking about movies and imitating the dialogues or any action is recreation.

### **1.6.2 Definitions of Interest**

1. Bingham: 'An interest is a tendency to become absorbed in an experience and to continue it.'
2. James Drever: 'Interest is a disposition in its dynamic aspect.'

3. James M Sawhrey and Charles w Telford: 'Interest as favourable attitude towards objects.'
4. Crow and Crow: 'Interest may refer to the motivating force that impels us to attend a person, a thing, or an activity.'
5. Strong: 'Interest is a main indicator of success.'(Krishna, 2004)

### **1.6.3 Features of Interests**

1. Individual's fundamental needs, gut feelings, drives, as well as motives, determine their interests.
2. Interest is determined by the cognitive process of attention.
3. Interest is the product of both nature as well as nurture.
4. Interest facilitates the individual to stand firm against fatigue, boredom, and frustration.
5. When someone follows his interest as a vocation or maybe in his free time, that person is more likely to be happy.
6. Interest cannot be constant.
7. Interest in a person tends to vary less with an increase in age.
8. Interest cannot be measured in quantity as it is qualitative.
9. Interest is subject to personal choices.
10. When the interest of children is timely met and is equally given time then his academic performance level also increases subsequently.
11. Usually, there is an association between the ability of a person and the level or type of interest. (Krishna, 2004).

### **1.6.4 Factors that affect Interest**

Interest is both inborn as well as it is assimilated from the environment. Various factors influence the level of interests like healthiness of physical and psychological aspects of age, gender, and environment. Interest is a comprehensive emotion formed due to wishes, needs, outlooks, standards, or principles of individuals.

Factors for development of interest are as follows

**Age** - It is seen that interest changes according to age. Adolescents' interests are different from the interest shown by children like their topic of conversation, games, etc. They will not like the games which they used to play in their childhood and doesn't like the behaviour of their parents which they used to show in their

childhood. Now the interest has changed adolescents want to hang around with peers of their age group. According to Crow & Crow "As childhood interests change with age, so do one of the adolescents. Like the child the adolescent is interested primarily in himself and his welfare".

**Sex** - Sex influences a lot. The adolescent boys are interested in girls and want to be friends with them. They want to talk about the personality, way of talking, and attitude of the other sex, want to crack jokes on girls the adolescent wants to get dressed smartly to influence the other sex and often engage themselves in dreaming about their future wife. Often sexual desires are aroused in them when they see the opposite sex for the first time. Sex- the drive is very powerful during the period of adolescence.

**Intelligence** - Adolescence with different I.Q s have different interests. Students with high intelligence are creative and have an interest in an aesthetic sense and a genius Children have higher aims in life and want to use their intelligence for the good of the nation and society. These students do not like to waste their time their interests are also different they are interested in topics related to religion, morality, and their social role. A student with average intelligence wants to enter politics and students with normal intelligence like practical subjects. They take time in understanding, are lazy, and do not value time they are least worried about their purpose in life. A Child with low intelligence shows no interest in the study they only like to waste their time they like playing and destructive activities are their major likings.

**Instincts** - Instincts are inborn capacities. Instincts influence the interest of adolescents. McDougall's list of interests is scientific and not unclear. According to him, there are fourteen instincts. Behaviourist has no faith in instincts the school of behaviourism uses motives, desires, needs instead of instincts. The instincts of adolescents motivate them for self-assertion. They are interested in girls, sociability, friends, food, amusement, and recreation.

**Environment** - The determining factor of interest for adolescents is the environment in which they live. For example, the individual living in a rural and urban area and the effect of the adolescent living in a literate family or uneducated family. A son of a doctor is interested in the medical field or a student coming from rural areas will not be interested in multiplexes, spending time in discos or pub. That child will be

interested according to their environment where they live like farming, going to fields, love of nature. A child living in urban areas will be interested in visiting malls, going to theme parks, etc. Thus it shows that environmental influences on the interest of adolescents.

**Socio-Economic status** - In this developing era where there is development all over yet socioeconomic status has made its place in this society. In India society is divided into many castes and sub-caste and not only in rural but in urban areas this division is seen. If an adolescent is Brahmin then the parental influence of socioeconomic status is seen in his interest. A child born and brought up in a family whose economic conditions are low then that child will develop interest according to his conditions. It is said that adolescents must be educated to create a newer interest to eradicate the prejudices prevalent in the society, But it is deep-rooted in the society and inside an individual which is a matter of great concern and needs immediate attention of the educators and makers of the society.

**Education** - There is a difference of interest between literate and illiterate adolescents. If an adolescent has no idea or sufficient knowledge about any place, person, or any political or social issues then that child is not expected to have an interest in any topic related to it. School is the place where the interest of a child is developed what if the child has never gone to school or he is a dropout or due to any reason he has left his studies or he has never been to school, the case the interest of the child will be different from that child who goes to school. Education gives a new vision and develops higher and moral values in a person. It helps in eradicating the social, political evils by developing interest related to it. Interest in social evil like stealing, selfishness, immorality, cheating, burglary, immorality is all due to low education or illiteracy.

**Emotions** - Emotions are often confused with interest. They are the main source of interest. If a person is hungry then he will be interested in the ways by which he can get food for himself or if an adolescent loves a girl he will be interested in that entire means by which he can get the love of another person. So it is very clear that all the emotions like love, anger, fear, jealousy influence the interest of an adolescent.

**Desire** - An important factor that affects interest. The desire of a child develops an interest in him. An adolescent desire to be an actor then his interest will be in movies, acting, he will like movie magazines, news related to film, dance, etc.



Another example if an adolescent wants to become a writer he will have an interest in reading books, novels, or other literature, he will have an interest in writing blogs, stories, etc talk to the person of that field or expert and devote his time and energy in writing because he is interested. These desires should be directed towards positive channels so that they should be fruitful for everyone.

**Needs** - A psychologist Bridges says “some of the needs are biological and no doubt hereditary, while others are psychogenic and no doubt acquired”. Needs are both acquired and hereditary which guides our actions. Need of anything whether object, activity, a person develops interest and the non fulfilment of it causes tension and the feeling of incompleteness. It is the need that has to be satisfied and an adolescent interest is also developed according to the need. To satisfy one’s need an individual puts all its effort.

### **1.7 Need of the Study**

Every society makes some rules and regulations which help each member of the society to maintain peace & harmony but some behaviour are just opposite to the norms of the society. Such behaviour is anti-social behaviour. If we see to our society an important issue that rises is youth deviance which creates a disturbance to the peace of that particular society. It can also be referred to as adolescent delinquency. Kaldate (1982) maintains that juvenile delinquency is a sign of the “sick society”.

The present study is needed to know how efficiently the antisocial elements and the normal boys of the society adjust to the different circumstances. The aggression behaviour whether physical aggression giving pain to other physical or verbal aggression what are the factors responsible for the aggressive behaviour in a boy that it leads towards delinquency? To compare the aggressive behaviour of a delinquent child and a normal child who gets everything in life the level of aggression of that normal child is to be known. The negative behaviour of parents towards their children’s like not having positive or healthy parent-child relationship. Parent-child communication spending time of parents with their child all these negative adjustments of parents with any adolescent leads to anti-social behaviour frustration. The peer, the friend circle, and many more factors are related to adjustment as well as aggression of a child. The researcher also wants to know that, “what are the dissimilarities in the interest of delinquents and non-delinquents”? As

interest is an innate part of one's personality. It is the likes and dislikes of a person his or her desires, satisfaction, or dissatisfaction. The researcher wants to know that whether the interest of delinquents and non-delinquents same. This work may be helpful to educators, social reformers and law-making bodies in knowing different aspects, factors, behaviour, interest, and reasons why an adolescent are headed towards delinquency. 'The study will help the educators in understanding the different areas and types of interest, the different aspects of interest, and comparison of the interest of delinquents and non-delinquents. This study will be useful for teachers also as the adolescent period is very crucial in the journey of growth and development, it is not only the responsibility of family, parents but also the teachers who are considered as the guide friend and philosopher of a child in understanding the behaviour, his needs, interest, and adjustment so that the teacher can give them moral values and help them whenever they feel that the child needs help, in realizing their responsibilities towards their family, friends, and the nation. It will also help in organizing guidance and counselling programs and will help NGOs and government bodies in making new policies for delinquents.

In short, it may be helpful to any person who is interested in making society or nation free from antisocial activities one by adolescent or in becoming juvenile delinquents.

### **1.8 Statement of the problem**

*"A Comparative Study of Aggression, Adjustment, and Interest of Delinquents, and Non-Delinquents".*

### **1.9 Definition of operational terms**

#### **Aggression**

The adolescent is the period of "stress and storm". Various hormonal, behavioural, social changes take place during the period of adolescence. There is a high risk of misconduct and combativeness if not taken care of or supervised and protected by their parents. Such an act is aggression which can lead to antisocial activities. Aggression is a slow process it begins from early childhood. For example, a child wants a toy of his choice and it is not given to him then he in return shows behaviour like shouting, screaming, pounding, and by doing all these behaviours he might succeed in his goal of getting the toy. All these behaviour are the onset of aggression which begins from home. These mild aggressive behaviours of childhood

develop into bitter and harsh behaviour as a teenager. Aggression is a purposeful behaviour done deliberately to cause harm to others. Harm can be physical, psychological, verbal in which the person might succeed in his goal or may not. In the present study the researcher asked some probing questions from both delinquents and non-delinquent and found that anger has ruined the lives of some young adults by bringing them to a juvenile home. A juvenile of age 15 yrs was brought to the home for the offence that he hit his fellow student during a football game and the victim was hospitalized where he later died. When asked the reason for his anger the juvenile said that he was jealous of him as the boy was a football champion, he was only praised and no one looked at his efforts. Was this reason justify the act which juvenile has done? It was just an example there were many other similar cases of aggression in the juvenile homes. When questioned to normal children there also aggression was seen but not to the extent of committing any offence.

### **Adjustment**

The period of complex emotions, ambitions, humour, attitudes, and immaturity is when a child becomes a teenager or an adolescent. In this phase of his life, there are many changes faced by him like health, emotional, social and adjust according to it. Adjustment is not only confined to adolescents but from a child's birth to his death an individual has to adjust according to the situations and environment. A child is lucky who balances his needs and situations. Satisfies those demands and needs and thus leading a happy and flexible life. A normal child is well adjusted to his society, home and is emotionally adjusted, handles his problem with a positive attitude, and puts all his energy and efforts to achieve his goals on the other hand maladjustment is the level of dissonance between a person and his circumstances or conditions. The study found that delinquents were aggressive, some were frustrated from their lives, educationally backward, and were not able to satisfy their needs thus were maladjusted. A juvenile in the home was there because he raped his cousin and was of 16yrs when asked about this heinous act firstly he was silent and didn't speak but after several attempts and developing confidence he gave the reason that he had broken family his mother has left his father and there were many problems in his home, he didn't like his uncle as he used to say bad about his mother so one day in anger and to teach his uncle a lesson he raped his

cousin. So this was because of maladjustment in-home, in relations, and emotionally.

### **Interest**

Interest is that inward pressure within a person which pulls or draws him from the goal, dream, individual, and events. The main thing of interest is concentration. For example, if a child is interested in music he will put all his efforts and concentration into learning music and towards all the things related to music. It serves as a strong motivating force in achieving success in life. Interest helps a child in choosing a profession.

### **Delinquents**

A Delinquent is a person who is guilty of conventional crime and delinquency is such behaviour that deviates a person from the norms of conduct set up by society. A juvenile is an adolescent who is neither a child nor an adult. Delinquency cannot be said as innate it is an acquired behaviour . This behaviour is not just harmful to himself but for others also. All the juveniles in the juvenile homes were due to offences that are required to be controlled legally and for the betterment and upliftment of the society and nation.

### **Non-delinquents**

Non-delinquents are normal children who are well adjusted to society and family. Their aggression level doesn't cross the limit leading towards antisocial activities.

### **1.10 Objectives**

1. To find out the difference between delinquents and non-delinquents in relation to aggressiveness.
2. To find out the difference between delinquents and non-delinquents in relation to adjustments.
  - a) To find out the difference in home adjustment of delinquents and non-delinquents.
  - b) To find out the difference in health adjustment of delinquents and non-delinquents.
  - c) To find out the difference in the social adjustment of delinquents and non delinquents.
  - d) To find out the difference in emotional adjustment of delinquents and non delinquents.

- e) To find out the difference in overall adjustment of delinquents and non-delinquents.
- 3. To find out the difference between delinquents and non-delinquents in relation to interest.
  - a) To find out the difference in interest in relation to the business factor of delinquents and non-delinquents.
  - b) To find out the difference in interest in relation to the clerical factor of delinquents and non-delinquents.
  - c) To find out the difference in interest in relation to the agriculture factor of delinquents and non-delinquents.
  - d) To find out the difference in interest in relation to the mechanical factor of delinquents and non-delinquents.
  - e) To find out the difference in interest in relation to the scientific factor of delinquents and non-delinquents.
  - f) To find out the difference in interest in relation to the outdoor factor of delinquents and non- delinquents.
  - g) To find out the difference in interest in relation to the aesthetic factor of delinquents and non- delinquents.
  - h) To find out the difference in interest in relation to the social factor of delinquents and non- delinquents.
  - i) To find out the difference in interest in relation to the overall factor of delinquent and non- delinquents.

### **1.11 Hypotheses**

- 1. There is no significant difference between the aggressiveness of delinquents and non-delinquents.
- 2. There is no significant difference between home adjustment of delinquents and non-delinquents.
- 3. There is no significant difference between the health adjustment of delinquents and non-delinquents.
- 4. There is no significant difference between the social adjustment of delinquents and non-delinquents.
- 5. There is no significant difference between the emotional adjustment of delinquents and non-delinquents.

6. There is no significant difference between the overall adjustment of delinquents and non-delinquents.
7. There is no significant difference between interest in the business factor of delinquents and non-delinquents.
8. There is no significant difference between interest in the clerical factor of delinquents and non-delinquents.
9. There is no significant difference between interest in the agricultural factor of delinquents and non-delinquents.
10. There is no significant difference between interest in the mechanical factor of delinquents and non-delinquents.
11. There is no significant difference between interest in the scientific factor of delinquents and non-delinquents.
12. There is no significant difference between interest in the outdoor factor of delinquents and non-delinquents.
13. There is no significant difference between interest in the aesthetic factor of delinquents and non-delinquents.
14. There is no significant difference between interest in the social factor of delinquents and non-delinquents.
15. There is no significant difference between interest in the overall factor of delinquents and non-delinquents.

### **1.12 Limitations of the study**

The researcher has delimited her research work.

1. The study is limited to boys only.
2. The study is limited to boys of age between 14 to 18 years. The study is limited to five districts of Uttar Pradesh.
3. The study is limited to a total of 600 samples (300- delinquents and 300 – non-delinquents).
4. The study is limited to juvenile homes in case of delinquents and inter-colleges in case of non-delinquents.

## **CHAPTER-II**

### **LITERATURE OF REVIEW**

This chapter deals with the review of related studies related to the research. This chapter contains all the work done by other researchers in the past on aggression, adjustment, interest, and juvenile delinquents.

#### **2.1 Need and purpose of literature review**

In research literature review is an important part of the research. The researcher by literature review gets to know about the important variables which are to be selected. It also helps the researcher in avoiding the repetition of the work done before. It helps the researcher to overcome the gap of prior studies. The sources of literature review include journals, abstracts, published and unpublished reports, thesis, dissertations, internet, and books. To become an expert in the field of research the researcher has to know about the work done in the past on the topic of the research for this the researcher has to undergo all the studies related to it. The aim of going through similar studies is to avoid the repetition of the work done in past.

#### **2.2 Review on delinquency, adjustment, aggression, and interest**

**Sheth, H., (1957)** juvenile delinquency in Bombay state. Ph.D. mentioned in his research work The main objectives of the study were to examine the social background of juvenile delinquents and to find out the causal relationship between the two. The field of investigation was confined to three urban areas only namely, Bombay, Ahmadabad, and Poona. The investigation was carried out based on case histories selected on a 20 percent random sampling basis from among the case records of the juvenile courts in Bombay, Ahmadabad & Poona. The main findings of the study where juvenile delinquency was highly co-related with all the indices of low income and with other social problems resulting from poverty, Grave maladjustments, the employment of women contributed to delinquency.

**Singh, L.(1967)** Patterns of educational and vocational interest of adolescents, Ph.D., dept. of psychology. The objectives of the research were to study the education and vocational interest of adolescent boys and girls from rural and urban areas. The findings of the study were that the educational interest of male students differed in scientific, aesthetic, and agricultural vocations. The educational interest

of female students differs significantly from the zonal difference of rural and urban. Female students had an interest in scientific, agriculture, constructive commercial areas. For the vocational interest of male students, they showed interest in literary, scientific, social. Female urban students were most interested in science education and least in agriculture. Female rural students were more interested in literary education and least in agriculture education.

**Thomas, M., (1970)** An Analytical study of Juvenile delinquency in Kerala. The study was based on Eysenck's theory that the dysthymic neurotics suffering from anxiety, reactive depression, obsessions, phobias, and so on would be found in the introversion neuroticism quadrant. The sample for the study comprised 165 male delinquents, 165 orphans, and 165 normal boys matched for the nativity, sex, and age. The major findings were marked differences were identified between the delinquents and the normal and orphans and the normal in family background.

**Patthak (1970),** Studied adjustment on IX grade student. In the thesis, the study was done on 400 students(200boys and 200 girls) of class 9th. The study was conducted in Jabalpur M.P and the tool used was Saxena's vyaktiya Paraks prashnawali. The result of the study was that girls had many adjustment problems in health social and emotional areas as compared to boys.

**Bandura and Walters, (1977)** in the book titled "Social learning and personality development" compared delinquent boys with non-delinquent boys. The studies found that the child-parent relation of delinquents was not healthy. The delinquents get rejection, negligence, no love, and apathy. The parents used harsh punishment to make their children disciplined.

**Sinha, J.C.(1978)** Role of the family as a unit and vocational interest of the intermediate students, Ph.D., Education, Agra Univ. The main aim of the research is to study the family environment and role of the family in the vocational interest of the intermediate students and the findings of the study were the family environment represents the friendly parent-child relationship that motivates children for the scientific field. Parents who do not have a healthy relationship with the children showed interest in artistic and musical fields. Parents with high moral and social values motivated the students for vocations like a business and computational fields.

**Ready, N.V., (1979)** Juvenile Delinquency in Bangalore city- causes and Curative Measures, Ph.D. Social work, Ban. Univ.,. The objectives of the study were to



establish the typology of delinquent children and to give suitable curative measures keeping in view the types of delinquents. The study involved 76 inmates (and their parents/relation.) of the government certified school in Bangalore. For studying curative measures all the 335 inmates of the institution were considered. The tools used are Bhatia's Performance Test of intelligence-short scale, Eysenck Personality Inventory, Glueck's Social prediction scale. And an interview guide to collect other information cluster analysis, chi-square, and ANOVA were used for hypothesis verification. The findings are (i) literacy was less among the delinquent children (ii) Delinquents went to schools frequently (iii) the literacy rate of their parents was low. (iv) Delinquents were extroverts & psychotics and scored higher criminal propensity. They have low IQ groups. Most of them had a history of parent delinquency & parental alcoholism. They had poor school records.

**Shan Mugum, T.E., (1980)** Psychological factors Underlying Juvenile Delinquency, Madras U., (UGC- financed). The researcher tried to study various Psychological & social factors related to delinquency. The sample consisted of 150 institutional delinquents and 150 delinquents (both groups included equal no. of boys and girls) The tools used were standard progress in Matrices, the Wallach and Cogan creativity instruments, Cognitive Dissonance Test, and personal schedule constructed the statistical. The major findings were:

1. The delinquents were low in intelligence and high in creativity as compared to the non-delinquents.
2. The delinquents were much extravert than the non-delinquents.
3. The delinquents were much suggestible than the non-delinquents.
4. The delinquents had a low level of aspiration in health than the non-delinquents.
5. Parental handicap, income, the cohesiveness of family, and emotional ties as the parents distinguished delinquents' boys from non-delinquent boys.

**Rocha, Zola O, (1981)** "Comparative study of aggressive behaviour of delinquents and non- delinquent adolescents". Rocha compared the aggressive the behaviour of delinquent & non-delinquent adolescents. Results show that delinquents manifested a higher degree of aggressive behaviour.

**Sahney, S.P., (1984)** A comparative study of personality, adjustment, and values of delinquents & Non-delinquents. The objectives were to find out the difference in

psychotics extraversion/ introversion & neuroticism among delinquents and non-delinquents boys. To find out the difference in the home, emotional, health, social, and total adjustment of delinquents and non-delinquents. The sample size consisted of 105 delinquents and 105 non-delinquents. The result showed that there were significant differences in extraversion social maladjustment and atomism in delinquents. The delinquents showed the poor home, health, emotional, social & total adjustment.

**Murthy Ven Ratesha C.G., (1988)** A comparative study of juvenile delinquents and non-delinquents about the intelligence level, reactions to frustrations and education. The mind, vol 14 (I). He chose to compare delinquents and non-delinquents in selection to the intellectual level, reaction, family size, and education. Delinquency was associated with lower intelligence and larger family size and not with the other factors, comparatively speaking.

**Kaur, Manjeet (1989)** A study of the adjustment of university research scholars about their personality intelligence values and socio-economic status. The study tool used to measure the adjustment was Bell adjustment inventory, Study of values measuring values, and Singh's Socioeconomic scale was used to measure socioeconomic status. The result of the study was that adjustment has a negative correlation with religious value and positive co-relation with the socio-economic status.

**Kumari, Sushma (1990).** Study of personality, characteristics, intelligence, achievement motivation adjustment & socio-economic status of juvenile and adult female offenders. Ph.D., Edu., Punjab Univ. .Study Personality characteristics, achievement motivation, adjustment, and SES of juvenile and adult female offenders. Offenders were marked by psychotics, neuroticism, Introversion, low intelligence and achievement motivation, low SES, etc. urban-rural differences were no significant.

**Sirohi, (1992)** In the book titled "Criminology and Criminal Administration" claims that juvenile delinquency is influenced by several factors like environment in the home, the upbringing of the child, background of the child, poverty, envy or distrust among the siblings, lack of affection from parent's side, criminal background. Sirohi also mentioned the role of media that, showing the noxious content can shape problematic behaviour among the children and ultimately leading to the development of delinquent traits.

**Dara, Maulett (1993)** Emotional adjustment affects the academic achievements. Conducted study on school students and found that students after suffering social academics and emotional distress which can impede their adjustment process and integration into a new classroom.

**Bhatia, Saroj & Prabha (1994)** Maladjustment and drug abuse .Ph.D., Dept of Psychology, Maharishi Dayanand univ. The study is done on 100 drug abusers and 100 non – drug abusers. The sampling technique used is incidental sampling for both of them and the tool used for data collection is specially constructed adjustment inventory. The statistical technique used is t-test and the findings of the study is that the drug users are maladjusted individuals (home, health, social, occupational, and emotional).

**Felson, (1996)** In a research paper titled “Mass Media Effects on Violent Behaviour” elicited that media plays a prominent role in shaping delinquent behaviours. Media has a fatal effect on people's minds and behaviour and consequently, it directs individual's attention to various forms of aggressive and destructive behaviours. Children who have exposure to hostility and violent behaviour tend to misbehave. The content shown in the media has subjective interpretations and can knit or interlace the fantasy of their respective lives which results in high chances of being involved in delinquent behaviour.

**Wani, (1997)** In the article “Juvenile Delinquency in India” written by found that the principal source of delinquency is the speedy rise of industrialization and disorganized and unmethodical urbanization. He further states that there are various challenging situations caused by these urbanizations among the poor migrants which create stress among the main earners of the family which results in the negligence of their children. This leads to laxity and indiscipline among the children. They develop unrestrained desires due to the lack of supervision and lack of control from the parent's end which they try to fulfil with the help of unfair means.

**Hahn, (1997)** In the book titled “Emerging Criminal Justice: Three Pillars for a Proactive Justice System” emphasizes the aspects of upbringing and development of children. He points out that the children who are born and brought up in subhuman conditions have a greater level of a tendency to develop delinquency traits comparatively. The realization of this impoverished situation among the people gets developed mainly because of the media, as it shows that individuals worth in society

is calculated by the attires he wears, the vehicle he uses, places he goes, etc. The inability among the adolescents to fulfil these wishes due to their impecunious situations facilitates the feeling of hostility, jealousy, or embarrassment which enables them to opt for unethical means to accomplish their desires. These underprivileged and unfortunate adolescents grow up by witnessing the brutality in their surroundings. They suffer from physical abuse, child labour, negligence, awful fights among their parents, family, or neighbours; they see the people around them doing substance abuse, gang violence, and even murders. These children are exposed to the life crisis to a higher level and they tend to grow more rapidly comparatively. Children in slum areas experience a greater level of anxiety and apprehension relatively as their families are more frequently stuck with fatalities like different diseases, divorce, marital discords, arrests, hospitalization, and various other types of misfortunes. It is mainly the 'emptiness' a child experiences due to which he steals, murders or performs all the unlawful activities. The cause of this 'emptiness' can be the lack of significant relations, lack of dedications or commitments, and so on. This emptiness facilitates them to get attached to the materialistic things due to which they go for the awful paths which spoils these children's life. Due to the lack of parental love and affection these children do not get acquainted with the elementary feelings of care, affection, friendship, trust, protection, edification, contentment of spirituality or emotionality, and therefore such children turn into the 'street-corner society'.

**Thilagaraj, (2000)** in the book titled "Social Deviance and Victimization of Children" author mentioned street-side children. The samples taken for the study belonged to Madras city. The children who were exposed to challenging circumstances were only selected. Samples were migrated from rural areas to urban areas for their livelihood. They even left their families which enabled them to fall into the peer group which was already involved in some antisocial activities. They are forced to earn money not only for themselves but also for their families as well. Obligatory circumstances lead them to deviate from their culture and get involved in delinquent behaviour.

**Dassi, A., khan. (2000)** "Family and the Emergence of Deviant Behaviour among Children and Adolescents" Indian journal of social work Department of Social Work, Jamia Millia Islamia, New Delhi. attempted to emphasize the role of

responses given by family members towards the belligerent behaviours of children in leading the path to delinquency in juveniles. The sample of the study was targeted in the slum area of Janta Mazdoor Colony in South-East Delhi. The residents are mainly immigrants from Uttar Pradesh and Bihar. The pointed samples' families were big in numbers and also had low level of education. Mainly the respondents were earning their livelihood with daily-wage labour. In this study, the researcher had basically divided the samples into three groups. The first category was antisocial behaviour, second category was pre-delinquent behaviour and the third category was delinquent behaviour. The first category was basically formed on the aspects like obnoxious or foul languages, gossiping and staying outside the home for late nights. Pre-delinquent behaviour, the second category included the quarrelsome behaviour, fighting in the group, mocking at the passersby and use of tobacco and cannabis or opioids. The frequency or predominance of delinquent behaviour was somewhat truncated. It was seen that deviation in the juveniles is followed by a hierarchy. The parents' reactions influenced the formation of delinquency traits among the children. Those parents who did not tolerate the felonious behaviour of their children and responded to them accordingly showed improvements in comparison to children whose parents were negligent for their child's offending behaviours. Therefore, with due consideration to this study is clear that parent's reaction plays a significant role in preventing or causing the delinquent behaviour among the adolescents. Parents should understand the basic difference between the behaviour which is acceptable and the behaviour which needs to be objected to. Therefore, the family is an influential as well as a contributory factor in regulating and governing the deviant behaviour among the children.

**Loeber & Farrington, (2001)** In the book titled "Child Delinquents" the authors had a very firm look at the lives of young children who were delinquents. The authors with the help of the contributors amalgamated many case studies across the U.S and compiled them in the first volume of this book. The book contained the empirical and experiential information of delinquent adolescents. The children who committed the offensive acts between seven years to twelve years of age are more likely to become chronic criminals, serious offenders, and lawbreaker delinquents. As a result, a delinquent child is a serious issue that becomes an inconsistent danger to the security of citizens and their respective properties. There are many risk factors

highlighted in this book like individual factors, community factors, environmental factors, and family factors. Individual factors include complications during birth, intricate personality dispositions, hyperactivity, sensation seeking, hot-headedness, and so on. Family factors include the unsociable environment at home, marital discord, mothers doing substance abuse during pregnancy, pitiable child-rearing practice, child marriage, father's involvement in any unlawful act or substance abuse, and so on. Environmental factors include peer group influences, school environment, and so on. Several factors contribute to child delinquency, no single factor is responsible for the development of delinquent traits among the children. Besides these external factors, internal factors like genetic effects cannot be ignored. But this combination of risk factors varies from child to child and respective situations of these children.

**Oases, (2002)** In a study conducted found out that publish media has an impact on delinquent and non-delinquent behaviours. It was seen in the survey that adolescents who were having delinquent traits in them were very interested in reading the crime news in the newspapers in comparison to the adolescents who were having not having delinquent traits. In the further analysis, it was seen that less literate individuals were more prone to be delinquent. Besides this, interpersonal communication also plays a vital role in shaping delinquent behaviour. The felonious adolescents had less communication with their parents.

**Goldstein et.al (2005)** Mental Health Disorders: The Neglected Risk factor in Juvenile Delinquency. Juvenile delinquency: Prevention, assessment, and intervention. Goldstein and his colleagues have attempted to elicit the active relationship between juvenile delinquency and mental health. It has become a basic and most important focus of jurisprudence in doing juvenile justice. The researchers have evaluated that if mental health issues in children are not taken into serious consideration then results can be very fatal and can lead to delinquency in adolescents and criminals in later life. The level of mental illness is more in delinquents as compared to the non-delinquents, therefore the mental health issues need to be seriously addressed to avoid substantial problems in the future. The most common mental health issue observed among juveniles is depression. The problem of melancholic issues is accompanied by unhappy mood, suicidal ideations, change in sleep and hunger, impairment of cognitive processes, and sometimes sadistic or

unsocial behaviour. The feeling of helplessness and hopelessness shattered thinking, cognitive dissonance is observed. Depression in childhood and delinquent behaviour has strong links with each other like physical violence or bullying and so on in comparison to those children who are not depressed during their childhood. Other characteristics which can be seen are impulsive nature, hyperactivity, and conduct problem all leading to antisocial behaviour. According to this research, the maladjusted and disturbed behaviour among adolescents is an indication of depression during childhood.

**Kumari (2007)** in the book chapter titled “Juvenile Delinquency: A Socio- Legal Approach” analyzed and evaluated that there are various factors that act as a catalyst in shaping delinquent behaviors among adolescents. She also claimed that there is no single stimulus that contributes to developing antisocial behaviors in juveniles. She further categorized these factors in a broad sense under the home and society. The environment of the home plays a very vital role which includes the cordial relationships among the family members, proper parenting, good education, friendly relations with the children, proper acknowledging to the needs of the children, involvement with the children, giving moral teachings to the children, parents opting democratic style of parenting, parents not indulging in the activities related to substance abuse and so on. But if a family environment is not as described earlier and is involved in the substance abuse, or there is marital discord, have disturbed parent-child relationships, if a child is living with a single parent due to the separation of the parents, breaking down of a family, the child is seeing violence in the home every day, the child is having criminal parents and so on, then there is more risk for a child for developing a delinquent behaviour. One major factor among mentioned causes is the ‘breaking down of a family and relationships’. It acts as the prime and most significant factor which contributes to forming a juvenile delinquent. Children usually spend their maximum time with their friends outside the home. So the peer-group is also one of the leading sources of causing antisocial behaviour. Another most prime concern is media as it gives exposure to the children to such content related to sexuality as well as violence which are prohibited and abandoned. The media has got a very vivid influence on peoples mind, especially teenagers ever since computers, play-stations, video games, multimedia mobile phones and all has been introduced. Therefore, it can be said that juvenile

delinquency occurs due to both factors, namely family as well as society. Any country's future is determined by its youth and unfortunately, some children do not get the right environment to develop their positive personality so that they can act as active contributors to their very own nation. These reasons can be lack of education, lack of money, or any other socio-economical restrictions due to which these children are not able to understand their exact role in this society and become subject to various types of maltreatment and exploitation. This issue is very sensitive especially in the countries which are still developing.

**Bagulia, (2007)** in the book titled "Crime and Crime" discussed different forms of misdemeanors against adolescents and has focused on both subjective and objective consequences. The researcher categorized the maltreatment of children into five main categories namely, the first category as 'physical victimization', the second category as 'sexual victimization, the third category as 'psychological victimization', the fourth category as 'social victimization', and the fifth category as 'economic victimization'. The first category of physical victimization involves corporal punishment, child labour under menacing conditions, ill-being, injuries, sustained or short-term disabilities, or even death in some cases. The children who live in the streets or are working come under this category. This classification also includes kidnapping of the children for the begging purpose. The second division is sexual victimization which involves divulging and misusing the children for dissolute and sexual purposes, aggressive sexual abuse of the child, prostitution of the girl child, pedophilia, and so on. The third category of psychological victimization involves various types of sensitive issues like lack of emotionality, refutation, dejection. The fourth category is social victimization which involves the negligence done by the family especially the parents or relinquishment of the children out of the home. Economic victimization is the fifth category and it involves the earnings done by the child at their tender age, misusing the child's labour by giving pint-sized wage and taking maximum work from them, and treating the child as their slaves. These aspects lead to the development of resentment and opposition among the children for the people who harassed. These feelings of hostility are then seen on the broader level against the society as in whole.

**Malaria, Dr. Renu & Singh, Sangeeta (2008)** juvenile delinquent: Perceptions issues, Journal of ed. & psychological Research. They attempt to study the



perception of juvenile delinquents about themselves and the society which they consider as their peers, family. The participants under study were 67-72 juvenile delinquents who were found guilty & acquainted with a different type of crime. The crimes included murder, stealing, rape, family disputes, robbery & dacoit. The participants were male from the age group 11 to 18. The participants were taken from an observation Home located in the region of North India. The sampling technique used was purposive convenient sampling. The findings are categorized into the perception of juvenile delinquents about themselves and the society as well as the personality type of delinquent.

**Bhattacharya S., (2008)** In a book with the title “Juvenile Justice: An Indian Scenario”, elicits the fact that development and expansions have destabilized the customary social settings. He established a link between the different scientific advancements and industrial development that enabled a new age which is accompanied by many appalling changes as well as intensified issues within the society. The conventional mechanism of controlling social activities has got apathetically eroded from our society. This enabled the lack of parental control, slackness in treating the children, unrestricted exposure to media, financial issues, and sustained or prevalent poverty. Apart from these aspects, other things are also principal causes like frustration caused by changes in the culture as well as lack of emotional sensitivity in leading anti-sociality. Further, the author mentions that there are four types of needs in children which are security, responsiveness, recognition, and development. Every child has an innate need to be loved and cared but if these needs are not met then antagonism, hatred feelings, disappointment and aggression start whisking in their minds. The factors like faulty upbringing, negligence, lack of concern from parents, unpleasant and unfriendly relationships among each other lead to disorderly and antisocial behaviour. And the additional exposure to the media, immigration from rural to urban areas and monetary issues subsidize juvenile delinquency.

**Sharma et.al (2008)** “Risk Behaviors related to Interpersonal Violence among School and College Going Adolescents in South Delhi”. The research is a pragmatic approach in which 550 samples of 14 to 19 years of age were taken into consideration for the research. The attempt was to study the risk behaviour which causes violence at the interpersonal level in the school and college-going students. It

was seen in the study that reasons that cause violent behaviors are the same across all the Cultures of both developed, and underdeveloped countries. Adolescents are usually having the same kind of attitude and behaviour in all the nations and have an equal proneness to acquire delinquent traits irrespective of their caste, colour, or creed if exposed to difficult situations.

**Guerra & Leaf, (2008)** in the research titled “Implementing Treatment Programs in Community and Institutional Settings” written focused on the four laws to treat juvenile delinquency. The first rule to treat such adolescents is of ‘Closer to Home Principle’. According to this principle, the offenders should be dealt with in their home where they live or in the community to which they belong. Imprisonment or custodial locking in the state institutions should be the last way out. When such children cannot make it to their home then they should be shifted to such places which are more or less like their homes. These residential houses should foster the children in a very home-like manner where they are given all facilities with love, care, and affection. This method helps children to develop a sense of security and overcome the feeling of being secluded and antisocial. The second rule is of ‘Rehabilitation Principle’ which emphasis that effective treatment is possible with the various support systems and orientation program given to them on a full-time basis. The attempt should be made to address the feelings which the child has due to which he got indulged in delinquent behaviour and then such issues should be reframed with the help of counselling sessions. With the help of cognitive restructuring, the child inculcates the feeling of self-worth and sees himself as a good and productive civilian. The third rule is of ‘Evidence Based Principle’ which emphasizes the implementation of healing which are based on the evidence. And finally, the last rule told by the researcher is the ‘Risk-focused, Strength-Based Principle’. According to this rule, delinquents are apprised about the various risk factors they can experience in the future if they again perform such antisocial activities in future. The treatment program of a delinquent should start in a comprehensive manner which should address the risk factors, fatal consequences, and the strength in them with which they can overcome the problem.

**HAQ, (2009)** A report titled “Blind Alley: The Juvenile Justice System in India” in the year 2009 was prepared by the organization working on children’s rights called HAQ. The analyses of the report manifest that justice in India on juveniles

incorporates two types of children and they are: in the first category includes those children who have ‘clashes with law and order’ and the second category are about the children who need care and protection’. The first category describes those children who have violated the rules of the society or culture and are involved in some antisocial activity. The second category describes the ‘street children’ who are mainly persecuted and victimized by child abuse, child labour, children who are homeless or maybe orphans, destitute children, discarded children, or the adolescents who are the sufferer of any crime. This category also includes those children whose parents are not capable enough to take their care, single parents or migrant children who have migrated from rural area to urban area, child trafficking adolescents, oppressed children, youth working as sex-workers, criminal’s children, adolescents affected by any natural calamity or familial discord, children suffering from any chronic disease like HIV or AIDS, children having any physical or psychological disabilities or mental health issues, and so on. With due consideration to the analysis of both the categories, there is a very thin line difference between these two categories and therefore it becomes hard to understand the boundaries between them. The children who face conflicts with laws and orders are the ones who have been denied their basic or fundamental rights, good education, and proper home and shelter, psychophysical wellbeing, deprived of proper care, attention, and protection due to some of the other reasons. These children often get indulge in such antisocial acts which are considered equivalent to crimes only. If a situation of doing sexual intimacy for money is done then this act is considered as a crime in the eyes of law but in truth, these children only need ‘care and protection’ even though they are committing a crime’. According to the latest modifications done in justice system for juveniles, the children who get indulge in prostitution or else in begging to need special care and should be given protection.

**Lawrence & Hesse, (2010)** In the research paper titled “Juvenile Justice: The Essentials” have supported the view that delinquency among adolescents is a multidimensional phenomenon that covers the elements of unhealthy relationships in the family, peer-pressure, gangs formed in schools, substance abuse as well as abusing of the child. These points are found positively correlated with juvenile delinquencies. The process of socialization in a child’s life begins with his family; therefore, family plays an essential part in shaping an individual’s personality.

Generally, parents act as role models for their child as whatever orientation parents have towards their life is unconsciously and consciously learned by their child itself. Parents' attitude facilitates the child to have morally correct and principled behaviour, for forming the positive habits and acting responsibly in their respective lives. The child-rearing practice plays a crucial role as if the parenting is democratic in style then children are likely to have a good personality, they are going to stand firm against the negative peer pressure.

**Singh, (2010)** in the book titled *An Outline of Juvenile Delinquency* particularizes about the level and potential reasons for juvenile delinquency. The failure of discipline in the family, bitterness caused by racial discrimination, amendments in the patterns of the schools, and an overall increase in the crime rate in the society are the few causes mentioned by the researcher. The pathetic living conditions, slum areas, and other types of adverse situations promote the criminal acts. Home is the first-hand source that generally shapes delinquency behaviors.

**Moitra, T & Mukherjee, I. (2010)** in the research paper titled *Does parenting behaviour impacts delinquency? A comparative study of delinquents, and non-delinquents*. The study investigates the relationship between parent's parenting behaviour and the development of delinquency in male adolescents located in Kolkata, India. The sample taken was 200 adolescents (100 delinquents and 100 non- delinquents) age 11-18 years. Results showed that there is a significant difference in the parenting behaviour of delinquents and non-delinquents. It was seen that neglecting behaviour of parents makes a way to delinquency. Age affected delinquency but religion has no relation with delinquency.

**Carrie et.al (2010)** the effect of Child Abuse, and Exposure to Domestic violence on Adolescents. This study examines the effects of child abuse and domestic violence exposure in childhood on adolescent internalizing and externalizing behaviors. Data for this analysis are from the Lehigh Longitudinal Study, a prospective study of 457 youth addressing outcomes of family violence and resilience in individuals and families. Results show that child abuse, domestic violence, and both in combination (i.e., dual exposure) increase a child's risk for internalizing and externalizing outcomes in adolescence. When accounting for risk factors associated with additional stressors in the family and surrounding environment, only those children with dual exposure had an elevated risk of the

tested outcomes compared to non-exposed youth. However, while there were some observable differences in the prediction of outcomes for children with dual exposure compared to those with a single exposure (i.e., abuse only or exposure to domestic violence only), these difference were not statistically significant. Analyses showed that the effects of exposure for boys and girls are statistically comparable.

**Javed, Abdul Qureshi (2010).** A study was done on the vocational interest of adolescents at the graduate level (art, science, and commerce). The sample size was 600 subjects (324 boys and 276 girls) the result of his findings was that students belonging to rural areas were not interested in agriculture and were more interested in science while students from arts and commerce were not interested in persuasive vocation and executive vocations. They showed less interest in social vocations and vocations associated with physical labour. They showed more interest in collar vocations.

**Adachi et.al (2011)** in a research paper titled “The effect of violent video games on aggression: Is it more than just the violence” Journal aggression and violent behaviour. The study was experimental research and it shows that playing violent video games produces higher levels of aggressive cognition, aggressive affect, physiological arousal, and aggressive behaviour than non-violent video games.

**White, (2011)** In the research paper published in the book titled “The Line of Prevention” argues about the children’s imprisonment. The researcher claims that the captivating of children should not be encouraged. He on contrary focuses on proper care, counselling, guidance, appropriate education, and opting for other measures to assist the child to attain a better life. He argues that every child should be given the chance to amend their mistakes and adjust to society.

**Stepp et.al (2011)** in the research found that boys who are highly socially competent and are also kept away from the company of delinquent friends are more likely to have educational or academics success. Such children have minimal involvement with their fellow children who are involved in offending or antisocial activities. Therefore, social competence is significantly correlated with the attainment of education in the early phase of adulthood. Socially competent children are likely to be involved in less serious forms of felonious behaviors.

**Deb et.al (2012)** impact of Physical, Psychological, and Sexual Violence on Social Adjustment of School Children in India. This study is done to see the impact of

physical, psychological, and sexual violence on the social adjustment of school children in the state of Tripura, India. The sample of 160 boys and 160 girls, were randomly selected from classes 9th and 8th. Tools used for the study were a Semi-structured Questionnaire and a Social Adjustment Inventory. Findings of the study state that boys were more victims of physical and Psychological violence while girls were more victims of sexual violence. Girls showed poor Social adjustment as compared to boys.

**Smith et.al (2012)** in the paper titled “Adapting Multidimensional Treatment Foster Care for the Treatment of Co-occurring Trauma and Delinquency in Adolescent Girls”, has attempted to apprise about a theoretical framework for interventions to heal the girls which are community-specific. They described the importance and effectiveness of the intervention of ‘Multidimensional Treatment Foster Care (MTFC)’ in female adolescents. According to the research, this intervention program has proven very beneficial in the management of prolonged cases of delinquency.

**Seifert, (2012)** In the book titled “Youth Violence: Theory, Prevention, and Intervention” found that the features related to the prevention program can be adapted to treat delinquency behaviors. It mainly focused on the parenting style strategies to strengthen as well as to reinforce the parent-child relationship. The features of the program include stimulate the resilience level of the family, dodge the issues of child abuse, handle the negative state of mind, and so on to prevent the subsequent violence occurring in the society.

**Gash, N.A., (2013)** comparative study of high, and low delinquency prone adolescents on adjustment-Kashmir, journal on Research on humanities and social sciences. The study was conducted to know home, social, health, emotional, and total adjustment on subjects having high and less delinquency. The sample size taken for the study was 100 and the tools used were bell adjustment inventory and delinquency proneness scale. The findings of the study state that subjects with high and low delinquency had no significant difference in home, social and emotional adjustment while there was a significant difference in health and overall adjustment in subjects with high and low delinquency.

**Beck, A., Heinz, A., (2013)** alcohol-related aggression-social, and neurological factors. This study states the link between alcohol consumption and aggression

which is caused by many factors. The result states that consumption of alcohol causes aggression. The factors are neurobiological factors, personal expectations, environmental conditions, social exclusion, and discrimination.

**Thakor, Hina P (2013)** A study of vocational interest of higher secondary school students in the context of some variable. The research is conducted to study the vocational interest of higher secondary school students. The sample of 520 students of class 11th from rural and urban areas, science, and the general stream was taken. The tool used was a self-constructed vocational inventory. The result shows that the general stream students had more interest in outdoor, artistic, music-related areas. There is no significant difference in the interest of boys and girls except girls show more interest in technology and work from home related areas. In the rural areas, students have more interest in open and technical related areas.

**Dr.Bobinder (2015)** Personality factors as determinants of interest among adolescents. The objective was measurement of interest among adolescents. The sample size was 600 where 300 subjects was general students from intermediate colleges of baghpat and 150 boys and 150 girls belonging to rural and urban areas. The tools used were Dr P.F Aziz and Dr R.Agnihotri introversion and extroversion inventory for three traits of personality and multi factor interest questionnaire by Dr S.D Kapoor and Dr. R.N Singh. Results states that urban adolescents differ in interest pattern as compared to reserved adolescents. Reserved adolescents have low interest in areas on business, clerical, agriculture, scientific, and social interest pattern. The rural-urban factor is not affected to adolescents.

**Shyamala Devi, A ( 2016)** A Ph. D thesis on Social anxiety and aggressiveness of juvenile delinquents to their mental health. The objective of the study is to find out the significant difference in social anxiety, aggressiveness, and mental health of juvenile delinquents concerning personal variables and familial variables. The sample consists of 52 juvenile delinquents from three juvenile homes in Chennai, Salem, and Trichy districts of Tamil Nadu during the years 2013- 2014. The investigator developed and validated Social Anxiety Questionnaire (SAQ) and Mental Health Inventory (MHI), for Aggressiveness the investigator used the tool developed by Western Psychological Services (2000). The result of the study was (i) Significant difference is found between juvenile delinquents with suicidal and without suicidal cases in the family in their social anxiety in total and in its

dimension anxiety in public places. (ii) A significant difference is found between rural and urban juvenile delinquents in their physical aggression, verbal aggression, anger, and aggressiveness in total. (iii) A significant difference is found between joint and nuclear family juvenile delinquents in their verbal aggression and aggressiveness in total. (iv) A significant difference is found between single and double parent juvenile delinquents in their physical aggression, anger, indirect aggression, and aggressiveness in total. (v) A significant difference is found between single and double parent juvenile delinquents in their life satisfaction.

**Pathak, Poonam (2016)** in a research paper titled Aggression and violence in youth and issue of delinquency state that violence and aggression of today youth is a burning issue of our society. It is seen that young adults are the culprits of the crime committed and thus become delinquents. It is the electronic media like T.V, the internet which plays a major role in indulging the adolescent in violence act. Nowadays the news whether print media or electronic media is full of crime (rape, sexual harassment, child abuse, murder, robbery, etc) is done by youth. It is a very serious issue because not only the victim is affected but also the person who has committed the crime is affected. Various factors are involved in making a youth delinquent.

**Ranjan, Akash. (2016)** in a research paper titled “Effects of aroma therapy, and breathing exercise on aggression in intellectual disability” in the journal of research and education. In the study total of fifty students (23 girls and 27 boys) of age 12-16 yrs with intellectual disability were selected from special elementary school and were assigned randomly to 4 groups. The B.D.G.N aggression inventory was used to measure the amount of aggression in pre-test and post-test. The result said that interventions of aromatherapy, breathing exercise or the combination of both can be a striking effect to reduce aggression in an adolescent.

**Asija, Anurag (2017)** a study of vocational interest of the adolescents about their intelligence and socio-economic status. The study was done on a sample of 100 adolescents (50 male and 50 female) studying in class X. The tools used were the Socio-economic status scale by Rajeev Lochan Bhardwaj, Comprehensive interest schedule by Sanjay Vohra, and a group test of general mental ability by R.K Tondon. The findings were that there was no difference in the vocational interest of males and females, to socio-economic condition and intelligence.



**Nimisha, Srivastava (2017)** stress and adjustment among 8th-grade learners journal of research and education studied that 8th-grade learners are not mature to face the realities of life. Every day they face new problems and challenges as a result they feel stressed and maladjusted. Findings say that 34% of students have stress and 66% have a moderate level of stress. On the ground of adjustment, 20% have high and 11.11% have low and 68.88% have a moderate level of adjustment. Based on findings it can be concluded that boys and girls are differently affected by stress. It is observed that only stress can not affect educational adjustment other factors too affect.

**Singh et.al (2017)** in a research paper titled “Home, health, social and emotional adjustment among first year college going student’s global journal for research analysis”. The study is done to find out the problems of adjustment among college-going students to determine the ways in assisting students so that they can adjust in the problematic areas of adjustment and to see the need of giving guidance and counselling. The Sample for the study consists of 64 college-going students (32 boys, and 32 girls) from ten different colleges from Nagpur. The findings are that all ailing spheres in college life experienced by the students contribute to a greater degree of adjustment problems. Due to the problems faced by the students, there is a need for a psychologist, counsellor. The college management, teachers have to pay special attention to providing services, programs, and other activities for improving mental health.

**Kevin et.al (2018)** Normative changes in interest from adolescence to adulthood: A meta-analysis of longitudinal studies. In the study effect sizes were summed from 49 longitudinal studies which contain a total sample of 98. A meta-analytical regression model was used for analysis and the result tells that interest level increases with increase of age means early adolescents showed a low level of interest but that same interest increased in late adolescence. Vocational interest changes from early adolescence too late, and then in adulthood. Social interest increased in early adolescence but decreases late.

**Estevez et.al (2018)** in a research paper titled Aggressive behaviour in adolescence as a predictor of personal, family and school adjustment problems. The main aim of the study was to find the extent to which aggressive behaviour towards peers shows personal, school, and family maladjustment in the adolescent. The sample consisted

of 1510 Spanish adolescents from 12 to 17 years old. The tool used was a self-report questionnaire and analysis was done by regression analysis. The result showed that there was a close association between personal adjustment and aggressive behaviour due to depression, stress, and loneliness, self-esteem, life satisfaction, and empathy. In school adjustment, aggressive behaviour was due to academic performance, classmates, the supportive nature of teachers, and a positive attitude towards school. The family adjustment and aggression were interrelated due to many reasons like offensive communication and family conflict. The adolescents, who had healthy communication with parents, can share their thoughts liking and parents give acceptance and the family has no conflicts showed good family adjustment.

**Jamal et.al (2018)** aggression among adolescents a study, international journal of social relevance and concern. The study in the article is done to examine aggression in senior secondary school students based on religion, area, and occupation of parents, educational qualification of parents, economic status, and gender. The sample was drawn from Aligarh and the sample size was 311 students. Results of the study state that aggression is not affected by religion, education, and occupation of the parents. Factors like economic conditions, gender, and area of living have a significant effect on aggression.

**Kumari, Vandana., Kumar, Pankaj (2018)** determinants of aggression among adolescents. International journal of current microbiology, and applied sciences. The study in the research article was done to investigate the relation of aggressive behaviour and parenting style, watching of T.V, family violence, and school environment. The study was conducted in Ludhiana city with a sample of 400 adolescents (200 boys, 200 girls). Tools used for data collection are Buss-Durkee aggression scale by Bhatti and George, the self-structured T.V viewing questionnaire, and the school environment inventory by Mishra. Results of the study show that there is a relationship between aggressive behaviour and family violence and T.V viewing. School environment also had a significant relationship with aggressive behavior.ss

**Carter, (2019)** elicits the result between the quality of job and engagement of adolescents in delinquency behaviors. Antisocial behaviors among adolescents can disturb the path of attainment in labour market. There is a substantial difference

between the delinquents and the non-delinquent adolescents therefore, their employment selection gets biased. Delinquents are more likely to be unemployed.

**Mayorga et.al (2020)** Needs analysis for the personal, social, and psychological adjustment of adolescents at risk of delinquency and juvenile offenders. The study was done to know that there is a difference in the personal, social, and psychological adjustment of juvenile offenders, foster care adolescents, and normal adolescents. The sample taken was a total of 450 (150 each) subjects. The findings of the study state that juvenile offenders and foster care adolescents showed a high degree of maladjustment in personal, social, and family relations as compared to normal adolescents.

**Reeta, Dr.V., Singh, Dr.G.(2020)** Broken families and impact on juvenile delinquency. The research states that the consequences of broken families and their influence on delinquency. The combined effect of broken families and communication gap with the adolescents result in delinquency. The family structure and its behaviour have a crucial outcome on the behaviour of the child. Single parenting, step-family all play a major role in leading the child towards anti-social activities.

## **CHAPTER-III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research**

The term Research is assembled by two words Re and Search where re means 'do again' and Search means 'exploring'. It is a systematic way of gaining knowledge. It is a systematic, structured plan to investigate the research questions and getting answers to their investigation through scientific procedures. There are various types of problems that are still not answered in all fields' whether it is science, the universe, Humanities, etc and research finds the solution to the questions and thus satisfies our queries. J.W. Best in his book Research in education says "Research is considered to be a more formal systematic intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some worst of formal second research is procedures and report of results are conclusions", so it can be said that it is a mixture of experience and reasoning and an appropriate way of seeking the truth.

The Characteristics of research are:-

1. It is always aimed at getting answers to the questions.
2. In research, only those principles are considered whose observations are objective.
3. In research, only standardized tools are applied for the measurement of accurate results.
4. In research, generalizations are made on the population with the help of the sample studied and thus theories are made according to it.
5. Research should be such that the researcher defines the complicated terms in simpler language and has a clear research design.
6. Research work requires patience, the expertise of the solution.
7. Any other person other than the researcher can repeat the research if the person wants to find a more valid result.

### 3.2 Stages in Research

Conducting research involves certain steps

**Identification of the problem** – It is the beginning of the study where the researcher has to take the proper and appropriate problem and should define the variables clearly and precisely. It should also include a review of literature related to the subject. The review of literature is important as the researcher gets to know about all the previous research related to the subject of research. The source of the review can be journals, thesis, books, periodicals, etc.

**Formulating hypothesis** – It is the second step in research. It is the tentative statement that can be tested and should be formulated before data collection.

**Identifying the variables** – variables in the problem after the hypothesis is manipulated and controlled by the researcher. There are three types of variables that are mostly seen in the problem-dependent variable, independent variable, and extraneous variable.

**Research design formulation** - The blueprint of all the procedures used for manipulating Independent variables is the research design.

**Construction of tools** – The researcher can himself/herself construct a valid and reliable tool or use standardized tools for observation or measurement. Inventories, questionnaires, structured or unstructured interviews, rating scales are some tools used for the collection of data.

**Statistical Analysis** – The researcher has to apply statistical tests which can be parametric or non-parametric tests for finding the result. The purpose of applying a statistical test is to reject the null hypothesis and accept the alternative hypothesis at 0.05 level of significance or 0.01 level of significance.

**Conclusion** – This is the last step of research. After analysis of data, the researcher has to draw a conclusion based on his findings so that this result can be generalized to the whole population.

### 3.3 Types of Research

There are the following types of research

1. Basic /pure/fundamental research Applied research.
2. Action research
3. Experimental research
- Laboratory experiments

- Field experiments
- 4. Non-experimental research
  - Field studies
  - Survey research
  - Case study
  - Content analysis
  - Ex post-facto research
- 5. Ethnographic research
- 6. Historical research

**1. Basic or fundamental research** is the systematic process where a theory is developed and generalized to the population by the researcher.

**2. Applied research** is applying the theory developed by fundamental research or to test that theory for the actual solution to the problem.

**3. Action research** deals with the immediate problems not concerned with developing any theory or generalizing it.

**4. Experimental research** is that where a researcher can manipulate the independent variable and subjects can randomly be given different treatment conditions. It is divided into

- **Laboratory experiment**

Laboratory experiments are carried out in controlled situations and artificial settings. The researcher manipulates the independent variable and controls the extraneous variables to influence the dependent variable. It is replicable and has maximum internal validity.

- **Field experiment**

This type of research is very much similar to laboratory experiments but is carried out in natural settings or fields. In this, the researcher manipulates one or more independent variable under controlled situations which brings effect on the behaviour.

It has maximum external validity.

## **5. Non-experimental research**

It is also known as Descriptive research in this research independent variables cannot be manipulated and thus they cannot be experimentally studied and the subjects cannot be randomly given different treatment conditions Descriptive

research is conducted for the present situation and regarding the immediate past. Finding solutions to the problems of the current scenario and formulate a theory using statistical techniques.

### **Characteristics of descriptive research**

- It deals with the present phenomenon or the activity that occurred in the immediate past.
- Formulation of a hypothesis is also not important in descriptive research.
- These are done in natural settings.
- Variables are not manipulated.
- Facts are tested on the extent of reliability so that they can be generalized.

### **Importance of descriptive research in education**

Descriptive research is a very popular method in education due to the following reason. The researcher can gather information with ease and with a simple questionnaire. It is the only means by which educational practices can be improved by getting others opinion. Descriptive or Experimental research is divided into-

- **Field study**

It is non –experimental research. The researcher here does not manipulate variables rather finds relations between variables. Because the variables are not manipulated so lowers the internal and external validity. Field study is useful more to educators and sociologists.

- **Case study**

It is an in-depth study of a subject, or group, family, community, institution. It is descriptive research where no variable is manipulated. The researcher collects data from observation, questionnaires, interviews, conferences, psychological tests, conversations. It is used by historians, anthropologists, psychologists, etc.

- **Ex post – facto research**

In a simple language ex, post-facto research is that researcher is conducting its research when the event has already happened in the past. Here the researcher has no control over the independent variable and it cannot be manipulated also this is because the event has already occurred.

- **Survey research**

It is an old technique but very interesting. It is used by psychologists, sociologists to study the features of the whole population concerning variables. The researcher

studies the sample characteristic, behaviour, or attitude by directly contacting the subject. The researcher should have skills to get the information that the researcher wants to extract from the subject. It desired information. For a collection of data in Survey research mail questionnaire, telephonic interview, the direct interview is a part of this research.

### **6. Ethnographic study**

It is a method of observation in natural settings, for instance, the researcher if wants to study about a certain group of people their behaviour, their culture everything about that group then the researcher has to stay with those persons for a long durations and personally speak to the subject. The researcher should adjust to the situation for getting the result.

### **7. Historical research**

Deals with what has happened in the past. The researcher investigates, understands, finds facts and events that have occurred in the past, and interprets them making them useful for generalization. The sources of data collection are primary as well as secondary sources like newspapers, traditional stories, film, tape recordings, oral testimonies, biographies, journals, minutes, diaries, letters, papers, legal records, etc.

## **3.4 Methodology**

The research methodology is the beginning step of any research process. The methodology is also very important in any research work for the generalization of the findings. It construes the methods and varied techniques which are used in the process of conducting research or survey. Even if the problems defined, tools selected are right but if the methodology used is not good enough then the result will also be misinforming or misleading. The methodology does not give solutions to a problem but it gives a set of rules, a framework that can be used for the given research. It is an organized, factual, and technological way applied to a problem. The steps involved are selection of a population, Sample selection using different techniques, Sampling procedure, Tools, Data collection, analysis, and interpretation of the data using statistical techniques. Overall the procedures used by the researchers in completing, explaining their research work is research method. It facilitates research methods to be conducted in an easier and proper manner.



### **3.5 Research methods**

The methods used in researching any topic are research methods. It involves conducting tests, experiments, or surveys. In simple words all those techniques which a researcher uses during the period of studying his research problem. It helps the researcher in data collection and finding a solution that used to be planned, scientific, reasonable based on observation, measurement and should have a statistical approach. For a research study, the process implied in finding a solution to the problem is as follows:-

1. The framework of approaches (structured or unstructured approaches) means qualitative, quantitative, survey, etc
2. Procedures, methods, and techniques whose validity and reliability, accuracy has been tested
3. The conclusion drawn must be objective, unbiased, critical, valid, accurate, and empirical.

Thus research methods can be said as a part of research methodology.

### **3.6 Research design**

It is the detailed plan and the blueprint of all procedure step to step from the objectives, testing hypothesis, collection of data, which variable should be manipulated which variable should be controlled and then statistical analysis of the data. Research design provides answers to the problems on an investigation which should be objective and valid. The norms of research ethics are generalizability, answer to the research problem, and control of variables.

### **3.7 Statistical thinking in research**

According to GUILFORD (1973) the benefits of statistical thinking in research are as follows:

- Permit the exact kind of description.
- Definite in the procedure and thinking.
- Enable to conclude.
- Enable for prediction.
- Enable to draw a conclusion and result in a meaningful and convenient form.

### 3.8 Ethics in research

The American Psychological Association, The British Psychological Society has set some codes of ethics for research on human beings and animals. These principles are as follows

- The researcher should keep the documents, personal interviews, personal records; other legal records given for the study should be kept confidential and not be disclosed.
- The researcher should not be biased or discriminate among subjects based on caste, religion, etc.
- If researching animals the researcher should not give discomfort to the animal all necessary precautions must be taken by the researcher and if necessary conduct the experiment in front of a veterinary professional Researcher should be honest and avoid negligence and blunders

### 3.9 Variables

In simple language variable is a measurable characteristic that varies, it may change from time to time. Means anything which keeps changing and can be measured is variable. The features or characteristics of any object, event, beings, etc which can be measured and controlled manipulated by the researcher are variables. For example age, the height of a person is a variable because it can be measured and varies may change from a person within time. Another example is if the researcher wants to study the frustration level of delinquents then frustration is a variable as the attribute frustration varies from subject to subject. The subject is the unit of study in research. So the subject of study here is delinquents.

There are five types of variables in research

**Dependent variable (DV):** - It is defined as one about which a researcher makes a prediction. It shows the effect of manipulating independent variables. It is also called response variables. DV is the effect seen when the researcher manipulates the IV thus making a cause and effect relationship between both the variables. A dependent variable should be valid and reliable.

**Independent variable (IV):** Independent variable is that value that affects the value of another variable. It is defined as one which brings desirable changes independent variable by manipulating and measuring. It is also called an absolute

variable. The researcher has control over an independent variable, the researcher can manipulate according to the requirement of the study. It is also called a stimulus variable. The Independent variable is divided into task variables, environmental variables, and subject variables.

**Moderator variables:** It is also called the secondary independent variable. It is defined as the variable selected by the researcher which are suspected to moderate the relationship of the independent variable and dependent variable. In other words, the variables which affect the cause and effect relation is said to be moderator variables.

**Intervening variables:** Variables that cannot be measured, controlled, and are ignored by the investigator during the study are intervening variables. For example, if a researcher is doing his research on the level of learning on a controlled group of subjects then in classroom situations ventilation, dizziness, light, etc are the intervening variables.

**Attribute variables:** Variables that are measured but not manipulated are attribute variables. These are human attributes like sex, age, etc.

### **3.10 Sampling**

Research is an activity carried out systematically to know answers to the questions thus to carry out any research the researcher needs the objects or individuals on which research can be done. So the total objects or individuals on which research is done and inferences are drawn are called Population. If a small part is taken from that population for observation and analysis then it is known as a sample. A sample is taken because no researcher can study the whole population so to make the work easier a small sample is taken from the population. This process of drawing a sample from a population is called sampling.

#### **3.10.1 Advantages of sampling**

- a. Sampling is economical. It saves time.
- b. It gives more accurate results if the researcher is trained and experienced.
- c. It makes a good rapport between the subject and researcher so that subject may feel ease and warmth this will help the researcher in getting out a more accurate response from the subject.
- d. If the data is infinite then sampling is very convenient. Sampling is usable when the subjects are homogeneous.

### 3.10.2 Types of sampling

There are two types of sampling methods

#### a. Probability sampling

In this method, the sample is not selected by the individual choice of the researcher. There is a procedure for the selection of the sample so that each subject gets a fair chance of selection. Different methods of probability sampling are

**Simple random sampling** – In this type, each subject of the population gets the same opportunity of being selected. It is free from biasness and error the technique which is used is lottery method, chit system, tippet's number method, sequentially and grid system.

**Stratified random sampling** – In this, the population is divided into groups, and then from each stratum subjects are selected randomly. For the selection of strata, purposive sampling is applied so it is a mixture of both random and purposive sampling.

**Systematic sampling** – It is just like random sampling the only difference is that the subject is selected at an equal interval and not randomly it is a much easier method.

**Cluster sampling** – It is also known as area sampling or multistage sampling. This method is generally used when the area of study is vast and dispersed. In this method, the population just like stratified is divided into subgroups, and here instead of selecting randomly, the subject's whole subgroups are selected. In these method chances of sampling error is more.

#### b. Non- probability sampling

The subjects are selected by the researcher's choice there are no procedures involved in the selection of the sample it depends upon the researcher's discernment. The result obtained cannot be generalized to the entire population. Different methods of this sampling are:-

**Purposive Sampling** –In this method researcher purposively selects certain subjects for study. Only useful subjects are selected and the sample represents the population.

**Convenience Sampling** – It is also called accidental sampling. In this sampling, the universe is not defined. The researcher selects the sample according to convenience.

**Snow ball Sampling** – In this sampling one subject participates in the research process and comes in contact with the other subject who also contributes to the research.

### **3.11 Overview of the chapter**

In the present study, descriptive research was used with a standardized questionnaire, inventory, and scale to probe the adjustment, interest, and aggression among juvenile delinquents and non-delinquents. The present chapter describes the methods, tools, sample used in the study. This chapter deals with the areas from where the samples of delinquents and non-delinquents are collected and the sampling technique used. The chapter also provides the list of different districts juvenile homes for delinquents and intermediate colleges for non-delinquents from where the data is collected. A study was conducted on 300 subjects each from male delinquents and male non- delinquents. A total sample of 600 subjects in which the research work is carried out. The questionnaire, inventory, and scale given to the subjects were both in Hindi language and English language as per their requirements. After the data collected from the subjects, statistical analysis was done using mean, standard deviation, and t-test at 0.05 level of significance. The result was interpreted and thus conclusion was drawn according to the result.

### **3.12 Variables used in the present study**

The study is designed to compare the aggression, adjustment, and interest of delinquents and non-delinquent. Variable are those which vary in simple terms that can be observed measured or manipulated so in this study aggression, adjustment and interest are the three variables to be studied by the researcher.

**Independent variables - Delinquents and non-delinquents**

**Dependent variable - Aggression, interest, adjustment**

### **3.13 Tools used for Data collection**

For conducting any research the use of appropriate tools is very important. If the correct tool is not used for data collection then the researcher will not get the desired, reliable and valid result. For the present study, the researcher used these tools which are standardized questionnaire, inventory, and scale which fulfil all the requirements which are necessary for conducting the research. For adjustment, the researcher used the tool Mohsin-Shamshad Hindi adaptation of Bell adjustment inventory (modified form) as this tool measured the areas like home, health, emotional, and social parameters which the researcher wanted to measure. For aggression, the researcher used the tool Aggression scale by Dr. G. P. Mathur and Dr.(Mrs.) Rajkumari Bhatnagar. This tool was appropriate as it measured the

aggression level of adolescents of the age group from 14yrs till 18 yrs means it was suitable for the researcher. The researcher had delimited his study for the age group 14 yrs and above. For interest, the researcher used the tool Multifactor interest questionnaire by Dr. S.D. Kapoor and Dr. R.N. Singh. This questionnaire covered all the areas of interest (business, clerical, outdoor, aesthetic, mechanical, scientific, and agriculture) in which a subject would be interested.

### **TOOL 1**

**Name of the tool:** Mohsin-Shamshad Hindi adaptation of bell adjustment inventory.

**Author of the tool:** Bell H.M. and was adopted by Mohsin and Shamshad in 2011.

**Detail of the tool:** This scale was developed to measure the adjustment problems in areas like home, health, social and emotional adjustment. The adjustment problems are measured by 124 questions. Home adjustment is expressed in terms of satisfaction or dissatisfaction with home life. Health Adjustment, in the terms of shyness, sub-mission, introversion, Emotional adjustment in terms of depression, nervousness, etc; High Score in Inventory indicates low adjustment as vice versa. The respondent was instructed to give their response in yes or no or use? The low scores indicate an excellent adjustment in all areas of adjustment whereas high scores indicates the poor adjustment

**Reliability:** Both test-retest technique and odd-even reliability with Spearman-Brown formula were used for determining internal consistency and the temporal-stability on different areas. The reliability coefficients indicate high reliability.

**Validity:** The validity was determined by applying concurrent and construct validity. The items of each sub-scale were selected based on the strength of their association with the total test scores. For this purpose, the method of comparison was used consisting of 27% upper and 27% lower scoring. For assessing the relationship between college executives and students adjustment random groups of subjects from different classes were compared and it was found that the test successfully discriminated between the students of different educational levels such as pre-university and degree part-II and final years. Using validation procedures high validity was assured.

## TOOL 2

**Name of the tool:** Aggression scale

**Author of the tool:** Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Rajkumari Bhatnagar.

**Description of the tool:** This aggression scale helps in knowing the aggression level of any individual from 14yrs and above. The scale consisted of 55 questions. The questions are framed to cover all types of aggression in distant conditions. There is no time limit in completing the text. Each question has five alternatives (strongly agree, agree undecided, disagree, and strongly disagree). The questions are in two forms positive and negative. 30 statements are in positive form and scoring is done as 5,4,3,2,1 and 25 statements are in negative form and scoring is done as 1,2,3,4,5. The highest scores of 275 show higher aggression level and low scores of below 154 show lower aggression level.

**Reliability:** The reliability co-efficient of the aggression scale was calculated by the Test-Retest Reliability method.

**Validity:** To obtain concurrent validity co-efficient of the aggression scale, the scale was compared with “statements in questionnaire of aggression” borrowed from Murray.

## TOOL 3

**Name of the tool:** Multi-factor interest questionnaire

**Author of the tool:** S.D. Kapoor and R.N. Singh.

**Description of the tool:** They measured the eight factors of interest that are a Business factor (B), Clerical factor (Cl), Agricultural factor (Ag), Mechanical factor (Me), Scientific factor (Sc), Outdoor factor (Od), Aesthetic factor (As) and Social Factor (So). The questionnaire consists of 66 questions covering all the factors the respondent has to respond to in the three alternatives yes, no, or uncertain. The scoring is to be done using a stencil key. Each answer score 0, 1, or 2 points. The raw scores of each factor are converted into standard scores. In the stem score system, 5 to 6 scores denote the average strength of factor 7 to 10 scores denotes the greatest strength of the factor and below 5 as 4 to 1 denotes diminution of strength.

**Reliability:** The reliability was determined by using three methods Repeat reliability Co-efficient, split-half reliability, and equivalent form. For a multivariate test moderate reliability is satisfactory.

**Validity:** For checking the validity of the MFIQ face validity and content validity are used.

### **3.14 Procedure**

For conducting the research the researcher had to take permission from the Director of Women Welfare to visit the detention centre or juvenile homes of five districts (Bareilly, Moradabad, Agra, Mathura, and Noida) of UP state to collect data for juveniles. After getting the authority letter from the director researcher had to take permission from the district probationary officer of the districts chosen for research on juvenile delinquents. For the collection of non-delinquents data, the researcher had to take permission from the higher authorities of the Inter colleges of the five districts of UP. After getting the permission for both delinquents and non-delinquents the researcher on a fixed date conducted the test from the sample. The sample size was 600 subjects from where 300 were delinquents and 300 were non-delinquents. The sampling technique which the researcher used for the selection of a sample from the population of juveniles and non-delinquents was probability sampling in which the researcher used random sampling and the method which the researcher used for random sampling was the lottery method. As the population in both juvenile homes and inter colleges is heterogeneous so the researcher collected data by making three groups of age 13-14yrs, 15-16yrs, and 17-18yrs. From the population of inter college students of five different districts of U.P, the researcher took 60 samples from each inter colleges of the 5 districts. For juvenile delinquents, the researcher selected 60 samples each according to age strata from the 5 juvenile homes of the 5 districts from the population ranging from 200 to 300 juveniles in different juvenile homes. After the selection of the sample in an appropriate atmosphere the researcher personally distributed the tools to both delinquents in juvenile homes and non-delinquents in the colleges. The researcher gave all-important instruction before the respondents start filling the questionnaire, inventory, and scale. The researcher was there with them till the completion of the test. The tools were in both Hindi and English language as per the convenience of the subjects. In juvenile homes most of the subjects were illiterate so the researcher dictated the questions to them and filled the answers which the respondents gave without any biasness and with all honesty. Time taken by the researcher in collecting data from juvenile homes and colleges took nearly 11 months. After the collection of data, the scoring was done by the scoring key given with the manual of the three tools.



**Table showing juvenile homes of (5 districts) of UP and number of delinquents selected.**

**TABLE 3.1.**

Juvenile home (boys) district Bareilly

Sr.No.	Age Group	No. of Delinquents
1	13-14 yrs	22
2	15-16 yrs	18
3	17-18 yrs	20
Total Sample		60

**TABLE 3.2.**

Juvenile home (boys) district Moradabad

Sr.No.	Age Group	No. of Delinquents
1	13-14 yrs	15
2	15-16 yrs	23
3	17-18 yrs	22
Total Sample		60

**TABLE 3.3**

Juvenile home (boys) district Agra

Sr.No.	Age Group	No. of Delinquents
1	13-14 yrs	15
2	15-16 yrs	22
3	17-18 yrs	23
Total Sample		60

**TABLE 3.4**

Juvenile home (boys) district Meerut

Sr.No.	Age Group	No. of Delinquents
1	13-14 yrs	11
2	15-16 yrs	25
3	17-18 yrs	24
Total Sample		60

**TABLE 3.5**

Juvenile home (boys) district Noida

Sr.No.	Age Group	No. of Delinquents
1	13-14 yrs	10
2	15-16 yrs	25
3	17-18 yrs	25
Total Sample		60

**TABLES SHOWING INTERMEDIATE COLLEGES DATA**

Here the tables are showing Intermediate colleges of U.P. and sample of non delinquents children

**TABLE 3.6.**

Radha Swamy Educational Institute Inter College, District Agra

Sr.No.	Age Group	No. of non-delinquents
1	13-14 yrs	15
2	15-16 yrs	20
3	17-18 yrs	25
Total Sample		60

**TABLE 3.7.**

Islamia Inter College for Boys, District Bareilly

Sr.No.	Class	No. of non-delinquents
1	13-14yrs	13
2	15-16yrs	24
3	17-18yrs	23
Total no. of non-delinquents		60

**TABLE 3.8.**

R. K. Inter College, District Moradabad

Sr.No.	Class	No. of non-delinquents
1	13-14yrs	17
2	15-16yrs	19
3	17-18yrs	24
Total no. of non-delinquents		60

**TABLE 3.9.**

Government Inter College, District Noida

Sr.No.	Class	No. of non-delinquents
1	13-14yrs	14
2	15-16yrs	21
3	17-18yrs	25
Total no. of non-delinquents		60

**TABLE 3.10.**

Sri Sanatan Dharam Boys Inter College, District Meerut

Sr.No.	Class	No. of non-delinquents
1	13-14yrs	21
2	15-16yrs	19
3	17-18yrs	20
Total no. of non-delinquents		60

### 3.15 Statistical measurement used in the present study

For the analysis of data the researcher will use mean , standard deviation and t-test for finding the result.

**Mean-** Mean is the most reliable , simplest and useful measure. Mean is defined as the sum total of all the values divided by number of items.

$$M = \frac{\sum f x}{N} \dots\dots\dots (3.1)$$

M- Mean

x – Midpoint of the class interval

f – Frequency

N- Total number of frequencies

**Standard Deviation-** It is the square root of the average of the squares of the deviations of each score from the mean.

$$S = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}{(n_1 + n_2 - 2)}} \dots\dots\dots (3.2)$$

$\bar{x}_1$  = mean of 1 group

$\bar{x}_2$  = mean of 2 group

n = total no. of score

**T-test** - The T-test tell us if there is a statistically significant difference between the mean values of two data sets or group.

$$t = \frac{|\bar{X}_1 - \bar{X}_2|}{s} \times \sqrt{\left(\frac{n_1 \times n_2}{n_1 + n_2}\right)} \dots\dots\dots(3.3)$$

S = Standard error of mean/ standard deviation

| | - diff in means

n = no. of score

$\bar{x}_1$  = mean of 1 group

$\bar{x}_2$  = mean of 2 group

## **CHAPTER - IV**

### **DATA ANALYSIS, RESULT AND INTERPRETATION**

**Analysis** of data is well structured application of statistical approach to relate, elucidate using charts, graphs or images, and assess data for giving out conclusions and interpreting the result.

Collection, organizing, and analysis of data is the principal step in any research study. Based on the analysis a researcher develops a relationship among the variables and interprets the finding.

In the present study, an effort is done to compare the Aggression, Adjustment, and Interest of the Delinquents and Non-Delinquents boy. For this data of delinquents was collected from the juvenile homes & non-delinquents from certified intermediate colleges by using an appropriate tool.

In the present study, the analysis and interpretation of the statistical findings are discussed as per the objectives and the hypothesis has been tested at a .05 level of significance. The analyzed data have been presented in tabular forms which are followed by their interpretation.

The analysis, result, and interpretation of the data have been carried out in the order of the objectives which are as follows:

4.1Section 1- The aggression level of delinquents and non-delinquents has been studied in this section.

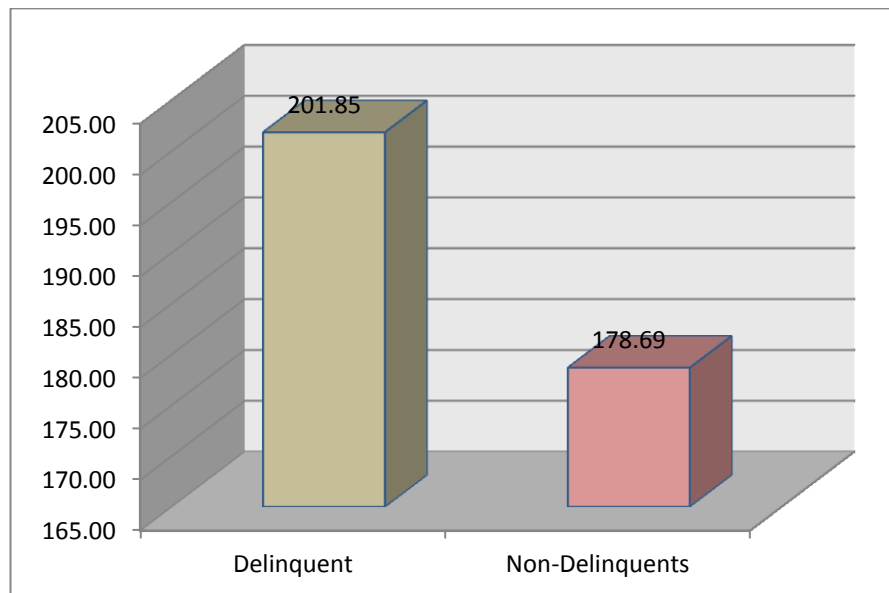
Objective1: To find out the difference between delinquents and non-delinquents in relation to aggressiveness.

Ho1: There is no significant difference between the aggressiveness of delinquents and non-delinquents.

**Table 4.1: Comparison of aggressiveness in Delinquent and Non-Delinquent**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	201.85	18.66	2.221	10.423	Significant
Non-Delinquent	300	178.69	33.65			

**Figure No. 4.1**



**Bar Diagram on Mean Scores of aggressiveness in Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test and the results have been presented in table no 4.1. The table and figure no. 4.1 shows the comparison of mean scores of aggressiveness in Delinquent Boy and Non-Delinquent Boy

The mean score and SD of aggressiveness of Delinquent Boy are 201.85 & 18.66 and those of Non-Delinquent Boy are 178.69 & 33.65 respectively and Standard error difference 2.221. The calculated 't' value is 10.423, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy regarding their aggressiveness. The mean score of Delinquent Boy shows better aggressiveness in comparison to those of Non-Delinquent Boy. Hence, the hypothesis has been rejected.

The result shows that there exists a significant difference regarding aggression between delinquents and non-delinquents at 0.05 level of significance. It means delinquents are more aggressive and their aggression level is high as compared to non-delinquents. This result is similar to the study result by **Shyamala Devi, A (2016)** the findings revealed that there is a significant difference between anxiety, areas of living (urban-rural), single parenting, joint, and nuclear family in aggression level of delinquents. **Pathak, Poonam (2016)** and **Kumari, Vandana., Kumar, Pankaj (2018)** in their research found that there is a significant effect of the school environment, family violence, T.V and the internet on youth concerning their aggressiveness and indulging in crime or delinquency.

4.2 Section 2: The home adjustment of delinquents and non-delinquents has been studied in this section.

Objective2: To find out the difference in Home adjustment of delinquents and non-delinquent.

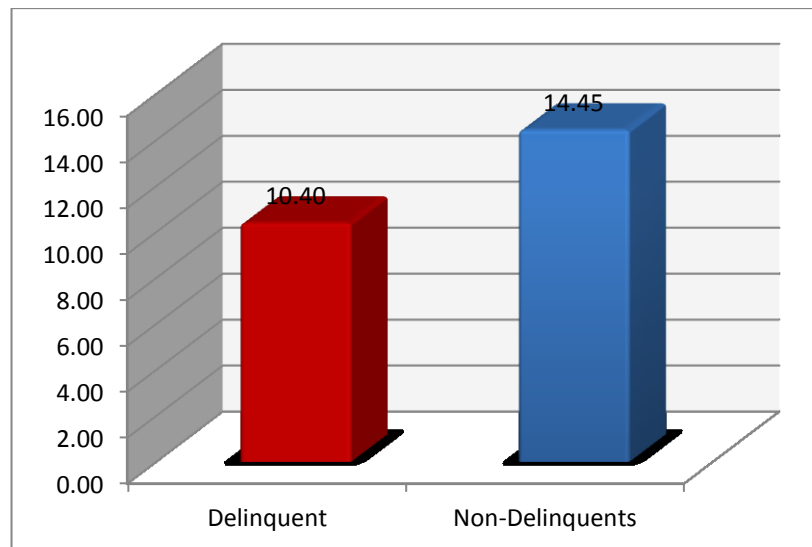
Ho2: There is no significant difference between home adjustment of delinquents and non-delinquents.



**Table No. 4.2: Comparison of Home Adjustment in Delinquent and Non-Delinquent.**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	10.40	5.17	0.43	9.33	Significant
Non-Delinquent	300	14.45	5.44			

**Figure 4.2**



**Bar Diagram on Mean Scores of Home Adjustment in Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test and the results have been presented in table no 4.2. The table and figure 4.2 show the comparison of mean scores of Home Adjustment in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of HomeAdjustment of Delinquent Boy are 10.40& 5.17 and those of Non-Delinquent Boy is14.45 & 5.44 respectively and the Standard error difference 0.43. The calculated‘t’ value is 9.33, which is significant at 0.05 level of significance with df of 598. It means that there

exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy regarding their Home Adjustment. The mean score of Non-Delinquent Boy shows better Home Adjustment in comparison to those of Delinquent Boy. Hence, the hypothesis has been rejected.

Section 3: The health adjustment of delinquents and non-delinquents has been studied in this section

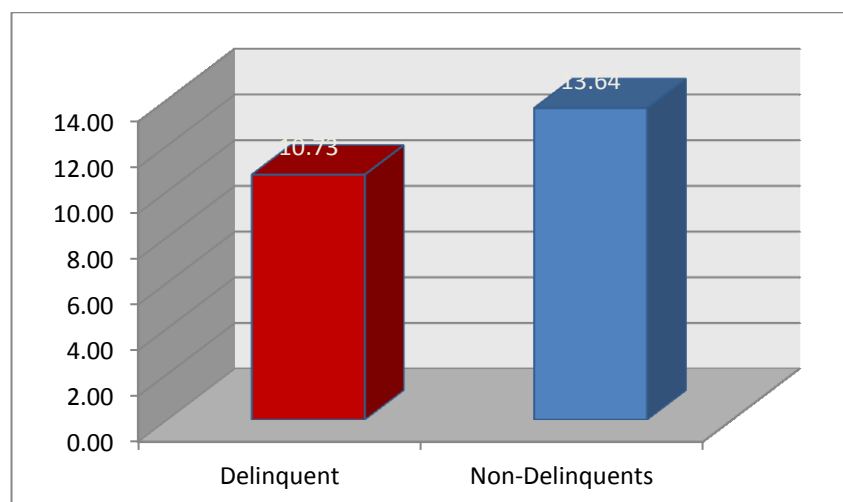
Objective 3: To find out the difference in Health adjustment of delinquents and non-delinquents.

Ho 3: There is no significant difference between the health adjustment of delinquents and non-delinquents.

**Table 4.3: Comparison of Health Adjustment in Delinquent and Non-Delinquent**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	10.73	4.88	0.42	6.89	Significant
Non-Delinquent	300	13.64	5.51			

**Figure 4.3**



**Bar Diagram on Mean Scores of Health Adjustment in Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.3. The table and figure 4.3 show the comparison of mean scores of Health Adjustment in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Health Adjustment of Delinquent Boy are 10.69 & 4.88 and those of Non-Delinquent Boy are 13.64 & 5.51 respectively and the Standard error difference 0.42. The calculated 't' value is 6.89, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Health Adjustment. The mean score of Non-Delinquent Boy shows better Health Adjustment in comparison to those of Delinquent Boy. Hence, the hypothesis has been rejected.

**Section 4:** The social adjustment of delinquents and non- delinquents has been studied in this section.

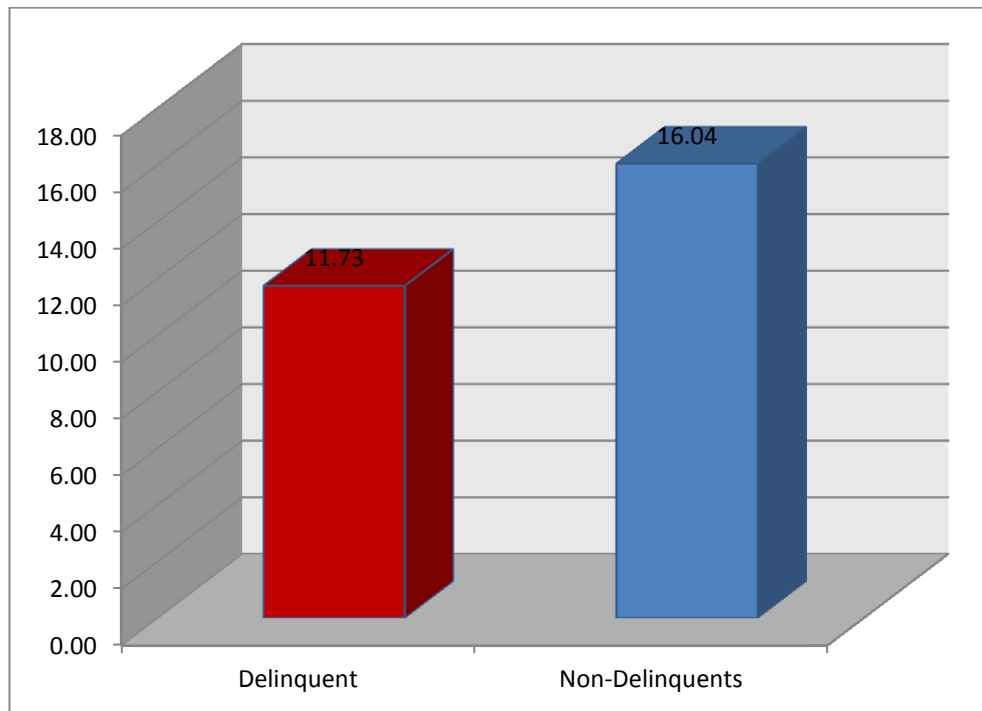
**Objective 4:** To find out the difference in Social adjustment of delinquents and non-delinquents.

**Ho 4:** There is no significant difference between the social adjustment of delinquents and non-delinquents.

**Table 4.4: Comparison of Social Adjustment in Delinquent and Non-Delinquent**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	11.73	4.72	0.43	10.20	Significant
Non-Delinquent	300	16.04	5.60			

**Figure 4.4**



**Bar Diagram on Mean Scores of Social Adjustment in Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.4. The table and figure 4.4 show the comparison of mean scores of Social Adjustment in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Social Adjustment of Delinquent Boy are 11.73 & 4.72 and those of Non-Delinquent Boy are 16.94 & 5.60 respectively and Standard error difference 0.43. The calculated 't' value is 10.20, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy regarding their Social Adjustment. The mean score of Non-Delinquent Boy shows better Social Adjustment in comparison to those of Delinquent Boy. Hence, the hypothesis has been rejected.

**Section 5:** The emotional adjustment of delinquents and non-delinquents has been studied in this section

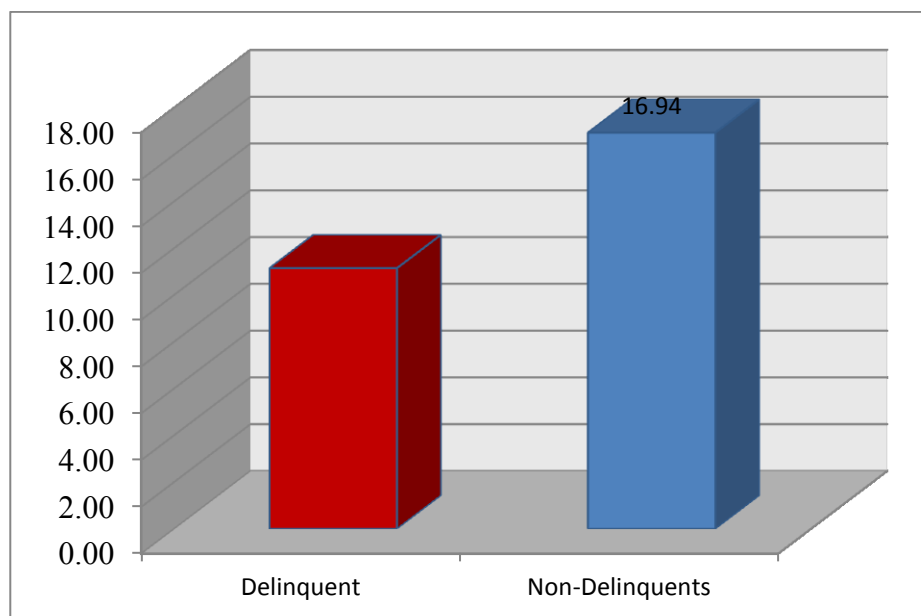
**Objective 5:** To find out the difference in Emotional adjustment of delinquents and non-delinquents.

**Ho 5:** There is no significant difference between the emotional adjustment of delinquents and non-delinquents.

**Table 4.5: Comparison of Emotional Adjustment in Delinquent and Non-Delinquent**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	11.14	4.44	0.42	13.79	Significant
Non-Delinquent	300	16.94	5.76			

**Figure 4.5**



**Bar Diagram on Mean Scores of emotional Adjustment in Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.5. The table and figure 4.5 show the comparison of mean scores of Emotional Adjustment in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Emotional Adjustment of Delinquent Boy are 11.14 & 4.44 and those of Non-Delinquent Boy are 16.94 & 5.76 respectively and the Standard error difference 0.42. The calculated 't' value is 13.79, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy regarding their Emotional Adjustment. The mean score of Non-Delinquent Boy shows better Emotional Adjustment in comparison to those of Delinquent Boy. Hence, the hypothesis has been rejected.

**Section 6:** The overall adjustment of delinquents and non-delinquents has been studied in this section

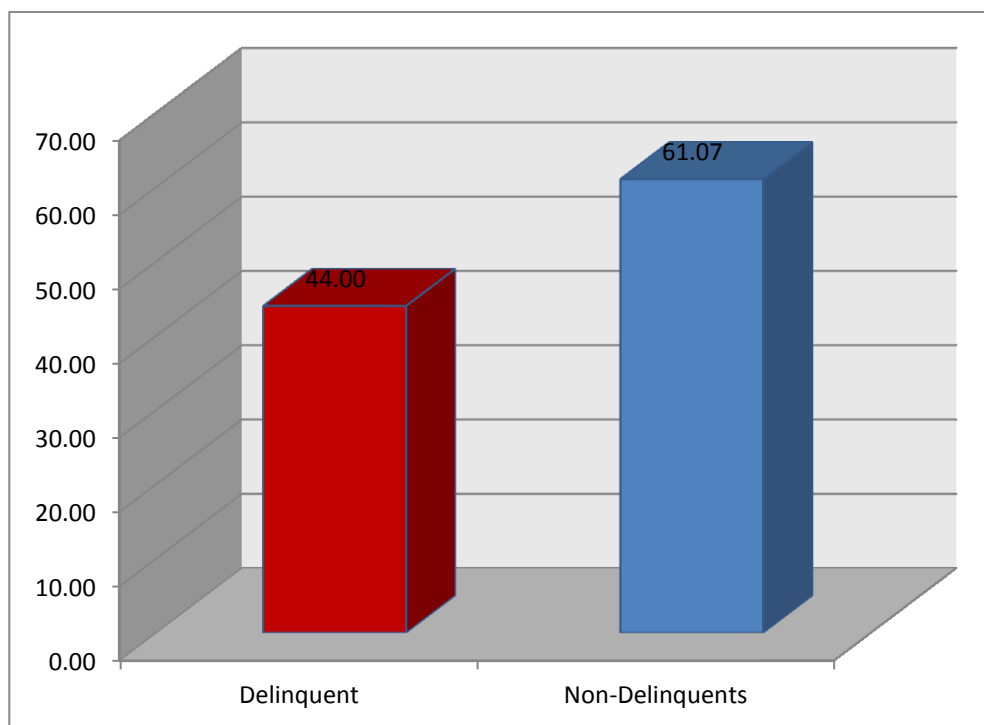
**Objective 6:** To find out the difference in overall adjustment of delinquents and non-delinquents.

**Ho 6:** There is no significant difference between the overall adjustment of delinquents and non-delinquents

**Table 4.6: Comparison of Overall Adjustment in Delinquent and Non-Delinquent**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	44.00	14.63	1.39	12.24	Significant
Non-Delinquent	300	61.07	19.20			

**Figure 4.6**



**Bar Diagram on Mean Scores of overall Adjustment in Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.6. The table and figure 4.6 show the comparison of mean scores of Overall Adjustment in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Overall Adjustment of Delinquent Boy are 44.00 & 14.63 and those of Non-Delinquent Boy are 61.07 & 19.20 respectively and Standard error difference 1.39. The calculated 't' value is 12.24, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy regarding their Overall Adjustment. The mean score of Non-Delinquent Boy shows better Overall Adjustment in comparison to those of Delinquent Boy. Hence, the hypothesis has been rejected. This result is similar to the study done by **Singh et.al (2017)** on home, health, social and emotional adjustment, and the findings are similar in that many factors contribute to the adjustment of adolescents making them maladjusted. In another research by **Mayorga et.al**

(2020) findings revealed that juvenile offenders and foster care adolescents show a high degree of maladjustment as compared to normal adolescents.

**Section 7:** The interest in relation to the business factor of delinquents and non-delinquents has been studied in this section.

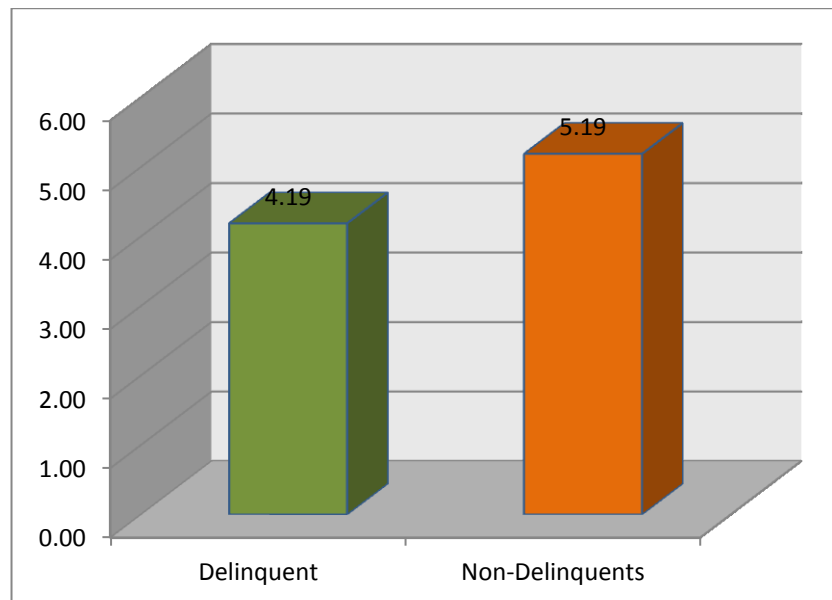
**Objective 7:** To find out the difference in interest in relation to the Business factor of delinquents and non-delinquents.

**Ho 7:** There is no significant difference between the Interest in the Business factor of delinquents and non-delinquents.

**Table 4.7: Comparison of Delinquent and Non-Delinquent on Interest in Business factor**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	4.19	1.85	0.17	5.85	Significant
Non-Delinquent	300	5.19	2.31			

**Figure 4.7**



**Bar Diagram on Mean Scores of Interest in Business factor of Delinquent and Non-Delinquent**



The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.7. The table and figure 4.7 shows the comparison of mean scores of Interest on Business factor in Delinquent Boy and Non-Delinquent Boy.

The mean score and SD of Interest in the Business factor of Non- Delinquent Boy are 4.19 & 1.85 and those of Delinquent Boy are 5.19 & 2.3 respectively and Standard error difference 0.17. The calculated 't' value is 5.85, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Interest in the Business factor. The mean score of Non-Delinquent Boy shows better Interest in Business factor in the comparison of those of Delinquent Boy. Hence, the hypothesis has been rejected.

**Section 8:** The interest in relation to the clerical factor of delinquents and non delinquents has been studied in this section.

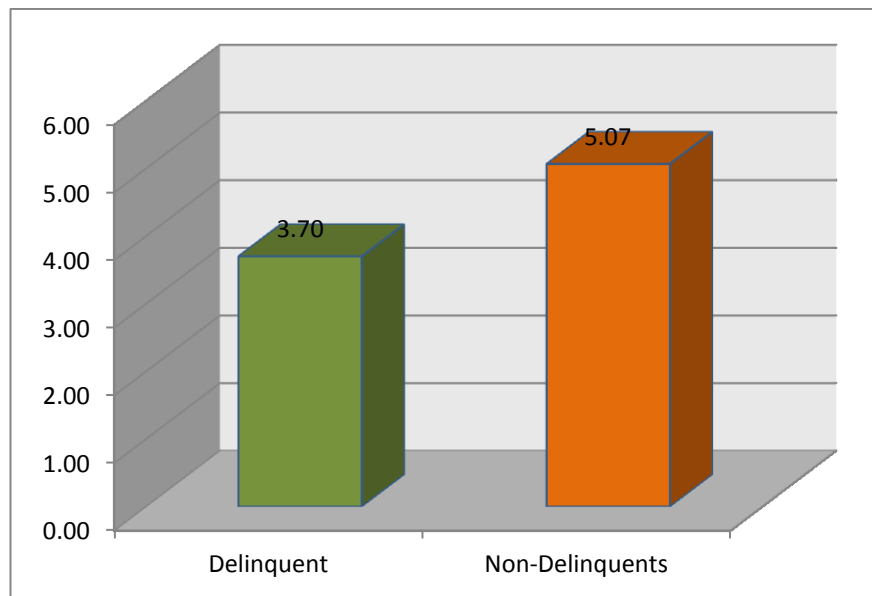
**Objective 8:** To find out the difference in interest in relation to the Clerical factor of delinquents and non-delinquents.

**Ho 8:** There is no significant difference between Interest in the clerical factor of delinquents and non-delinquents.

**Table 4.8: Comparison of Delinquent and Non-Delinquent on Interest in Clerical factor**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	3.70	1.75	0.156	8.74	Significant
Non-Delinquent	300	5.07	2.07			

**Figure 4.8**



**Bar Diagram on Mean Scores of Interest in Clerical factor of Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.8. The table and figure 4.8 shows the comparison of mean scores of Interest in Clerical factor in Delinquent Boy and Non-Delinquent Boy.

The mean score and SD of Interest on the clerical factor of Delinquent Boy are 3.70 & 1.75 and those of Non-Delinquent Boy are 5.07 & 2.0 respectively and Standard error difference 0.156. The calculated 't' value is 8.74, which is significant at 0.05 level of significance with a df of 598. It means that there exists a statistically significant

difference between Delinquent Boy and Non-Delinquent Boy with reference to their Interest in Clerical factor. The mean score of Non-Delinquent Boy shows better Interest in Clerical factor in the comparison of those of Delinquent Boy. Hence, the hypothesis has been rejected.

Section 9: The interest in relation to the agriculture factor of delinquents and non-delinquents has been studied in this section.

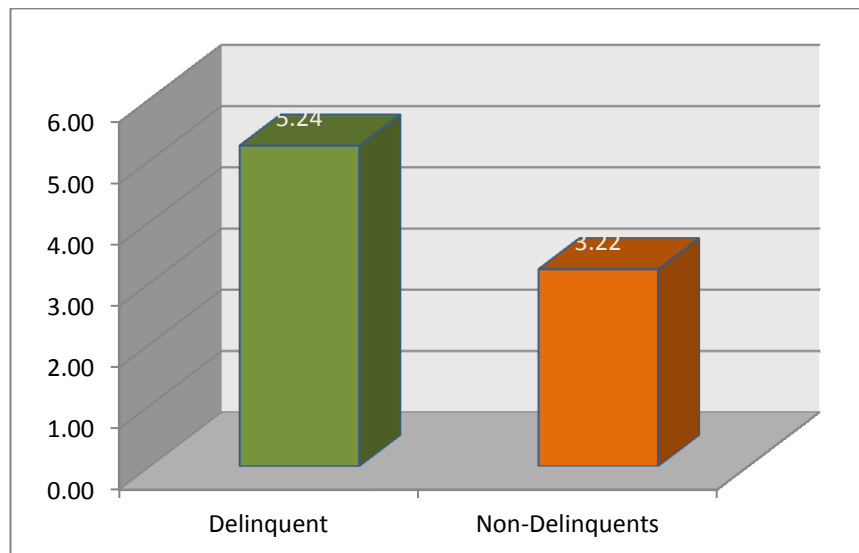
Objective 9: To find out the difference in interest in relation to the Agriculture factor of delinquents and non-delinquents.

Ho 9: There is no significant difference between the Interest in Agriculture factor of delinquents and non-delinquents.

**Table 4.9: Comparison of Delinquent and Non-Delinquent on Interest in Agriculture factor**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	5.24	2.25	0.163	12.38	Significant
Non-Delinquent	300	3.22	1.71			

**Figure 4.9**



**Bar Diagram on Mean Scores of Interest in Agriculture factor of Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.9. The table and figure 4.9 show the comparison of mean scores of Interest in Agriculture factor in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Interest on Agriculture factor of Non-Delinquent Boy are 5.24 & 2.25 and those of Delinquent Boy are 3.22 & 1.71 respectively and Standard error difference 0.163. The calculated 't' value is 12.38, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Interest in Agriculture factor. The mean score of Delinquent Boy shows better Interest in Agriculture factor in the comparison of those of Non-Delinquent Boy. Hence, the hypothesis has been rejected.

Section 10: The interest in relation to the mechanical factor of delinquents and non-delinquents has been studied in this section.

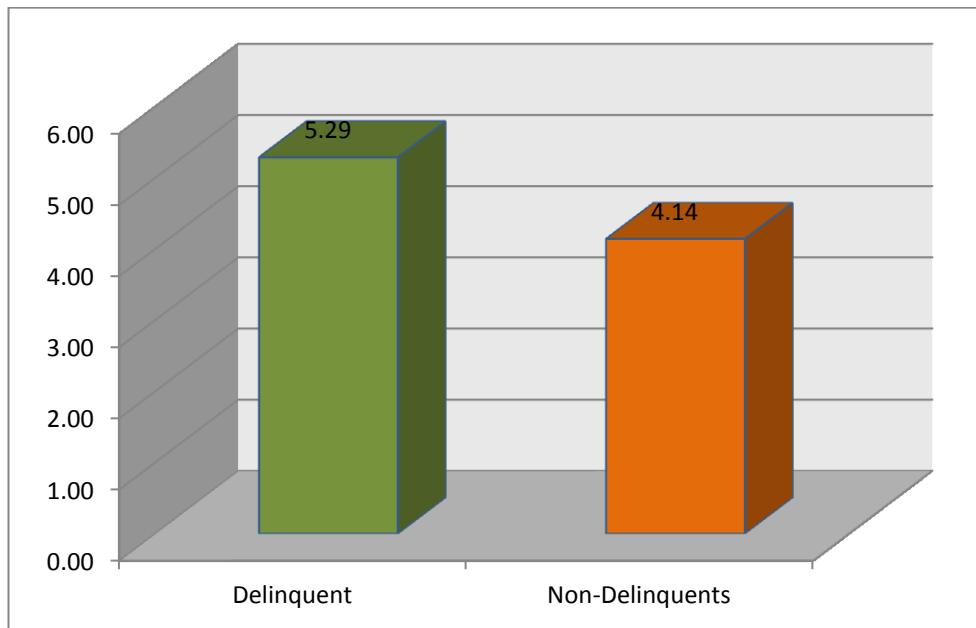
Objective 10: To find out the difference in interest in relation to the mechanical factor of delinquents and non-delinquents.

Ho 10: There is no significant difference between Interest in the mechanical factor of delinquents and non-delinquents.

**Table 4.10: Comparison of Delinquent and Non-Delinquent on Interest in Mechanical factor**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	5.29	1.91	0.148	7.73	Significant
Non-Delinquent	300	4.14	1.72			

**Figure 4.10**



**Bar Diagram on Mean Scores of Interest in mechanical factor of Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.10. The table and figure 4.10 show the comparison of mean scores of Interest in Mechanical factor in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Interest on Mechanical factor of Delinquent Boy are 5.29 & 1.91 and those of Non-Delinquent Boy are 4.14 & 1.72 respectively and Standard error difference 0.148. The calculated 't' value is 7.73, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Interest in Mechanical factor. The mean score of Delinquent Boy shows better Interest in Mechanical factor in the comparison of those of Non-Delinquent Boy. Hence, the hypothesis has been rejected.

Section 11: The interest in relation to the scientific factor of delinquents and non-delinquents has been studied in this section.

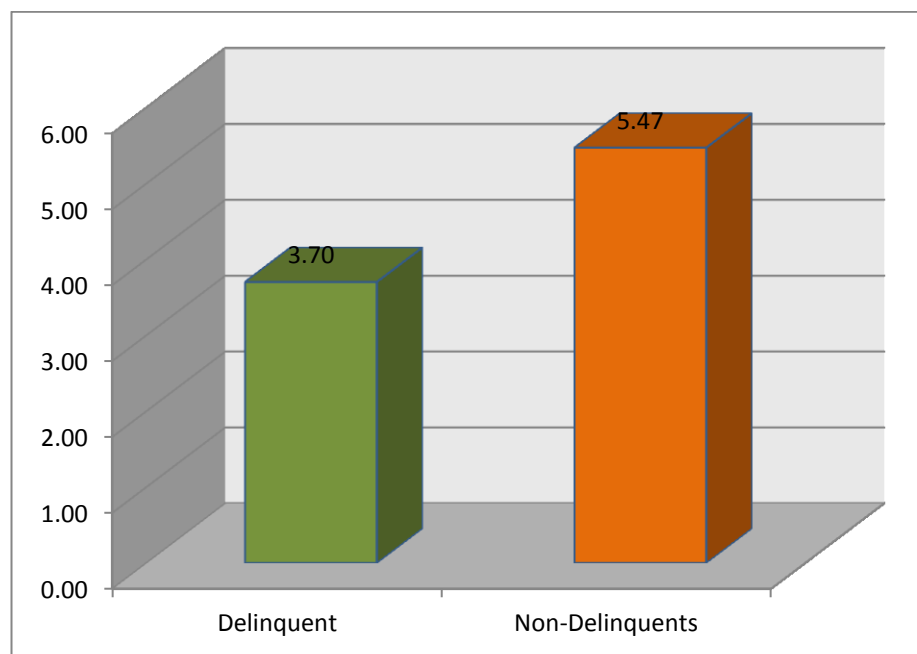
Objective 11: To find out the difference in interest in relation to the scientific factor of delinquents and non-delinquents.

Ho 11: There is no significant difference between Interest in the scientific factor of delinquents and non-delinquents.

**Table 4.11: Comparison of Delinquent and Non-Delinquent on Interest in Scientific**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	3.70	1.64	0.154	11.48	Significant
Non-Delinquent	300	5.47	2.11			

**Figure 4.11**



**Bar Diagram on Mean Scores of Interest in Scientific of Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.11. The table and figure 4.11 show the comparison of mean scores of Interest in Scientific factor in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Interest on Scientific factor of Delinquent Boy are 3.70 & 1.65 and those of Non- Delinquent Boy are 5.47 & 2.11 respectively and Standard error difference 0.154. The calculated 't' value is 11.48, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Interest in Scientific factor. The mean score of Non-Delinquent Boy shows better Interest in the Scientific factor in the comparison of those of Delinquent Boy. Hence, the hypothesis has been rejected.

**Section 12:** The interest in relation to the outdoor factor of delinquents and non-delinquents has been studied in this section.

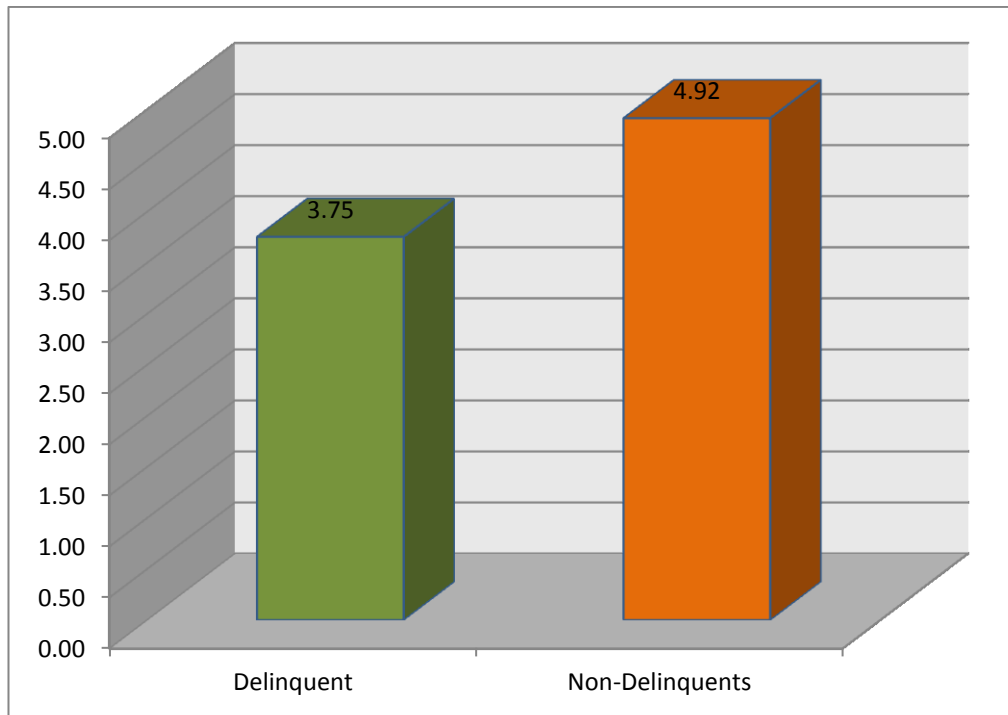
**Objective 12:** To find out the difference in interest in relation to the outdoor factor of delinquents and non-delinquents.

**Ho 12:** There is no significant difference between Interest in the outdoor factor of delinquents and non-delinquents.

**Table 4.12: Comparison of Delinquent and Non-Delinquent on Interest in Outdoor factor**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	3.75	1.73	0.152	7.65	Significant
Non- Delinquent	300	4.92	1.99			

**Figure 4.12**



**Bar Diagram on Mean Scores of Interest in Out Door factor of Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.12. The table and figure 4.12 show the comparison of mean scores of Interest in Out Door factor in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Interest on Out Door factor of Non- Delinquent Boy are 3.75 & 1.73 and those of Delinquent Boy are 4.92 & 1.9 respectively and Standard error difference 0.152. The calculated 't' value is 7.65, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Interest in Out Door factor. The mean score of Non-Delinquent Boy shows better Interest in Out Door factor in the comparison of those of Delinquent Boy. Hence, the hypothesis has been rejected.



Section 13: The interest in relation to the aesthetic factor of delinquents and non-delinquents has been studied in this section.

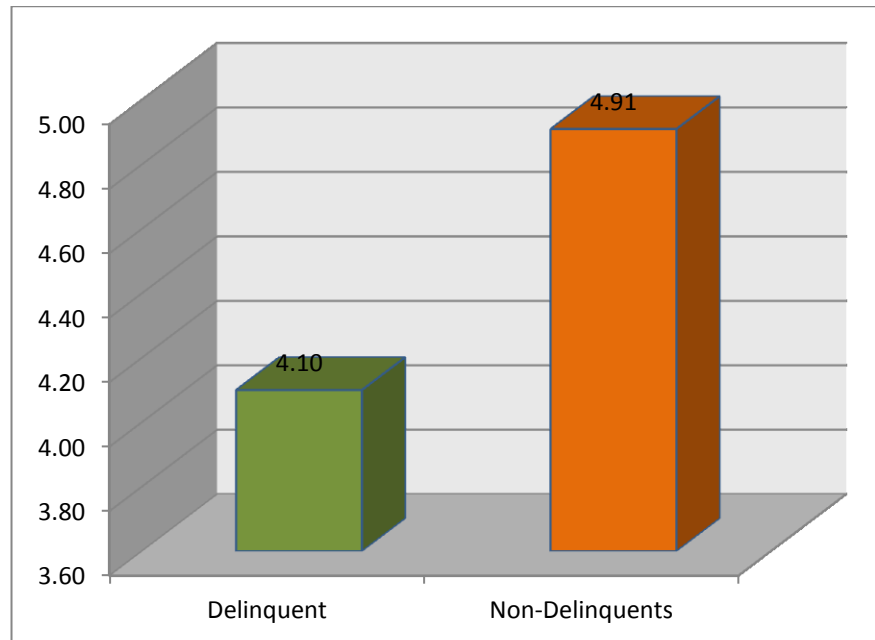
Objective 13: To find out the difference in interest in relation to the Aesthetic factor of delinquents and non-delinquents.

Ho 13: There is no significant difference between the Interest in Aesthetic factor of delinquents and non-delinquents.

**Table 4.13: Comparison of Delinquent and Non-Delinquent on Interest in Aesthetic**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	4.10	1.75	0.157	5.17	Significant
Non-Delinquent	300	4.91	2.08			

**Figure 4.13**



**Bar Diagram on Mean Scores of Interest in Aesthetic of Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.13

The table and figure 4.13 show the comparison of mean scores of Interest in Aesthetic factor in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Interest on Aesthetic factor of Delinquent Boy are 4.10 & 1.75 and those of Non- Delinquent Boy are 4.91 & 2.08 respectively and Standard error difference 0.157. The calculated 't' value is 5.17, which is significant at 0.05 level of significance with df of 598. It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Interest in Aesthetic factor. The mean score of Non- Delinquent Boy shows better Interest in the Aesthetic factor in the comparison of those of Delinquent Boy. Hence, the hypothesis has been rejected.

**Section 14:** The interest in relation to the social factor of delinquents and non-delinquents has been studied in this section.

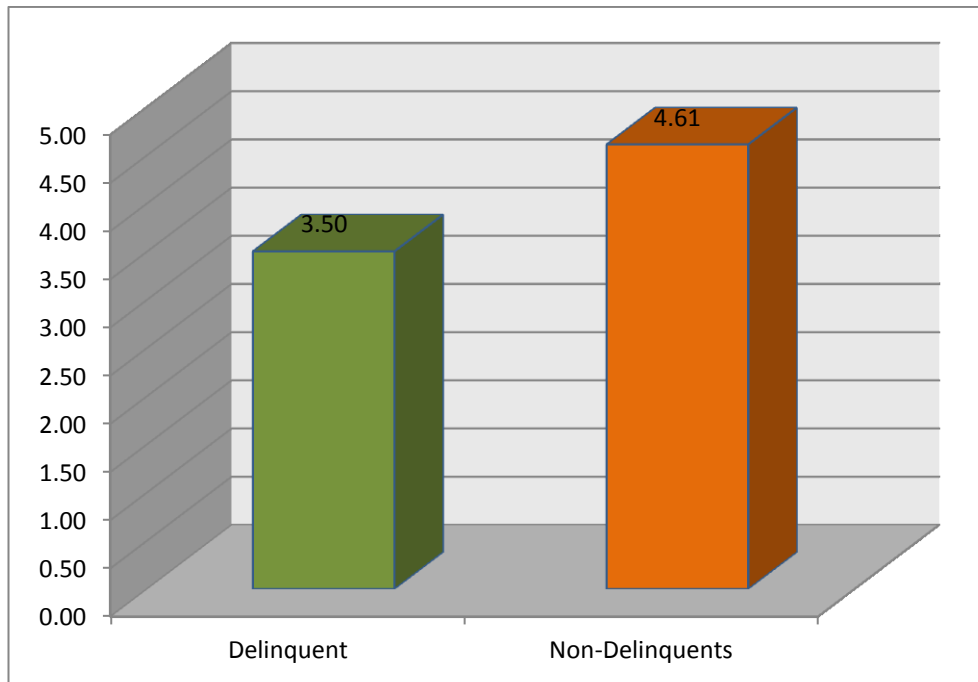
**Objective 14:** To find out the difference in interest in relation to the social factor of delinquents and non-delinquents.

**Ho 14:** There is no significant difference between Interest in the social factor of delinquents and non-delinquents

**Table 4.14: Comparison of Delinquent and Non-Delinquent on Interest in Social factor**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	3.50	1.73	0.166	6.69	Significant
Non- Delinquent	300	4.61	2.30			

**Figure 4.14**



**Bar Diagram on Mean Scores of Interest in Social of Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.14

The table and figure 4.14 show the comparison of mean scores of Interest in Social factor in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Interest on Social factor of Delinquent Boy are 3.50 & 1.73 and those of Non-Delinquent Boy are 4.61 & 2.30 respectively and Standard error difference 0.166. The calculated 't' value is 6.69, which is significant at 0.05 level of significance with df of 598.

It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy regarding their Interest in Social factor. The mean score of Non-Delinquent Boy shows better Interest in Social factors in comparison to those of Delinquent Boy. Hence, the hypothesis has been rejected.

Section 15: The interest in relation to the overall factor of delinquents and non-delinquents has been studied in this section.

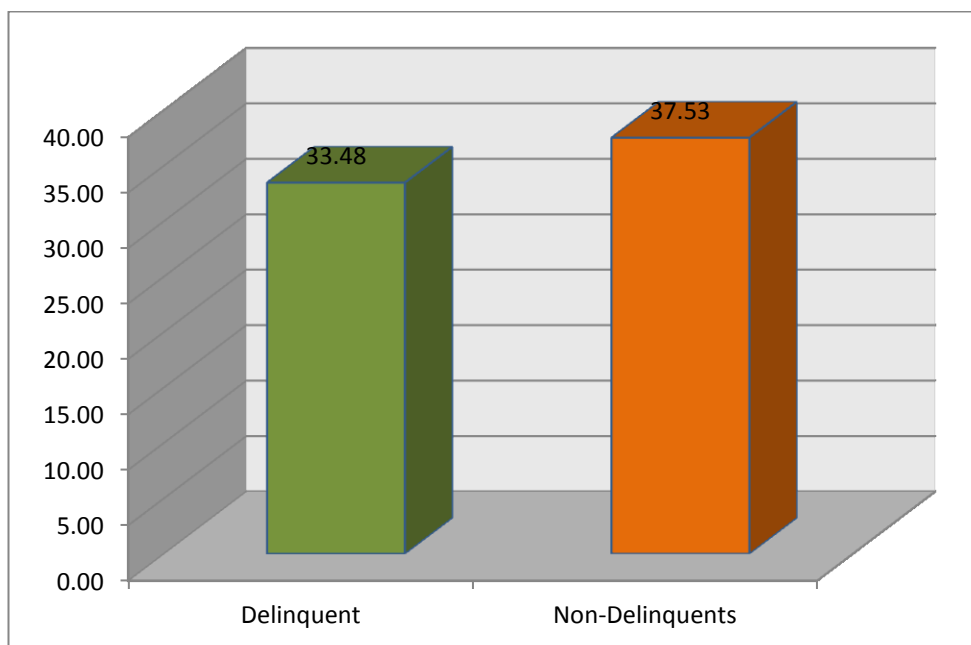
Objective 15: To find out the difference in interest in relation to the overall factor of delinquents and non-delinquents.

Ho 15: There is no significant difference between Interest in the overall factor of delinquents and non-delinquents

**Table 4.15: Comparison of overall factor of Interest in Delinquent and Non-Delinquent**

Group	N	Mean	Std. Deviation	SED	t-test	Result ( 0.05 level of significance)
Delinquent	300	33.48	6.33	0.556	7.29	Significant
Non-Delinquent	300	37.53	7.26			

**Figure 4.15**



**Bar Diagram on Mean Scores of overall factor of Interest in Delinquent and Non-Delinquent**

The hypothesis has been tested with the help of mean (M), standard deviation (SD), and t-test (t) and the results have been presented in table 4.15

The table and figure 4.15 show the comparison of mean scores of Interest in Overall factor in Delinquent Boy and Non-Delinquent Boy. The mean score and SD of Interest on the Overall factor of Delinquent Boy are 33.48 & 6.33 and those of Non-Delinquent Boy are 37.53 & 7.26 respectively and Standard error difference .556. The calculated 't' value is 7.29, which is significant at 0.05 level of significance with df of 598.

It means that there exists a statistically significant difference between Delinquent Boy and Non-Delinquent Boy regarding their Interest in Overall factor. The mean score of Non-Delinquent Boy shows better Interest in the Overall factor in the comparison of those of Delinquent Boy. Hence, the hypothesis has been rejected. This result is similar to the findings of **Dr. Bobinder(2015)** which says that Reserved adolescents have low interest in areas on business, clerical, agriculture, scientific, and social interest. The findings of **Hina thakor(2013)** were almost similar which states that the general stream students had more interest in outdoor, artistic, music-related areas and rural adolescents have interest in open and technical related areas.

## **CHAPTER - V**

### **FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS**

In the present chapter, the results have been discussed along with their conclusions. Suggestions for further study have also been provided herein. This chapter covers:

- Findings with discussion
- Conclusion
- Educational implications
- Suggestions

#### **5.1 Findings of the study**

**Hypothesis 1:** There is no significant difference between the aggressiveness of delinquents and non- delinquents.

**Finding 1:** There exists a significant difference between Delinquents and non-Delinquents regarding their aggressiveness

**Discussion:** The result and discussion of the findings of the study have been given according to the hypothesis.

The Delinquent Boys showed more aggressiveness in comparison to those of Non-Delinquent Boys. While studying delinquents it was seen that juveniles get hurt and become aggressive very easily hot discussions, teasing and then result into violent attack is normal to them. Many factors are responsible for their aggressiveness their frustration level, the peer influence that provokes them towards violence, family frustration, school environment, and many other factors that play role in their aggressive behaviour. It was seen that young boys were addicted to alcohol and alcohol-based aggression is also common among them which is the cause of their suffering. It is seen in studies that alcohol consumption and aggressive behaviour goes parallel among adolescent. The negative impact of alcohol-based aggression leads to a decline in academics performance, acceptance in society and increases chances of delinquency and violence. While doing the data collection in the juvenile home researcher came across a child of age 15 yrs and during general interrogation, the researcher came to know that the crime of that child was that the child in aggression tried to kill his fellow student. The reason was that in school other

students used to tease him about his mother and the child was having a dysfunctional family. The child was undergoing mental trauma related to his family, negligence of his father and mother. This is one case of family frustration leading towards aggression and crime. Similarly, there was another case of child abuse from his early age the child was abused physically by his relative, and this developed aggression in that child. There are several other reasons for aggression like school environment, experiences in life, etc. On the other hand, non- delinquents were much peaceful and calm and tend to avoid such acts. Some were aggressive but their level of aggression was not to the extent of becoming violent or doing any crime.

**Hypothesis 2:** There is no significant difference between home adjustment of delinquents and non-delinquents.

**Finding 2:** There exists a significant difference between Delinquents and Non-Delinquent regarding their Home Adjustment

**Discussion:** This study shows that Non-Delinquent shows better Home adjustment in comparison to Delinquent. Broken families, single parent ship, domestic violence, and many other reasons may be responsible for the poor home adjustment of delinquents. A broken relationship of parents affects the mental health of a child. Use of alcohol results in domestic violence. In some cases, it was seen that father was habitual of drinking and was unemployed mother used to earn for livelihood this affected the behaviour of the child. In one case a child of age 14yrs murdered his father with the kitchen knife while he was beating his mother and sister. After that, he ran from the house and was caught by the authorities. Domestic violence used to happen every day and the child suffered from depression and didn't want to come home. In another case, a subject of 16yrs used to go to school but he suffered from speech defects due to this disorder he felt rejected in the school class and even by his relatives. In school his classmates used to make fun of his speech .so this was the reason for his maladjustment. The subject was frustrated with his life and he got to indulge in anti-social activities like drug abuse. The communication gap between parents and young children also becomes a factor for their social or home isolation. Most of the juveniles in homes were caught in the crime of stealing, gambling and by studies, it is known that in their home any of the members are indulged in such activity so the child easily imbibes such acts and gets easily prey to crime. Other factors for poor home adjustment are poverty, if there is a stepmother then also child

faces ill-treatment and abuses from her, misery, no admiration for the talent which the child has, too many children in the family. All these factors contribute to poor home adjustment which leads them towards the road of crime. In the case of non – delinquents there were cases of disturbed family relations and other problems but still, these cases are little in numbers and non-delinquents show the better home adjustment as their relations with their parents were healthy and sound. The affection and love which normal children get from their parents keep them away from indulging in any type of crime. The protection, the love, warmth which a child gets from his members of family makes a child learn moral values, honesty, respect for elders. So the family is the first institution of the child which helps the child to adjust to the home and environment.

**Hypothesis 3:** There is no significant difference between the health adjustment of delinquents and non-delinquents.

**Finding 3:** There exists a significant difference between Delinquent Boys and Non-Delinquent Boys regarding their Health Adjustment.

**Discussion:** Most delinquents undergo health adjustment disorder due to stress, frustration, depression. They face many health disorders. Health also plays a significant role in adjustment. Health disorder is just not cold cough, fever. It is classified into mental illness and physical illness. Mental illness means psychotic and personality disorder. The symptoms differ from mild to severe. In psychotic disorder, a child makes perceptions of his own, changes in behaviour and act and emotions and the reason behind the disorder is family conditions, school environment friends, society. In personality disorder genetic factor may be responsible where aggression, fear in a child may be due to his genes, childhood trauma which had happened in the past had left a bad effect on the Childs personality, threatening, verbal abuse or screaming on the child, peer influence is the causes of personality disorders. . In a dysfunctional family a child undergoes mental trauma and no one cares about the illness which later leads to more dangerous results. The negligence of the family is also related to the mental illness of the child and thus makes the life of the child problematic. A child in a juvenile home lost his mother whom he loved deeply and the child got mentally disturbed due to his mother's loss. He started taking the help of drugs to forget his grieves this reason bought him later toward delinquency. Symptoms of mental illness are no hope,



mood swings, suicidal thoughts, use of alcohol and drugs, isolation from others, hallucination. One of the other children seems to be affected by such symptoms as studied by the researcher. There was a case where a child of 17 yrs was brought into the juvenile home he murdered his brother just for a very simple reason that his brother didn't listen to him. It was shocking and it was because the juvenile suffered from a psychotic disorder. On further investigation, the subject after much effort told he was not at all guilty and he would repeat the act if anyone would not listen or obey him. Studies showed that such children who suffered from mental illness are more prone to get affected by emotions. A normal child who is mentally and physically healthy is balanced and is well adjusted to the environment, they are not driven away by the emotions and lead a normal life and their bright future waits for them.

**Hypothesis 4:** There is no significant difference between the social adjustment of delinquents and non-delinquents.

**Finding 4:** There exists a significant difference between Delinquent Boys and Non-Delinquent Boys regarding their Social Adjustment.

**Discussion:** Non-Delinquent Boys shows better Social Adjustment in comparison of those of Delinquent Boys. The delinquents sometimes don't want to mix up with the society. They show poor social adjustment the community, neighborhood, relatives all are somewhere responsible in some way in constituting risk factor for delinquency. Social adjustment means how an adolescent adjust to the society for a healthy social life. The children who are a part of stealing, rape, alcohol and substance abuse, any violent action or any anti social acts do not agree to the social norms. The findings of the studies show that delinquents are more socially maladjusted. Reasons behind it is

illiteracy, poor parental control and discipline, isolation from community, or low education , socio economic conditions , peer influence , personal problems. In many cases peer influence along with socio economic conditions is found to be the major factor leading towards delinquency. The delinquents in the homes mainly belong to rural areas and delinquents from urban area were very few in numbers so it also somewhere affected on the delinquency .Adolescents with low socio economic status did not get the opportunities for developing the desired personality and enjoy the advantages in the society rather they are born and brought up in such deprived

social conditions where their conduct and behaviour are not properly directed. The adolescents thus develop inferiority complex which makes a way for anti social activities. Non delinquents show better social adjustment as they get affection and parental care, their socio economic status is also good. It is not that all non delinquents have high SES (socio economic status) but taking an average of non delinquents it is seen they are not from deprived society and have suitable behavioral pattern according to the functioning of the society.

**Hypothesis 5:** There is no significant difference between emotional adjustment of delinquents and non-delinquents.

**Finding 5:** There exists significant difference between Delinquent Boy and Non-Delinquent Boy with reference to their Emotional Adjustment.

**Discussion:** Emotions is derived from the Latin word 'Emovere' which means "to agitate" and its dictionary meaning from Merriam Webster dictionary is "a conscious mental reaction of anger, fear subjectively experienced as strong feeling usually directed toward a specific object". Adolescence is a period where hormonal, physical changes occur in a child. It is a very crucial stage of development. In most cases, it is seen that a child becomes emotionally unstable there are abrupt changes in mood and behaviour. Everything should go according to what they think is correct. Their emotions are to be handled if parents and the child himself is successful in handling the emotions then life is smooth but if the emotions are not handled then there are only problems which are not only faced by the child but also the near and dear ones. Causes of emotional disturbance are too much discipline, too much strictness by parents, difficulty in relationship with the opposite sex, parents attitude towards children, failures, etc. When these causes may affect badly the adolescent they lead the child towards the anti-social path. But when these emotions become the motivating power of the child it proves to be the strength of the child during his developmental years. Thus it is seen that non-delinquents are more emotionally stable than delinquents and non-Delinquent Boys shows better Emotional Adjustment in comparison to those of Delinquent Boys.

**Hypothesis 6:** There is no significant difference between the overall adjustment of delinquents and non-delinquents.

**Finding 6:** There exists a significant difference between Delinquent Boys and Non-Delinquent Boys regarding their Overall Adjustment.

**Discussion:** According to Coleman, James C., “Adjustment is the outcome of the individual’s attempts to deal with stress and meet his needs also, his efforts to maintain harmonious relationships with the environment”. The time from which the child is born and till his death an individual adjusts himself according to the environment. The adjustment depends upon the internal needs and demands of a child. If an individual satisfies his needs according to the social norms then the child is well adjusted but if the child finds antisocial means for fulfilling his needs and demands then the child is maladjusted. In the same way, if the child is free from a psychological disorder like stress, anxiety, mood swings and free from mental illness then the child is well adjusted to health and emotional parameters. There is a very slight difference between adjustment and maladjustment only symptoms (emotional symptoms, behavioral patterns, psychological symptoms, and physical symptoms ) can indicate and measurement of maladjustment can be done using a certain tool like The bell adjustment inventory, Taylor anxiety scale, etc. Thus by the studies, it is seen that non- Delinquent Boys shows better Overall Adjustment (health, social, home, and emotional) in comparison to those of Delinquent Boys.

**Hypothesis 7:** There is no significant difference between interest in the business factor of delinquents and non-delinquents.

**Finding 7:** There exists a significant difference between Delinquent Boys and Non-Delinquent Boys with reference to their Interest in the Business factor.

**Discussion:** The non Delinquent Boy shows better Interest in Business factors in comparison to those of Delinquent Boy. It is seen by the study that non-delinquents shows interest in business, as according to them business can make a huge amount of money and nowadays by survey adolescent are very interested in becoming entrepreneurs. The research and survey say that most of the adolescents are interested in starting their own business as per studies non-delinquents who have their family business and is well established give preference to business others are not interested in business. Some of the delinquents are interested in business making.

**Hypothesis 8:** There is no significant difference between interest in the clerical factor of delinquents and non-delinquents.

**Finding 8:** There exists a significant difference between Delinquent Boys and Non-Delinquent Boys with reference to their Interest in Clerical factor.

**Discussion:** Non- Delinquent Boys shows better Interest in the Clerical factor in the comparison of those of Delinquent Boys. Delinquents did not show much interest in any kind of job in which they were supervised. Any clerical job means going to work with a time limit of 9 to 5 and getting commands from others. This type of job is not acceptable for many juveniles. The researcher found the reason for the disliking is illiteracy, aggression. Non-delinquents want to use their education and think the job is getting security and respect in society.

**Hypothesis 9:** There is no significant difference between interest in the agricultural factor of delinquents and non-delinquents.

**Finding 9:** There exists a statistically significant difference between Delinquent Boys and Non-Delinquent Boys with reference to their Interest in Agriculture factor.

**Discussion:** Delinquent Boys shows better Interest in the Agriculture factor in the comparison of those of Non-Delinquent Boys. Most of the delinquents in juvenile homes belonged to rural areas and their family occupation is farming so they had an interest in agriculture. Children of rural areas think doing farming is that they are connected to their land. Children of urban areas are not interested in agriculture most of them have not gone to any village so they think agriculture is not for them.

**Hypothesis 10:** There is no significant difference between interest in the mechanical factor of delinquents and non-delinquents.

**Findings 10:** There exists a significant difference between Delinquent Boys and Non- Delinquent Boys with reference to their Interest in Mechanical factor.

**Discussion:** Non- Delinquent Boys shows better Interest in the Mechanical factor in the comparison of those of Delinquent Boys. When mostly the boys asked about the occupation or their future wanted to be an engineer and see their future as an engineer. In the case of delinquents, the majority are uneducated and were not interested in studies, one or two were working on a cycle repairing shop or other shops they had big dreams and want to fulfill those dreams but without any hard work. The adolescents generally follow the footsteps of their father means they choose the career which their father is into but very few parents belonging to deprived class encourage their child to dream big and choose the career of their choice.

**Hypothesis 11:** There is no significant difference between interest in the scientific factor of delinquents and non-delinquents.

**Finding 11:** There exists a significant difference between Delinquent Boys and Non- Delinquent Boys with reference to their Interest in the Scientific factor.

**Discussion:** Non-Delinquent Boys shows better Interest in the Scientific factor in the comparison of those of Delinquent Boys. Studies reveal that normal college-going students show a scientific attitude and have an interest in a profession like medicine, research, etc while delinquents some who are literate and due to some reasons are in juvenile homes also want to get into the respectable profession and want to become a doctor but in case of delinquents very rare juveniles possess the scientific attitude and have interest in such profession. By a study, it is found that adolescents coming from low economic status have contacts with the same status persons who do not motivate them or inspire them to achieve higher vocation in comparison to adolescents belonging to the urban educated family they excel in their studies and career.

**Hypothesis 12:** There is no significant difference between interest in the outdoor factor of delinquents and non-delinquents.

**Finding 12:** There exists a significant difference between Delinquent Boys and Non- Delinquent Boys with reference to their Interest in Outdoor factor.

**Discussion:** Non- Delinquent Boys shows better Interest in the Outdoor factor in the comparison of those of Delinquent Boys. Here it is seen that delinquents also have a recreational interest. Interest in outdoor sports but it is that they do not get opportunities. When asked about the recreational activity which the juvenile liked was gambling, playing cards, they were not interested in group games like football or cricket. The juveniles belonging to the low economic class haven't heard about adventurous sports. Adolescents living in urban areas get facilities to engage themselves in recreational activities. They liked adventurous sports and activities.

**Hypothesis 13:** There is no significant difference between interest in the aesthetic factor of delinquents and non-delinquents.

**Finding 13:** There exists a statistically significant difference between Delinquent Boys and Non-Delinquent Boys with reference to their Interest in Aesthetic factor.

**Discussion:** Non- Delinquent Boys shows better Interest in the Aesthetic factor in the comparison of those of Delinquent Boys. For normal college-going students,

beauty is everywhere in nature, they love sunrise sunset, flowers, animals. They love to photoshoot them, they see the beauty in their partner. Some adolescents were interested in painting and craftwork but for delinquent's aesthetic meaning is enjoyment in destruction, beauty in violence. Delinquents when inquired about nature, the beauty they find nothing exciting or lovely or pleasing about scenic beauty or snowfall. This is not with every delinquent some loved nature they admire it.

**Hypothesis 14:** There is no significant difference between interest in the social factor of delinquents and non-delinquents.

**Finding 14:** There exists a significant difference between Delinquent Boys and Non- Delinquent Boys with reference to their Interest in Social factor.

**Discussion:** Non- Delinquent Boys shows better Interest in Social factors in comparison to those of Delinquent Boys. Delinquents do not show much interest related to society, neighborhood, political issues, any social issues or evils occurring around them. They want to be with a peer who listens to them and replies to them in the way they want to hear. Their main conversation is regarding a topic related to sex, the opposite sex, about their acceptance in society. Some adolescents who are depressed with society have negative thoughts about the society and their conversation is mainly how to spread hatred and destruction among them and criticisms. Some want to run away from their family they don't like living with their members of the family, feeling of inferiority in the society and thus shows social withdrawal. Non- delinquents show interest in all social sphere want to take part in discussions related to serious topics with all positive attitude and want to interact with their near ones want to mix up with the friends, teachers, home, elderly people. Normal adolescents cooperate with the community and society and cooperatively.

**Hypothesis 15:** There is no significant difference between interest in the overall factor of delinquents and non-delinquents.

**Finding 15:** There exists a significant difference between Delinquent Boys and Non- Delinquent Boys with reference to their Interest in Overall factor.

**Discussion:** Non- Delinquent Boys shows better Interest in the Overall factor in the comparison of those of Delinquent Boys. Studies reveal that non-delinquents have an interest in parameters like social, mechanical, clerical, scientific, aesthetic while delinquents have an interest in business, outdoor, and agriculture more than non-

delinquents. Delinquents are different as they have indulged in antisocial activities from non-delinquents. Non – delinquents show better overall interest in every field they want to be a part of society, they have a recreational interest, want to have a vocation for their better future and has self-love, love with nature their near ones.

## **5.2 Educational Implications**

1. The present study reveals that aggression is developed due to many factors so as a teacher use of positive and encouraging words for every student is obligatory. The teacher is an ideal for a student so maintaining dignity she/he should not ridicule the children and welcome the ideas and notions of children.
2. Teachers and parents both can help in reducing the aggressive behaviour in children by communicating and interacting with them, knowing the cause of the problems which trigger their behaviour, praising them, motivating them for positive activities.
3. The present study reveals that guidance and counseling programs should be run by the school authorities to help children who are maladjusted so that they can adjust in different areas.
4. The school management should lower down the academic stress by including activities in the curriculum.
5. The present study reveals that if the home environment is unadoptable then attempts should be made to improve the home environment by speaking to the parents of the child.
6. Ngo's should help the delinquents in giving them education in the juvenile homes and Government bodies should bring some kind of policies and programs which could help the delinquents in bringing them to the mainstream.
7. This present study will help to know different interests an individual can possess and help the government or non-government bodies to make programs to encourage delinquents to do any work according to their interest which may give positive output.
8. In school teachers can help their students by talking to them about their failure and would tell the methods to improve their performance and their adjustment in which there are facing the problems.

### **5.3 Suggestions for further studies**

When a child enters in adolescents period it's the time he should be given the right direction and care which leads towards positive behaviour but unfortunately, despite caring some engage themselves in anti-social or negative behaviour it's the time when your child needs extra attention warmth, and love affecting to reduce the influence of negative attitude. There are risk factors like Individual risk factors, family risk factor, peer risk factor, and school and community risk factor as given by the national conference of state legislatures (2011).

#### **5.3.1 Suggestions for Parents in Regard of Adjustment**

For parents, it is very important to have a bird's eye on their child's activities. Parents should give some time from their busy routine to have a talk with their child, know their interest, give them moral support in their high and low time, make them comfortable at home have a discussion with them regarding any topic, or ask them their day to day work about their study, friends, and teachers so that they know that their parents have not left their child alone and are interested in their activities. Be friendly to their friends ask them to meet the child at home and try to know everything about your child and their friends and set a time limit if your child is out of the house. Make them enroll in some extracurricular activities anything in which he shows interest like sports, music writing, etc. Be the child's support system. Do not use any abusive language or avoid hot discussions with the child or any physical abuse with the child or the family as it increases the negative behaviour in the child. If the child according to you is deviating from the normal path do consult a counselor. Parental education and counseling are also very important as every child is different from one another and to handle a child the affection, the education which the parents give to their child can also help in preventing the child from adopting a deviating path or from the involvement of any criminal activity. Parents should also be given some counseling or some educational programs must be run for parents who will help them to improve their relationship with their child and their family.

#### **5.3.2 Suggestions for school and teachers regarding adjustment**

Detecting maladjustment in children is difficult so at times teachers and school administration or authority fail to detect the negative behaviour in students. The problematic child in a class needs attention otherwise he will create bigger problems in future. The problems of a child can be solved much easily at early



stages rather than later. There is not any single problem but a school faces numerous problems which the children have. The classes are overcrowded the teachers are not trained to deal with a maladjusted or problematic child, curriculum is such that it is not according to the need and interest of the child. Most schools do not have counselors recruited in their schools all children are not of the same mental level of intelligence if the school environment is not healthy or teachers behaviour is not good towards their students the students will not feel like going to school which results in depression, poor attendance, and failure of a student repeatedly in the class. Thus due to this failure, the child will try to find friends or an atmosphere where he feels comfortable or he doesn't feel ashamed and he gets sympathy for his actions. From this, we can say that somehow school plays an active role in developing delinquency or aggressive behaviour in a child.

The teachers play an important role as the child listens more carefully and obediently to his or her teacher and most of the delinquents were school and college students. The teacher's attention leaves an impact on the student. Engagement of children in a different class or school activities, cultural programmers, any field activity, sports activities along with teacher's participation helps a lot. The children understand that teachers don't discriminate among children and for a teacher every child is equal. The teacher shouldn't practice the culture of favoritism and thus she should give every student some or the other responsibility towards the class or school. Moral education should be an important subject of the curriculum. The teacher should not be harsh towards the student and should avoid giving harsh or corporal punishment to the child. A teacher should not target any particular child in giving punishment if it comes in the knowledge that a child has done any mistake or any mischievous act. The teacher is considered as a friend, guide, and philosopher of a student so he can lead, counsel the child personally if the child is problematic in any sense. Inferiority complex is very much responsible for a child from deviating from the normal path. If that child is given emotional, moral support both from his teacher, parents, or peer in developing confidence then the child can prove or do better in his future life.

It is seen that there is not any particular factor responsible for a child's negative behaviour but there are several factors that work in developing negative behaviour in a child.

#### **5.3.4 Suggestions for parents concerning aggression**

Parents have to manage their child's aggression patiently. It is seen that if a child has a bad temperament and shares his problems with his parents, they do not act elderly. But instead, start shouting at the child, beats the child, and hence the child's behaviour is directed towards negativity and he becomes aggressive. This approach does not solve the problem. In situations where the child is angry and screaming, parents should wait for the child to calm down and then understand the reason behind his behaviour. Parents should try and make them understand acceptable behaviour by having a meaningful conversation with the child.

Parents should focus on improving their family relations. They should stop having any type of negative conversation with their child. Instead, try creating a strong bond with the child based on mutual trust and respect. As a parent, we also need to respect our child as much as we want them to respect us. It is important to give your child a healthy & positive environment at home. Understand your child by having discussions or small talks with them from time to time. Do not have assumptions about your child based on other people's perceptions of them. This will result in leading the child towards gaining a negative attitude. Praise your child for any small task he does at home or for helping you in your work. If any guest visits your house don't insult or make fun of your child's weaknesses, especially in front of their friends or close family members. This will lead to emotional instability in your child and will trigger aggressive behaviour in him. As a parent try to avoid such situations, and find out the root cause of the problem. Discuss solutions with your child and make him feel involved. It is seen by studies and researches that the internet, violent movies, T.V shows and video games like PUBG, war fighter, rules of survival, clash of kings, and others develop aggression in a child. It is the duty and responsibility of the parents to keep a bird's eye on all the moves of their child and stop their child from watching such shows and playing these games.

#### **5.3.5 Suggestions for teachers and school management in preventing aggression**

In school settings, several ways trigger aggressive behaviour in the children. For prevention and treatment of aggression in children most important thing is the teacher's behaviour. The teacher should avoid negative talk about any particular child to other teachers and should avoid discouraging words or facial expressions while talking directly to the children as it will enhance aggressive and negative

behaviour in the child. The teacher should not make any assumptions about any particular child and don't judge any child by his economic condition or the parent occupation as it will develop a negative attitude. It is often seen in a classroom setting that a teacher shows favoritism and if he/she dislikes a particular student, they target that student by punishing, insulting him, or making fun of him in front of other teachers or students. If a student is not in the good books of that teacher, he is often ignored and disregarded in the class. The teacher does not give him opportunities to shine in the class. Such a kind of attitude of teachers leads to aggressive behaviour in a student. This is a negative environment for a student to learn and grow. The student then confines himself if such situations occur repeatedly. It affects their mental health as they distance themselves from other students and teachers. Their confidence is shaken as they fear mockery. The social development of the student is affected along with their progress in academics. They come with excuses to avoid school. They develop stage fear or fear of speaking in public. Such type of hostile environment where the child feels neglected and insulted will trigger combative behaviour. The student tends to become violent and defensive. If not prevented this could be harmful to the student in the long run.

For the treatment of such behaviors the school management should organize various coaching and training sessions for the teachers. These training programs should help the teacher to understand how they can deal with such situations and students. The teacher should encourage the school counselor or psychologist to counsel such students. They should also speak to their parents to understand if the student is having a healthy lifestyle at home. There should be a holistic approach to deal with such students. They should try to know their likes and dislikes, their family background to understand the reason behind such negative behaviour. The teacher can make a huge difference in a student's behaviour by their positive attitude, motivating words and by rewarding the student for their endeavors and achievements no matter big or small. Thus teacher's knowledge and skills should be enhanced to prevent aggression in students in classroom settings and schools.

#### **5.3.6 Suggestions for parents and teachers concerning interest**

It is very important for parents to know the interest of their children and motivate them in their field of interest. Both parents and teachers should encourage students to explore various fields of study and extra-curricular activities. In most cases, it is

seen that parents impose their interests and ambition on their children. They try to fulfil their dreams through their child disregarding their child's interests. This results in the failure of the child in that field as he starts lacking interest in his studies. Sometimes the parents put undue pressure on the child that he becomes depressed, frustrated, and aggressive. He loses interest in studies and might go astray. Parents should dedicate their time and energy to understanding what their child's interests are and how they can contribute to their child's future.

Teachers should also try to know their student's interests and motivate them in that area. For example, if a child is interested in the painting make that child indulge in blackboard decoration, class decoration, and such similar activities. As a teacher helps, the child is growing at his best this will not only develop the child's personality but also will develop an interest in studies. All young adolescents possess these interests to a greater or lesser extent and they all have certain specific interests that fall within the different categories, the most important of which are 1.Recreational Interests/ Interest in Activity 2.Social interests 3.Personal Interests 4.Educational Interests 5.Vocational Interests 6.Sexual Interests 7.Interest in Status Symbols. To fulfil these interests some choose a way that is not socially acceptable and to make a place in this society they reach the zenith of anti-social activities.

#### **5.4.Conclusion**

Nation builders and protectors of our culture, society, and community are the children who have their views and thinking. If their views and ability of thinking are positive then it is a boon to society or nation giving fruitful result, leading towards progress, and gaining respect in the outside world and for self. But if the situation is such that these children who are in the future develop negative thinking towards life, their failures, their parents becomes a loss to their family friends, society and nation. This period of adolescence where a child wants his own identity needs his freedom (of thinking, making friends, going for a trip, etc).In this age peer influence and acceptance is a major factor in deviation from normal life. Their Comparison with others, Status in society, sexual life, love, and attraction towards opposite or same develops and need for fulfilment of these desires is a part of the adolescent period and is quite normal but the problem arises when these children develop delinquent behaviour and indulge in anti-social acts. Delinquency is seen all over the world. It's just that age for delinquency vary in different countries. In India age for delinquency

is 7 yrs to 18yrs. Children below the age of 7yrs are not considered delinquents but the law says that they are young enough to differentiate between right and wrong. Adolescents above the age of 19 to 21 yrs are considered as “Youth offenders”. Later delinquency leads to criminality. Most of the crime is seen by children of this age (7 to 18) as they undergo many behavioral changes, hormonal changes, physical changes, mental changes at puberty. There are several reasons for the development of delinquent behaviour in juveniles like social factor (peer pressure, culture deprivation, fraud, unfaithfulness of partner, broken family, and single parent ship, rejection from society, mistrust of the parent, poverty, low education, substance abuse, and dysfunctional families). Biological factors, where hormones become active, and due to hormonal development many changes occur in an individual. Anger, frustration, mood swings, aggression, adjustment, and development of interest in any particular field other than the interest which they have in their childhood all are due to hormonal changes. Adjustment is one of the parameters which plays role in leading a child towards delinquency. Adjustment of an individual is seen that how socially, emotionally, and personally a person reacts to a certain situation and environment. An individual can be Well –adjusted and mal-adjusted depending upon the conditions. An adolescent is considered as well adjusted in life when he accepts the life circumstances and situations that come in their way despite various barriers and hazards. Such persons take their failure also as motivation and cope with the adverse situations or disappointments which come in their way. They are flexible, shows affection and loving care in their relations but when an individual faces Failure in life and relationships, Selfishness, conflict with society, non- fulfilment of desires and motives, lack of emotional support, not able to solve their problems, cannot deal with the harsh situations then all these leads to frustration, depression, anxiety, discomfort, unhappiness, emotionally imbalance and such individuals are considered as maladjusted individuals. There are many conditions like a failure in education, breaking of family, no job opportunity, need of money, partner making an adolescent maladjusted. An adolescent develops a social sense. He changes himself according to society. An adolescent has conflict within himself when he sees that his adults are not following the path according to the norms of the society there he fails to decide which path is correct and which one is correct. He wants to act like an adult and makes his convections whether accepted

by society or not. An adolescent makes his group of their friends, wants to sit and chat share their feelings, emotions and discuss their problems with them. They want faithfulness by all the members of the group. It is seen that any dominant person influencing the group (any type of dominance whether socially or economically) makes them feel inferior to that person and thus certain emotional changes occur in them like i) anxiety ii) fear iii) anger. While an individual whose desires are fulfilled and is successful in his studies, relations, schools, is motivated towards his desire and aspirations, satisfaction in life, social acceptance and gets support from family, friends, community, esteem support, emotional support, gets appraisal from teachers, family, etc is said to be well adjusted. Thus adjustment with environment and situations decide delinquency and non- delinquency. The comparative study result that non-delinquents are well adjusted than delinquents. Another parameter is aggression and Aggression can be said as some specific emotions and attitudes towards another person. It is a social nature of an individual. Aggression is not always physical it is verbal also. Arguing, bullying, threatening, use of abusive language is also aggression that starts at an early age. This Developmental trajectory will later lead to delinquency. There are various forms of aggression: relational aggression, verbal aggression, and physical aggression with a motive to hurt the other person or group. Children who become aggressive at an early age are because at home their parents give less attention to the child and school-going children become aggressive when they find that they should not be dependent on parents, peer influence is to the extent that the child listens more to them rather their elders. At this age, the child doesn't want interference and criticism and with their peer, they are free to do anything without interference and are not judged or criticized by them. In this way, the peer influence here becomes negative for them. It is not that peer influence should not be there but positive influence on a child will lead him to success and healthy life. Without a friend a child becomes lonely and during their tough times, they will not get support from the friend who they need most this is also a reason for aggressiveness in a child. The children's emotional health and mental health are very important, parents, teachers, peers are responsible for their unhealthy environment. By suppressing the feelings of anger, fear, hatred, jealousy, etc of children we can give them a healthy environment and normal life. The interest of a child is very important for a healthy environment and his mental health. Interest

is that inner force within an individual that attracts him or repels him from the objects, persons, or any activities. If an individual is interested in any object, person, or anything he will concentrate on it and want to achieve it no matter what happens. Interest is personal, subjective, and emotional. The findings of the study say Non-delinquents showed better overall interest than delinquents. Delinquent's main interest is in business and agriculture

.Most of the delinquents said that after going home from juvenile homes they want to make money by any type of business. They were not interested in doing any job or don't want to be under any person's supervision. Thus along with all the factors, the socio-economic factor is very important and it is related to delinquency. The social status of an adolescent affects his mental health, interests as they know they belong to a weaker section and they want to be a part of high society this brings delinquency. The government and NGOs are doing efforts to improve the economic conditions of the weaker section. Besides socio-economic conditions many evils prevalent in a society like exploitation of child or adolescent at any age, child abuse leaves a traumatic effect on the mental health of the child and the response which he gives in return is negative which leaves a negative effect on the society and for him also and thus leads him towards delinquency. It is not just the duty of government but society also to take preventive measures for the upliftment and reformative of the adolescent so that they do not adapt anti-social ways.

## SUMMARY

The researcher had to know the problems of youth such as their aggressiveness reasons why they get aggressive, their adjustment problems their academic difficulties, and their areas of interest. The researcher felt to make a comparative study of delinquents and non-delinquents. That is why the study was concentrated mainly on three parameters aggression, adjustment, and interest.

### **Statement of Problem**

*"A Comparative study of aggression, adjustment and interest of delinquents and non- delinquents."*

### **Definition of operational terms Aggression**

Aggression is a forceful behaviour intended to cause physical or psychological pain. It is not just giving physical pain but also it can be abused verbally. It is seen that male adolescents are more physically aggressive and short-tempered. It is because of the male hormone testosterone that they get angry easily. Anger leads to violence and crime like murder, rape, sexual assault, etc.

### **Adjustment**

A child who can accept the problems and reacts sensibly along with achieving his goals is said to be a well-adjusted child according to the environment. If the child is not able to handle his problems, faces disharmony, and is not in peace because of the war in between his needs, demands, and the situations then it leads to maladjustment and unacceptable behaviour.

### **Interest**

Interests are the likes, motives, desires, need, dislikes of an individual. Interest is the motivational force for a child in getting success. Interest charges in one's life so it is not permanent and if combined with aptitude makes the way for achievement. Appreciation, encouragement, and acceptance are the keywords for the development of interest of a child.

### **Delinquents**

A child is born pure, he is delicate and is like a baby plant which if nurtured with care and unconditional love will bloom like a flower. Unfortunately when this flower droops it gets ruined or destroyed. Similarly, if a child or adolescent who is



neglected and breaks the norms made by the society by misbehaving and conceiving the deviant or anti-social path is said to be delinquent.

Any child or adolescent who is well adjusted to the environment where he lives and achieves success in the journey of life to death are non-delinquents

### **Objectives**

1. To find out the difference between delinquents and non-delinquents in relation to aggressiveness.
2. To find out the difference between delinquents and non-delinquents in relation to adjustments.
  - a) To find out the difference in home adjustment of delinquents and non-delinquents.
  - b) To find out the difference in health adjustment of delinquents and non-delinquents.
  - c) To find out the difference in the social adjustment of delinquents and non-delinquents.
  - d) To find out the difference in the emotional adjustment of delinquents and non-delinquents.
  - e) To find out the difference in the overall adjustment of delinquents and non-delinquents.
3. To find out the difference between delinquents and non-delinquents in relation to interest.
  - a) To find out the difference in interest in relation to the business factor of delinquents and non-delinquents.
  - b) To find out the difference in interest in relation to the clerical factor of delinquents and non-delinquents.
  - c) To find out the difference in interest in relation to the agriculture factor of delinquents and non-delinquents.
  - d) To find out the difference in interest in relation to the mechanical factor of delinquents and non-delinquents.
  - e) To find out the difference in interest in relation to the scientific factor of delinquents and non-delinquents.
  - f) To find out the difference in interest in relation to the outdoor factor of delinquents and non-delinquents.

- g) To find out the difference in interest in relation to the aesthetic factor of delinquents and non- delinquents.
- h) To find out the difference in interest in relation to the social factor of delinquents and non- delinquents.
- i) To find out the difference in interest in relation to the overall factor of delinquents and non- delinquents.

## **Hypotheses**

1. There is no significant difference between the aggression of delinquents and non- delinquents.
2. There is no significant difference between home adjustment of delinquents and non- delinquents.
3. There is no significant difference between the health adjustment of delinquents and non- delinquents.
4. There is no significant difference between the social adjustment of delinquents and non- delinquents.
5. There is no significant difference between the emotional adjustment of delinquents and non- delinquents.
6. There is no significant difference between the overall adjustment of delinquents and non- delinquents.
7. There is no significant difference between interest in the business factor of delinquents and non- delinquents.
8. There is no significant difference between interest in the clerical factor of delinquents and non- delinquents.
9. There is no significant difference between interest in the agricultural factor of delinquents and non- delinquents.
10. There is no significant difference between interest in the mechanical factor of delinquents and non- delinquents.
11. There is no significant difference between interest in the scientific factor of delinquents and non- delinquents.
12. There is no significant difference between interest in the outdoor factor of delinquents and non- delinquents.
13. There is no significant difference between interest in the aesthetic factor of delinquents and non- delinquents.

14. There is no significant difference between interest in the social factor of delinquents and non-delinquents.

15. There is no significant difference between interest in the overall factor of delinquents and non-delinquents.

### **Limitations of the study**

The researcher had delimited her research work

1. The study is limited to boys only.
2. The study is limited to boys of age between 14 to 18 years.
3. The study is limited to Uttar Pradesh.
4. The study is limited to a total of 600 samples.
5. The study is limited to juvenile homes in case of delinquents and inter-colleges in case of non-delinquents.

### **Review of literature**

The Review of Related Studies on delinquency, aggression, adjustment, and interest has been done by the researcher.

**Lawrence & Hesse, (2010)** In the research paper titled “Juvenile Justice: The Essentials” have supported the view that delinquency among adolescents is a multidimensional phenomenon that covers the elements of unhealthy relationships in the family, peer-pressure, gangs formed in schools, substance abuse as well as abusing of the child. These points are found positively correlated with juvenile delinquencies. The process of socialization in a child’s life begins with his family; therefore, family plays an essential part in shaping an individual’s personality. Generally, parents act as role models for their child as whatever orientation parents have towards their life is unconsciously and consciously learned by their child itself. Parents’ attitude facilitates the child to have morally correct and principled behaviour, for forming the positive habits and acting responsibly in their respective lives. The child-rearing practice plays a crucial role as if the parenting is democratic in style then children are likely to have a good personality, they are going to stand firm against the negative peer pressure.

**Beck, A., Heinz, A.,(2013)** Alcohol-related aggression-social and neurological factors. This study states the link between alcohol consumption and aggression which is caused by many factors. The result states that consumption of alcohol

causes aggression. The factors are neurobiological factors, personal expectations, environmental conditions, social exclusion, and discrimination.

**Gash, N.A.,(2013)**Comparative study of high and low delinquency prone adolescents on adjustment-Kashmir, journal on Research on humanities and social sciences. The study was conducted to know home, social, health, emotional, and total adjustment on subjects having high and less delinquency. The sample size taken for the study was 100 and the tools used were bell adjustment inventory and delinquency proneness scale. The findings of the study state that subjects with high and low delinquency had no significant difference concerning home, social and emotional adjustment while there was a significant difference in health and overall adjustment in subjects with high and low delinquency.

**Kevin et.al (2018)** Normative changes in interest from adolescence to adulthood: A meta-analysis of longitudinal studies. In the study effect sizes were summed from 49 longitudinal studies which contain a total sample of 98. A meta-analytical regression model was used for analysis and the result tells that interest level increases with the increase of age means early adolescent showed a low level of interest but that same interest increased in late adolescence. Vocational interest changes from early adolescence to late and then in adulthood. Social interest increased in early adolescence but decreases late.

## **Research Methodology**

The purpose of the study was to see the difference in aggressiveness, adjustment, and interest of delinquents and non-delinquents. To attain this purpose it was felt necessary to plan a survey type of research to include juvenile delinquents (boys) and non-delinquents (boys). It was descriptive research. Data was collected by using suitable tools from juvenile homes and intermediate colleges of the five districts of UP.

## **Sample**

The sample size was 600 subjects of which 300 were delinquents and 300 were non-delinquents. The sampling technique used by the researcher for the selection of a sample from the population of juveniles and normal children was probability sampling in which the researcher had used random sampling and the researcher had selected the subjects by using the lottery method for non-delinquent and delinquents. As the sample was homogeneous the researcher had divided the sample into three

strata of age groups 13-14 yrs, 15-16 yrs, and 17-18 yrs for both delinquents and non-delinquents. The researcher had randomly selected samples from each age group of strata respectively. Thus the researcher had selected 60 samples each from the 5 juvenile homes of the five districts and 60 samples each from intermediate colleges of the five districts.

#### **Design of the sample in tabular form**

Sr. No	Area	Delinquents			Non-Delinquents			Sample Size
		13-14 Yrs	15-16 Yrs	17-18 Yrs	13-14 Yrs	15-16 Yrs	17-18 Yrs	
1	Bareilly	22	18	20	13	12	15	120
2	Moradabad	23	18	19	9	11	16	120
3	Agra	15	22	23	11	13	17	120
4	Mathura	20	18	22	10	10	19	120
5	Noida	17	21	22	10	14	18	120
Total								600

#### **Tools Used in the Study**

**Tool 1:** For Adjustment - Mohsin-Shamshad Hindi adaptation of Bell adjustment inventory (modified form) as this tool measured the areas like home, health, emotional, and social parameters.

**Tool 2:** For aggression - Aggression scale by Dr. G. P. Mathur and Dr.(Mrs.) Rajkumari Bhatnagar. This tool was appropriate as it measured the aggression level of adolescents of the age group from 14yrs till 18 yrs.

**Tool 3:** For interest - Multifactor interest questionnaire by S.D. Kapoor and R.N. Singh. This questionnaire covered all the areas of interest (business, clerical, agriculture, mechanical, aesthetic, social, outdoor, and scientific).

### **Statistical Analysis**

This statistical technique used for the study was Mean, S.D., and t-test

### **Data Collection**

The researcher had collected data for aggression, adjustment, and interest to the delinquents and non-delinquents with the help of prescribed tools.

### **Analysis of Data**

Based on the hypothesis data was analyzed using the mean, standard deviation, and t-test. The interpretation of the result was done based on the findings of the study.

### **Conclusion**

According to the findings of the study, it was found that delinquents showed more aggressive behaviour than non-delinquents. The non-delinquents were better adjusted in home, health, social and emotional areas than delinquents and the interest of delinquents were mainly in agriculture and mechanical areas while non-delinquents were interested in business, clerical, aesthetic, scientific, outdoor, and social areas. Several factors play role in delinquency, adjustment, aggression, and interest like illiteracy, low income, mobility, urbanization, broken families, etc. This study would be helpful to others for the betterment of adolescents.

### **Suggestions for parents and teachers**

1. The present study will help the parents, teachers, and educational administration in understanding the needs of the adolescents and their aggression, adjustment problems, and interest of adolescents in becoming delinquents.
2. The teachers can engage children in different class or school activities, cultural programmes, any field activity, sports activities.
3. The teacher and parents shouldn't practice the culture of favoritism and discrimination.

4. Moral education should be an important subject of the curriculum.
5. Teachers and parents should not be harsh towards the children and should avoid giving harsh or corporal punishment to the child.
6. Parents should focus on improving their family relations. They should stop having any type of negative conversation with their child.
7. Parents should not impose their interests and ambition on their children.
8. Parents should try to know the interest of their children and motivate them in their field of interest.
9. Both parents and teachers should encourage students to explore various fields of study and extra-curricular activities.

### **Educational Implications**

1. The present study reveals that aggression is developed due to many factors so as a teacher use of positive and encouraging words for every student is obligatory. The teacher is an ideal for a student so maintaining dignity she/he should not ridicule the children and welcome the ideas and notions of children.
2. Teachers and parents both can help in reducing the aggressive behavior in children by communicating and interacting with them, knowing the cause of the problems which trigger their behavior, praising them, motivating them for positive activities.
3. The present study reveals that guidance and counseling programs should be run by the school authorities to help children who are maladjusted so that they can adjust in different areas.
4. The school management should lower down the academic stress by including activities in the curriculum.
5. The present study reveals that if the home environment is unadoptable then attempts should be made to improve the home environment by speaking to the parents of the child.
6. Ngo's should help the delinquents in giving them education in the juvenile homes and Government bodies should bring some kind of policies and programs which could help the delinquents in bringing them to the mainstream.

7. This present study will help to know different interests an individual can possess and help the government or non-government bodies to make programs to encourage delinquents to do any work according to their interest which may give positive output.

### **Significance of the Study**

It is an attempt to know the areas where the adolescents are facing the problems in adjustment with their family, community, etc, how well both of them (i.e. delinquents and non-delinquent) adjust in the home, society, emotionally and educationally. The reasons and factors which affect the level of aggression and the areas of interest of delinquents and non-delinquents. To find out the reasons why normal children have deviated towards delinquency.



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संख्या- 11-761 /म.क.निदे./प्रोबे0/2017-18, निदेशालय, महिला कल्याण उत्तर प्रदेश।

लखनऊ: दिनांक 21 जून, 2017

जिला प्रोबेशन अधिकारी,

आगरा, मथुरा, बरेली, मुरादाबाद एवं गौतमबुद्धनगर।

विषय-सुश्री मसरूर फातिमा, शोध छात्रा, समाज शास्त्र विभाग, बी०बी०डी०यू० विश्वविद्यालय, लखनऊ को प्रदेश में संचालित राजकीय सम्प्रेक्षण गृह (किशोर) में निवासरत अन्तःवासियों को "Comparative study of aggression, interest and adjustment and interest of juvenile and non delinquents" विषय पर शोध किये जाने की अनुमति दिये जाने के संबंध में।

उपरोक्त विषयक सुश्री मसरूर फातिमा, शोध छात्रा, समाज शास्त्र विभाग, बी०बी०डी०यू० विश्वविद्यालय, लखनऊ के पत्र दिनांक 07.06.2017 एवं 13.06.2017 का संदर्भ ग्रहण करें, जिसके द्वारा प्रदेश में संचालित राजकीय सम्प्रेक्षण गृह (किशोर) में निवासरत अन्तःवासियों को "Comparative study of aggression, interest and adjustment and interest of juvenile and non delinquents" विषय पर शोध किये जाने की अनुमति दिये जाने का अनुरोध किया गया है। सुश्री मसरूर फातिमा शोध छात्रा को निम्न शर्तों एवं प्रतिबन्धों के अधीन संस्थाओं में शोध करने की अनुमति प्रदान की जाती है:-

1. संस्था में प्रवेश के पूर्व संस्था प्रभारी से नियमानुसार अनुमति प्राप्त की जायेगी।
2. संस्था के भवन कक्ष तथा अन्तःवासियों का किसी भी रूप में फोटोग्राफ नहीं लिया जायेगा।
3. संस्था में आवासित अन्तःवासियों से कोई ऐसा प्रश्न नहीं किया जायेगा जो उनके जीवन, व्यक्तित्व एवं चारित्रिक विकास को प्रभावित करे।
4. संस्था में आवासित अन्तःवासियों से किसी प्रकार की सूचना/अभिलेख को सार्वजनिक नहीं किया जायेगा।
5. संस्था में प्रवेश के पूर्व सम्बन्धित जिला प्रोबेशन अधिकारी से तिथि निर्धारित कराया जाना आवश्यक होगा।

अतः सुश्री मसरूर फातिमा के पत्रों की छायाप्रतियां संलग्न करते हुये आपको निर्देशित किया जाता है, कि अपने जनपद में संचालित राजकीय सम्प्रेक्षण गृह (किशोर) के संस्थाध्यक्ष को अपने स्तर से निर्देश देना सुनिश्चित करें।

संलग्नक-यथोक्त।

(राम केवल)  
निदेशक।

पृष्ठांकन एवं दिनांक : यथोक्त।

प्रतिलिपि-निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित-


1. उप मुख्य परिवीक्षा अधिकारी, आगरा, बरेली मुरादाबाद एवं मेरठ मण्डल।
2. संस्थाध्यक्ष, राजकीय सम्प्रेक्षण गृह (किशोर), आगरा, मथुरा, बरेली, मुरादाबाद एवं गौतमबुद्धनगर।
- ✓ 3. सुश्री मसरूर फातिमा, शोध छात्रा, समाज शास्त्र विभाग, बाबू बनारसीदास विश्वविद्यालय, बी०बी०डी० सिटी, फैजाबाद रोड, लखनऊ-226028

(प्रभाति रंजन)

उप मुख्य परिवीक्षा अधिकारी।



## Appendix 1

	<b>Consumable Booklet</b> of <b>AS-MB</b> (English Version)
<b>Dr. Guru Pyari Mathur (Raebareli)</b> <b>Dr. Raj Kumari Bhatnagar (Agra)</b>	

Please fill in these entries :		Date <span style="border: 1px solid black; padding: 2px;">  </span> <span style="border: 1px solid black; padding: 2px;">  </span> <span style="border: 1px solid black; padding: 2px;">  </span> <span style="border: 1px solid black; padding: 2px;">  </span> <span style="border: 1px solid black; padding: 2px;">  </span> <span style="border: 1px solid black; padding: 2px;">  </span> <span style="border: 1px solid black; padding: 2px;">  </span> <span style="border: 1px solid black; padding: 2px;">  </span>	
Name <u>Rahul</u>		Date <u>Shyam Singh</u>	
Age <u>17yrs</u>	Caste _____	Religion _____	
Sex : Male <input checked="" type="checkbox"/>	Female <input type="checkbox"/>	Area : Urban <input type="checkbox"/>	Rural <input type="checkbox"/>
Married/Unmarried _____		Educational Status _____	
School/College _____		Occupation of Guardian _____ Monthly Income _____	

INSTRUCTIONS				
<p>Some statement have been given in this scale. These statements are related to your behavioural characteristics which you do in different situations. Please read each statement carefully, keeping in mind its situation and think that in given situation how much given characteristics you have (in that category). First decide and then given your answers. There are 55 statements in this scale, <b>Strongly Agree</b>, <b>Agree</b>, <b>Undecided</b>, <b>Disagree</b> and <b>Strongly Disagree</b> has been printed in front of the statement serially. According to your wish which suits to your behavioural characteristic, you mark a sign of right <input checked="" type="checkbox"/> in the given block.</p>				
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>You do your work yourself without any one's help and your answer will be kept secret. There is no time limit in this scale. Please try to give the answer of the statement as soon as possible.</p>				

Scoring Table									
	Raw Score						Total	Level of Aggression	
Page	3	4	5	6	7	8	205	High aggression	
Score	40	43	30	37	32	23			
Total									

Estd. 1985	☎:(0562) 2857458
<h1 style="margin: 0;">Rakhi Prakashan Pvt. Ltd.</h1>	
12A, 4 <sup>th</sup> Floor, Raman Tower, Sanjay Place, AGRA-282 002	

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SCORE
1.	When asked to do some work which is not liked, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
2.	When due to personal problems unable to complete work, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
3.	When engaged in irrelevant discussion with some one do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
4.	When quarrelling with some one do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
5.	When others do not agree with my views feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
6.	When others have different views than my views do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
7.	Scolding without any reason, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
8.	When criticized by others, feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
9.	When beaten without reasons do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
10.	When others do not complete my work, feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
Total Score Page 3							40



Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SCORE
11.	When the things which I love is taken away, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
12.	When I was disbelieved by my own people, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
13.	When deceived by others again and again do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
14.	When some one tells a lie again and again with confidence, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
15.	When things, you love is broken, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
16.	When old friend break the confidence, feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
17.	When held guilty without any reason, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
18.	When some one steals very confidential important papers, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
19.	When it comes to my knowledge that some one who's considered faithful and confident is cheating, feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
20.	When it comes to my knowledge that some one who is considered 'Ideal' is culprit or bad person, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3
Total Score Page 4							43

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SCORE
21.	When relative who is considered to be very close hurt by breaking confidence, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
22.	When gets all the time false assurance by others, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
23.	When see partial treatment by parents in their behaviour, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
24.	When disturbance is created by relatives, friends or colleagues in doing work unnecessarily, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
25.	When unnecessarily pressurized by parents, relatives, friends, colleagues, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
26.	When unnecessarily pressurized by parents, relatives, friends, colleagues to work against rules and norms, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
27.	When see immoral behaviour or corruption in the society, do not feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
28.	When see disrespect of elders in society, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
29.	When unable to see insult of elders by youngsters, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
30.	When there is no reason, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
Total Score Page 5							30



Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SCORE
31.	When see mis-behaviour with old persons, handicap person, weak person, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
32.	When see behaviour against religion and the insult of religion, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
33.	When useless advise and counselling is given by the people, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
34.	When insulted without reason, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
35.	When some one who is committed to help in case of need refuses, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
36.	When hear criticism of others, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
37.	When some one steals luggage and other things, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
38.	When it comes to knowledge that friends or dear one's is deceiving you, feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
39.	When work is not completed in time or see that can not prove without completing work, feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
40.	When wait eagerly for some one after leaving some important work and he does not turn up, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Total Score Page 6							37

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SCORE
41.	When see wrong opinion or rumour is being spread among people, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
42.	When beaten after caught while cheating or stealing, feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
43.	When hopeful and dependent on the assurance of some one and that person refuses, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
44.	When punished without reasons, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
45.	When notice partiality in behaviour, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
46.	When see corruption and norms breaking, do not feel angry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
47.	When some one pushed while going in the way and fell down, do not feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
48.	When see corrupt, immoral, mean mentality people, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
49.	When some one praise others to whom you do not like, feel angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
50.	When see opportunist peoples who cause loss for their own gain, feel angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Total Score Page 7							32



Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SCORE
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51. When some one advise without asking, to show that he is well wisher, feel angry. ☐ ☒ ☐ ☐ ☐ ☐ 4

52. When engaged in some important work at the same time some one comes and waste your time, feel angry. ☐ ☒ ☐ ☐ ☐ ☐ 4


53. When some one forcefully interfere personal life, feel angry. ☒ ☐ ☐ ☐ ☐ ☐ 5

54. When you loose the game, feel angry. ☒ ☐ ☐ ☐ ☐ ☐ 5

55. When insulted for others fault in the classroom or work-field, feel angry. ☒ ☐ ☐ ☐ ☐ ☐ 5

Total Score Page 8 **23**

## Appendix 2

	<b>Consumable Booklet</b> of <b>BAI-MHJ</b> (Hindi Version)
Dr. S. M. Mohsin (Patna) Dr. Shamshad Hussian (Patna) Dr. Khursheed Jehan (Patna)	

कृपया निम्न सूचनाएँ भरिये—		दिनांक	<input type="text"/>
नाम	<u>अनित</u>	पिता का नाम	<u>1494</u>
जन्म-तिथि	<u>1494</u>	लिंग: पु <input type="checkbox"/> स्त्री <input type="checkbox"/>	आयु <u>1494</u>
योग्यताएँ : अकादमिक	व्यावसायिक		
वैवाहिक स्थिति :	विवाहित <input type="checkbox"/>	अविवाहित <input type="checkbox"/>	तलाकशुदा <input type="checkbox"/>
पद	संस्थान		
परिवार स्वरूप :	संयुक्त परिवार <input type="checkbox"/>	एकल परिवार <input type="checkbox"/>	क्षेत्र : ग्रामीण <input type="checkbox"/> शहरी <input type="checkbox"/>

**निर्देश**

क्या आप अपने आपको अच्छी तरह जानना चाहते हैं ? इसके बाद वाले पन्नों में दिये गये कथनों के उत्तर यदि आप सही-सही और सोच-समझकर देंगे, तब आप अपने-आपको अच्छी तरह जान सकेंगे।

यहाँ उत्तरों के सही या गलत होने की संभावना नहीं है। प्रत्येक का उत्तर 'हाँ' या 'नहीं' या '?' में दे सकते हैं। इन तीनों में से जो उत्तर आपके विचार में सबसे ठीक हो उस विकल्प पर सही का निशान ☒ लगाये। प्रश्नवाचक चिन्ह (?) पर तभी निशान लगायें जब आप निश्चित हो जायें कि आप 'हाँ' या 'नहीं' में उत्तर दे सकते हैं। समय की पाबन्दी नहीं है फिर भी यथा संभव जल्दी समाप्त करने की कोशिश करें।

यदि आप अपने माता-पिता के साथ नहीं रहते आये हों तो कुछ कथनों के उत्तर (जो कि उनके विषय में हैं), उन्हीं लोगों को ध्यान में रखकर दें जिनके साथ आप रहते आये हों।

फलांकन तालिका				
Area	क	ख	ग	घ
Score				
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क्र. सं	कथन	हाँ	नहीं	?	प्राप्तांक
1.	(ख) क्या आपको सर्दी जुकाम जल्दी ही पकड़ लेता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	(घ) क्या आप अक्सर हवाई किले बनाया करते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	(घ) जब कभी आप बीमार पड़ते हैं, तो डॉक्टर से मिलने में क्या आपको डर लगता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	(ग) किसी प्रीतिभोज या स्वागत-समारोह में क्या आप उपस्थित प्रमुख व्यक्तियों से मिलने की कोशिश करते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	(क) क्या आपको कभी घर से भाग जाने की प्रबल इच्छा हुई है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	(ग) किसी प्रीतिभोज में लोगों का परिचय देने का कार्यभार (जिम्मेदारी) क्या आप अपने ऊपर ले लेते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	(क) क्या आप कभी यह महसूस करते हैं कि आपके माता-पिता आप से निराश हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	(घ) क्या आप पर अक्सर निराशा छा जाती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	(ग) जब कुछ लोग आपस में बातचीत कर रहे हों तो कोई उचित विचार प्रकट करने के लिए सोचने में क्या आपको अक्सर कठिनाई होती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	(क) परिवार के भरण-पोषण के लिये जिस तरह का काम आपके पिता को करना पड़ता है, क्या उसके लिये आपको कभी शर्मिन्दा होना पड़ा है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	(घ) क्या आप कभी किसी उदास मंडली को मनोरंजक बना सके हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	(क) क्या आपकी माँ घर पर अपना पूरा नियंत्रण रखने की कोशिश करती हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

कुल प्राप्तांक पृष्ठ संख्या 3

4. Consumable Booklet of BAI-MHT

क्र. सं.	कथन	हाँ	नहीं	?	प्राप्तांक
13.	(क) क्या आपके माता-पिता में से किसी ने अक्सर आपकी अनुचित निन्दा की है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
14.	(ग) किसी सार्वजनिक सभा में सभी के बैठ जाने के बाद प्रवेश करने में क्या आपको घबराहट होती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
15.	(घ) लोगों के बीच रहने पर भी क्या अक्सर आप अपने को अकेला महसूस करते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
16.	(क) क्या आप महसूस करते हैं कि आपके घर में सच्चे स्नेह और प्रेम की कमी रही है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
17.	(ग) स्कूल में क्लास के सामने मौखिक (मुँहजबानी) विवरण देने में क्या आपको कठिनाई होती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
18.	(क) क्या आपको अक्सर सिरदर्द होता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
19.	(ख) शोरगुल न रहने पर भी क्या कभी-कभी आपको नींद नहीं आती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
20.	(ग) बस या रेल की यात्रा करते समय क्या आप कभी-कभी दूसरे सहायत्रियों से बातें करना पसन्द करते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
21.	(ख) दिन के अन्त में क्या आप अक्सर बहुत थकान महसूस करते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
22.	(घ) भूकम्प या अगलगी की कल्पना क्या आपको डरा देती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
23.	(ख) क्या आपका वजन हाल में कुछ घट गया है ?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
24.	(क) आज्ञा उचित है या अनुचित इसका ख्याल किये बिना क्या आपके माता-पिता में से किसी ने भी उसे मानने के लिए आपको बाध्य किया है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>

कुल प्राप्तांक पृष्ठ संख्या 4



क्र. सं	कथन	हाँ	नहीं	?	प्राप्तांक
25. (ग)	क्या आप दूसरों से बिना किसी हिचक के सहायता माँग लेते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
26. (क)	निकट सम्बन्धियों में से किसी की बीमारी या मृत्यु के कारण क्या आपका पारिवारिक जीवन दुःखमय हो गया है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
27. (ख)	क्या आप कभी किसी दुर्घटना में बुरी तरह घायल हुए हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
28. (क)	क्या रुपये की कमी के कारण पारिवारिक जीवन आपको अच्छा नहीं लगता है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
29. (घ)	क्या मामूली बातों पर आपकी आँखों में आँसू आ जाते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
30. (ग)	क्या आपकी झिझक या शर्मीलापन आपको परेशानी में डाल देता है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="X"/>
31. (क)	क्या आपके माता-पिता में से किसी ने प्रायः आपके आचरण में दोष निकाला है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
32. (ख)	क्या आपको कभी ऑपरेशन कराना पड़ा है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
33. (ग)	कुछ लोगों के बीच विचार-विमर्श के लिए क्या अपनी बात पेश करने में आप बहुत आत्मसचेत हो जाते हैं यानी आपका ध्यान अपनी ओर चला जाता है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="X"/>
34. (घ)	क्या आप साँप देखकर बहुत ज्यादा डर जाते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
35. (क)	आप जिस तरह के साथियों की संगति में रहते हैं, उस पर क्या आपके माता-पिता ने अक्सर आपत्ति (एतराज) ज़ाहिर की है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
36. (घ)	क्या आपकी कोई गलती न रहने पर भी आपके काम में अक्सर गड़बड़ी हो जाती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
37. (ख)	क्या आपको अक्सर सर्दी-जुकाम हो जाया करता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>

कुल प्राप्तांक पृष्ठ संख्या 5

6. Consumable Booklet of BAI-MHT

क्र. सं	कथन	हाँ	नहीं	?	प्राप्तांक
38. (ग)	दूसरों के लिए योजनाएँ बनाने तथा उन्हें निर्देशित देने का क्या आपको अनुभव प्राप्त है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	—
39. (घ)	क्या बिजली के चमकने से आप डर जाते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
40. (क)	क्या आपके माता या पिता जल्दी ही चिड़चिड़ा जाते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
41. (ख)	क्या आपको अक्सर “इन्फ्लुएंजा” हो जाया करता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
42. (घ)	स्कूल में कम नम्बर पाने पर क्या आप अक्सर उदास होते रहे हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
43. (ग)	किसी ऐसे आदमी से जिससे आपका परिचय तुरन्त हुआ है बातें शुरू करने में क्या आपको कठिनाई होती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
44. (ख)	पिछले दस वर्षों में क्या आप काफी बीमार रहे हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
45. (क)	घर में कोई काम किस तरह होना चाहिए इस विषय पर अपने माता-पिता में से किसी से क्या आपका अक्सर विरोध हुआ है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
46. (ग)	क्या आपने प्रश्न का उत्तर जानते हुए भी पूछे जाने पर, अक्सर इसलिए उत्तर नहीं दिया कि आप क्लास में औरों के सामने बोलने से घबराते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
47. (ख)	क्या आप अक्सर पेट में वायु (Gas) की गड़बड़ी से परेशान रहते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
48. (क)	क्या आपके निकट-सम्बन्धियों में अक्सर घरेलू झगड़े हुआ करते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
49. (ग)	यदि आप लड़का हैं तो लड़कियों से, और यदि लड़की हैं तो लड़कों से क्या घुल-मिलकर बातें कर सकते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	X
50. (घ)	क्या आप जल्द निरुत्साह हो जाते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0

कुल प्राप्तांक पृष्ठ संख्या 6



क्र. सं	कथन	हाँ	नहीं	?	प्राप्तांक
51. (ख)	क्या आपको अक्सर चक्कर आया करते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
52. (घ)	क्या आप अपने किये पर अक्सर पछताते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
53. (ग)	यदि आप किसी महत्वपूर्ण प्रीतिभोज में अतिथि रहे हैं, तो कोई चीज़ घटने पर माँगने की अपेक्षा क्या उसके बगैर ही काम चला लेते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="X"/>
54. (क)	क्या आप ऐसा महसूस करते हैं कि आपके माता-पिता आपको परिपक्व (Matured) न समझ पाने के कारण, आपके साथ बच्चों जैसा ही व्यवहार करते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
55. (घ)	किसी वस्तु को गौर से देखने में क्या आपकी आँखों पर जोर पड़ता है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
56. (घ)	किसी ऊँची जगह में खड़े होने पर कभी आपको यह डर लगा है कि कहीं आप नीचे कूद न पड़ें ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="0"/>
57. (ग)	जलसों तथा सभाओं में लोगों के सामने मंच पर आने का क्या आपको कभी अवसर मिला है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
58. (ख)	सुबह उठने पर क्या आप अक्सर अपने को थका हुआ महसूस करते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/>
59. (क)	क्या आप ऐसा महसूस करते हैं कि आपके माता-पिता ने आपके साथ ज़रूरत से ज्यादा सख्ती की है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
60. (घ)	क्या आप बहुत जल्द क्रोधित हो जाते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
61. (ख)	क्या आपको अक्सर अपने को डाक्टर को दिखाने की ज़रूरत पड़ती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="—"/>
62. (ग)	लोगों के सामने भाषण देने में क्या आपको बहुत कठिनाई होती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="X"/>
कुल प्राप्तांक पृष्ठ संख्या 7					<input type="text" value=""/>

8. | Consumable Booklet of BAI-MHJ

क्र. सं	कथन	हाँ	नहीं	?	प्राप्तांक
63. (घ)	क्या आप अपने को अक्सर असहाय पाते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64. (क)	क्या आपके माता-पिता में से किसी में कुछ ऐसी खास आदतें हैं जिनसे आप दुखी हो जाते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65. (घ)	क्या आप अपने अन्दर किसी तरह की कमी या हीनता महसूस करके दुःखी रहते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66. (ख)	क्या आप अधिकतर थकान महसूस करते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
67. (घ)	क्या आप अपने को बहुत जल्द घबरानेवाला व्यक्ति समझते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68. (ग)	क्या आपको लोगों के साथ नाच-रंग में बड़ा मज़ा आता है ?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
69. (घ)	क्या आपको अक्सर अपनी शक्ल-सूरत के कारण चिन्ता रहती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
70. (क)	क्या आप अपनी माता को अपने पिता की अपेक्षा अधिक प्यार करते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
71. (ख)	क्या आपको अपच (बदहजमी) की शिकायत रहती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
72. (ग)	यदि आपको किसी ऐसे व्यक्ति से, जिससे आप पूर्णतः परिचित न हों, कोई चीज माँगनी हो तो क्या आप खुद माँगने न जाकर उस व्यक्ति को पत्र लिखकर माँगना पसन्द करेंगे ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
73. (घ)	क्या आप जल्दी ही शरमा जाते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
74. (क)	घर में शान्ति रखने के लिए, आपको क्या अक्सर चुप रहना या से बाहर निकल जाना पड़ता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
75. (ग)	उन लोगों के सामने होते हुए जिनकी आप बहुत प्रशंसा करते हैं, परन्तु पूर्णतः परिचित नहीं हैं, क्या आप अपने विषय में सोचने लगते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

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क्र. सं.	कथन	हाँ	नहीं	?	प्राप्तांक
76. (ख)	क्या आपको टॉन्सिल या कंठ-नालिका की बीमारी है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
77. (घ)	क्या आपको इस बात से परेशानी होती है कि संसार असार है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
78. (ग)	क्या आप कभी-कभी सामाजिक कार्यों के नेता होते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	X
79. (घ)	क्या आपके दिल पर जल्द ही चोट लग जाती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
80. (ख)	क्या आपको अक्सर कब्जियत की शिकायत रहती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
81. (क)	क्या आपके अन्दर कभी-कभी परिवार के सदस्यों के प्रति घृणा और प्रेम के विरोधी भाव एक साथ उत्पन्न होते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+
82. (ग)	यदि आप किसी सभा में देर से पहुँचे तो क्या सामने वाली कुर्सी पर बैठने के बदले खड़े रहना या वहाँ से हट जाना पसन्द करेंगे ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
83. (ख)	क्या बचपन में आप अधिक बीमार रहा करते थे ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
84. (घ)	क्या सम्भावित विपत्तियों के विषय में आप चिन्तित रहते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
85. (ग)	क्या आप जल्द ही किसी को मित्र बना लेते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	X
86. (क)	क्या अपनी माता के साथ आपका सम्बन्ध साधारणतः अच्छा रहा है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	—
87. (घ)	क्या आप यह सोचकर परेशान होते हैं कि दूसरे लोग आपके मनोभावों को भाँप लेते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
88. (ख)	क्या आपको नाक से साँस लेने में अक्सर कठिनाई होती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	—
89. (ग)	पार्टी या प्रीतिभोज में क्या आप अक्सर लोगों का ध्यान अपनी ओर खींच लेते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	X

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90. (क)	क्या आपके माता या पिता जल्द ही क्रोधित हो जाते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
91. (ख)	क्या आपको कभी-कभी बहुत जोरों का सरदर्द होता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
92. (क)	क्या आपके घर में ज़िन्दगी की सारी जरूरी चीज़ें हमेशा मिलती रही हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
93. (ग)	क्या आपकी प्रवृत्ति बहुत लोगों से परिचय रखने की अपेक्षा कुछ ही सच्चे मित्र बनाने की ओर है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
94. (क)	आदर्श पुरुष की जो कल्पना आपके मन में है, क्या आप अपने पिता को उसके अनुरूप समझते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
95. (ख)	क्या आप यह सोचकर परेशान होते हैं कि रास्ते में लोग आपकी ओर देख रहे हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
96. (ख)	क्या आपका वज़न जितना होना चाहिए, उससे काफी कम है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
97. (क)	क्या आपके माता-पिता में से किसी ने आपकी शक्ल-सूरत की आलोचना की है, जिसके कारण आपको दुःख पहुँचा हो ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
98. (घ)	अपनी आलोचना सुनकर क्या आप बहुत परेशान हो जाते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
99. (ग)	यदि आपको लोगों के समूह में से उठकर जाने की अनुमति लेनी हो तो क्या आपको हिचक होगी ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
100. (ख)	क्या आपको चश्मा लगाना पड़ता है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
101. (घ)	क्या आप के मन में कोई बेकार बात आकर आपको परेशान करती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
102. (क)	दस से पन्द्रह वर्ष की उम्र के बीच क्या आपके माता-पिता ने अक्सर आपको सज़ा दी है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

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क्र. सं	कथन	हाँ	नहीं	?	प्राप्तांक
103. (ग)	किसी शिक्षक के आपके घर अचानक आ जाने पर क्या आप काफी घबरा जाते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
104. (ख)	क्या आपको अपने स्वास्थ्य पर अधिक ध्यान देना पड़ता है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. (घ)	क्या आप जल्द ही घबरा जाते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. (क)	अपनी जीविका के विषय में माता-पिता के साथ क्या आपका मतभेद हुआ है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. (ग)	क्या किसी अजनबी से बातें शुरू करने में आपको कठिनाई होती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
108. (घ)	अपमानजनक अनुभव क्या आपको बहुत देर तक चिन्तित किये रहते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. (ख)	क्या आप बीमारी के कारण स्कूल से अक्सर अनुपस्थित रहे हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. (घ)	क्या आप कभी किसी ऐसी चीज़ से बहुत डर गये हैं जिसके बारे में आप जानते हैं कि उससे आपको कोई हानि नहीं हो सकती ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. (क)	क्या आपके माता-पिता में से कोई बहुत घबरा जाने वाले हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. (ग)	क्या आप सामाजिक उत्सव या मनोरंजन समारोह में भाग लेना पसन्द करते हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
113. (घ)	क्या बिना किसी खास कारण के आपकी मनोदशा में परिवर्तन होता रहता है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. (ख)	क्या आपके कुछ दाँतों को इलाज की ज़रूरत है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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क्र. सं	कथन	हाँ	नहीं	?	प्राप्तांक
115. (ग)	कक्षा में कोई चीज़ जुबानी सुनाते समय क्या आप बहुत आत्म-सचेत हो जाते हैं यानि आपका ध्यान अपनी ओर चला जाता है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
116. (क)	क्या आपके माता-पिता में से किसी ने आप पर हद से ज्यादा हुकूमत की है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. (घ)	क्या अक्सर आपके मन में कुछ भाव इस तरह उठते हैं कि आपको नींद नहीं आ पाती ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. (क)	क्या आपने अक्सर ऐसा महसूस किया है कि आपके माता या पिता आपको समझ नहीं पाते ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. (ग)	क्लास में कोई चीज़ सुनाने के लिए अपना नाम देने में क्या आपको हिचकिचाहट होती है ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
120. (घ)	अंधेरे में अकेला रहने पर क्या आपको डर लगता है ?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. (ख)	क्या आपको कभी चर्म रोग हुआ है, जैसे कारबंकल, फोड़े-फुंसी या खुजली-दिनाय इत्यादि ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. (क)	क्या आपने ऐसा महसूस किया है कि आपकी अपेक्षा आपके दोस्तों का पारिवारिक जीवन अधिक सुन्दर है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. (ख)	क्या आपका सर्दी-जुकाम जल्द अच्छा नहीं होता ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
124. (ग)	जब कमरे के भीतर बैठकर कुछ लोग आपस में बातचीत कर रहे हों, तो उस कमरे में प्रवेश करते समय क्या आपको हिचकिचाहट होती है ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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## Appendix 3



# MFIQ

Prepared by : S.D. Kapoor, Ph.D. & R.N. Singh, Ph.D.

### निर्देश

इस प्रश्नावली में आप की पसन्द और रुचियों के विषय में प्रश्न दिये गये हैं। आप को क्या करना है यह दो उदाहरणों द्वारा समझा दिया जायगा। प्रश्न आप को इस पुस्तिका में पढ़ने हैं और अलग से दिये गये उत्तर-पत्र पर उत्तर देने हैं। उत्तर देने के लिये सम्बन्धित खाने में गुणा का निशान ( × ) लगाना है। इस पुस्तिका पर कोई निशान न लगावें। उत्तर-पत्र पर अपना नाम आदि भर लें।

### उदाहरण—

- आमतौर से आप क्या पसन्द करेंगे ?
  - संगीत सम्मेलन का कार्यक्रम सुनना,
  - अनिश्चित,
  - साड़ों की लड़ाई देखना।
- मैं हिन्दी के गीरियड में कविता सुनना नापसन्द करता हूँ।
  - हाँ, b. अनिश्चित, c. नहीं।

इन उदाहरणों से स्पष्ट है कि कोई भी उत्तर सही या गलत नहीं है। हरेक की पसन्द अलग-अलग होती है, इसलिए आप अपने बारे में जैसा सोचते या समझते हैं केवल वही उत्तर सही और ठीक है। प्रत्येक प्रश्न के तीन उत्तरों में से एक उत्तर आपको ऐसा मिलेगा जो औरों के मुकाबिले अपने लिए आप को कुछ अधिक सही लगेगा। अतः प्रत्येक प्रश्न के दिये हुए तीन उत्तरों में से अपने लिए एक उत्तर चुनिए और उस प्रश्न से सम्बन्धित खाने में उत्तर-पत्र पर गुणा का निशान ( × ) लगाइये। देखिए, उत्तर-पत्र पर उदाहरण के नीचे नमूने के लिये पहले प्रश्न के a और दूसरे प्रश्न के c खाने में निशान लगाया गया है।

जिस प्रकार के प्रश्न ऊपर दिये गये हैं वैसे ही बहुत से प्रश्न आप को इस पुस्तिका के भीतर मिलेंगे। जब आप से पन्ना उलटने के लिए कहा जाय तो पहले प्रश्न से शुरू कीजिए और अन्त तक करते जाइये। प्रश्न का उत्तर देते समय नीचे लिखी बातों पर ध्यान देना आवश्यक है—

- प्रश्नों का उत्तर सच्चाई से और बेझिझक होकर दीजिए, क्योंकि गलत उत्तर देने से आपको कोई लाभ नहीं। आप जैसे हैं या जैसा करते हैं वैसा ही उत्तर दीजिए। यह मत सोचिए कि कैसा उत्तर देना उचित है। यह तो आप की पसन्द का सवाल है।
- यद्यपि इस प्रश्नावली के लिए कोई समय निश्चित नहीं है फिर भी आप प्रश्नों का उत्तर शीघ्रता से दीजिए। आप अपना उत्तर सोच विचार कर देने के बजाय तुरन्त मन में आये हुए विचार के आधार पर दें।
- बीच वाला उत्तर अर्थात् अनिश्चित (b) केवल तभी दीजिए जब पहले या बाद वाले उत्तर का चुनाव आपके लिए बिल्कुल असम्भव हो। इसलिए अधिकतर a अथवा c के उत्तर ही प्रयोग में लाने चाहिए।
- किसी भी प्रश्न को मत छोड़िये। अगर कोई प्रश्न पूरे तौर पर आप पर न लागू होता हो तो भी अपने को उस स्थिति में मान कर उत्तर देने की कोशिश करें। जब कहीं आप को निश्चित उत्तर (a या c) देना बिल्कुल ही असम्भव हो जाय तो अनिश्चित (b) को चुनिए। लेकिन हर प्रश्न के लिये निशान अवश्य लगाइये।

अगर आप को कुछ पूछना है तो अभी पूछ सकते हैं। यदि बाद में कोई कठिनाई समझनी हो तो स्वयं आकर पूछ सकते हैं। बगल में बैठे साथी को परेशान मत कीजिएगा।

**जब तक कहा न जाय पन्ना मत उलटिये।**

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1. जिन निर्देशों को आप ने भी अभी पढ़ा है, क्या आप उन्हें ठीक से समझ गये हैं ?

- a. हाँ, b. अनिश्चित, c. नहीं।

23. मुझे रेडियों या टी.वी. पर क्रिकेट का आखों देखा हाल (कमेंटरी) सुनने में मजा नहीं आता।

- a. नहीं, b. अनिश्चित, c. हाँ।

24. मैं चाहता हूँ कि स्कूल के टाइमटेबल से आर्ट और (या) म्यूजिक (संगीत) का पीरीयड समाप्त कर दिया जाय।

- a. हाँ, b. अनिश्चित, c. नहीं।

25. मैं एक समय में बहुत से लोगों से बात करना पसन्द नहीं करता।

- a. हाँ, b. अनिश्चित, c. नहीं।

26. बाजार में कपड़े की दुकानें देखकर मेरा मन होता है कि मैं भी एक ऐसी ही दूकान खोलूँ।

- a. नहीं, b. अनिश्चित, c. हाँ।

27. मुझे रुपये पैसों का हिसाब किताब रखना सबसे ज्यादा खराब लगता है।

- a. हाँ, b. अनिश्चित, c. नहीं।

28. मुझे मिट्टी में काम करना पसन्द नहीं है।

- a. हाँ, b. अनिश्चित, c. नहीं।

29. बिजली का फ्यूज उड़ जाने पर या पाली का नल खराब हो जाने पर मैं उसको खुद ही ठीक कर लेना पसन्द करता हूँ।

- a. नहीं, b. अनिश्चित, c. हाँ।

30. हर नई चीज की बारीकियों के चक्कर में न पड़ कर मैं अपने आप में मस्त रहना चाहता हूँ।

- a. हाँ, b. अनिश्चित, c. नहीं।

31. अपनी छुट्टियाँ आप कैसे बिताना पसन्द करते हैं ?

- a. घर पर रहकर, b. अनिश्चित, c. सैर-सपाटे में।

32. मुझे कपड़े पर कशीदाकारी का काम अच्छा लगता है।

- a. नहीं, b. अनिश्चित, c. हाँ।

33. आप की कक्षा में पढ़ने वाले गरीब लड़के जब अपनी किताबें नहीं खदीद पाते तो आप क्या करना पसन्द नहीं करते ?

- a. अपनी किताबें देना, b. अनिश्चित, c. अध्यापक से शिकायत करना।

34. मैं टेलीफोन के नम्बर याद करना पसन्द नहीं करता।

- a. नहीं, b. अनिश्चित, c. हाँ।

35. फीस वाले दिन मुझे अध्यापक के साथ लड़कों से फीस इकट्ठा करना पसन्द है।

- a. हाँ, b. अनिश्चित, c. नहीं।

36. खेती के नये-नये औजारों की जानकारी रखना मुझे अच्छा लगता है।

- a. हाँ, b. अनिश्चित, c. नहीं।

37. मैं बड़ा होकर एक वर्कशाप (छोटा कारखाना) खोलना चाहता हूँ।

- a. हाँ, b. अनिश्चित, c. नहीं।

38. हर नई चीज की जानकारी के लिए इधर-उधर मारे फिरना मुझे पसन्द नहीं है।

- a. नहीं, b. अनिश्चित, c. हाँ।

39. स्कूल के बाद हाकी या फुटबाल की प्रैक्टिस के लिए अध्यापक के बुलाने पर क्या आप को घर से दोबारा स्कूल जाना अच्छा लगता है ?

- a. हाँ, b. अनिश्चित, c. नहीं।

40. मुझे रेडियो पर गाने वालों की आवाजें पहचानना अच्छा नहीं लगता।

- a. नहीं, b. अनिश्चित, c. हाँ।

41. अपने किसी दोस्त से अगर मेरी लड़ाई हो जाय तो फिर मैं उससे दोस्ती करना पसन्द नहीं करता।

- a. नहीं, b. अनिश्चित, c. हाँ।

42. मैं वस्तुओं को बेचने के लिए कवितायें लिखकर उनका प्रचार करना पसन्द करता हूँ।

- a. हाँ, b. अनिश्चित, c. नहीं।

43. अगर आप के अध्यापक आप को हाजिरी (अटेन्डेन्स) भरने के लिये रजिस्टर दें तो आप को कैसा लगेगा ?

- a. अच्छा, b. अनिश्चित, c. खराब।

44. खेती की बातों में मेरा मन नहीं लगता।

- a. नहीं, b. अनिश्चित, c. हाँ।

आगे बढ़िये।



45. जब आप के घर कोई नयी मशीन आती है तब आप क्या करना चाहते हैं ?  
 a. उसको खोलकर देखना, b. अनिश्चित, c. अपने दोस्तों से शेखी बघारना ।
46. किसी नये ताले को खोलने के लिए अगर आप को ताली का गुच्छा दिया जाय तो आप क्या करना पसन्द करते हैं जब कि आप को ताली का पता न हो ?  
 a. ताले के छेद के मुताबिक ताली ढूढ़ते हैं, b. अनिश्चित, c. हर एक ताली से ताला खोलते हैं ।
47. मैं घोड़े पर सवारी करना पसन्द नहीं करता ।  
 a. नहीं, b. अनिश्चित, c. हाँ ।
48. आप हिन्दी के पीरीयड में क्यों नहीं जाना चाहते हैं ?  
 a. मास्टर जी अच्छे नहीं हैं, b. अनिश्चित, c. मुझे कवितायें नापसन्द हैं ।
49. शादी विवाह के अवसर पर आप क्या करना चाहते हैं ?  
 a. लोगों को खाना खिलाना, b. अनिश्चित, c. अच्छे अच्छे कपड़े पहन कर घूमना ।
50. ब्याज पर रुपया उठाने वाले लोग क्या आप को खराब लगते हैं ?  
 a. हाँ, b. अनिश्चित, c. नहीं ।
51. आप को टेलीग्राम (तार) भेजने का काम देखना कैसा लगता है ?  
 a. खराब, b. अनिश्चित, c. अच्छा ।
52. क्या आप को गाँव में रहना ना पसन्द है ?  
 a. हाँ, b. अनिश्चित, c. नहीं ।
53. अगर आप को बिजलीघर में नौकरी करनी पड़े तब आप वहाँ क्या बनना पसन्द करेंगे ?  
 a. बाबू (क्लर्क), b. अनिश्चित, c. इलेक्ट्रीशियन ।
54. मुझे विज्ञान के घंटे में शैतानियाँ करना पसन्द नहीं है ।  
 a. नहीं, b. अनिश्चित, c. हाँ ।
55. आप का मन कहाँ नहीं लगता ?  
 a. नई जगह में, b. अनिश्चित, c. घर में ।
56. जब खर्च के पैसों को आप किस प्रकार खर्च करना पसन्द नहीं करते हैं ?  
 a. सुन्दर चित्र खरीद कर, b. अनिश्चित, c. खेल का सामान खरीद कर ।
57. क्या आप की राय में लोगों के बीच आपसी भाई चारे की भावना जितनी भी है ।  
 a. काफी है, b. दोनों के बीच में, c. उसको और बढ़ावा देना चाहिए ।
58. दुकान से वापसी में रेजगारी मिलने पर आप क्या करना पसन्द करते हैं ?  
 a. वैसे ही जेब में रख लेना, b. अनिश्चित, c. गिनना और ठीक से परखना ।
59. किसी खेल तमाशे में हुए खर्च का हिसाब किताब रखना क्या आप के लिए नापसन्द काम है ?  
 a. हाँ, b. अनिश्चित, c. नहीं ।
60. खाली समय का उपयोग आप किस प्रकार करना पसन्द करते हैं ?  
 a. खेलकूद कर, b. अनिश्चित, c. बगीचे के पौधों को पानी देकर ।
61. घर का ताला खराब हो जाने पर आप क्या करना पसन्द करते हैं ?  
 a. मिस्त्री से ठीक कराना, b. अनिश्चित, c. खुद ही ठीक कर लेना ।
62. क्या आप को विज्ञान के पीरियड में नींद आ जाया करती है ?  
 a. हाँ, b. अनिश्चित, c. नहीं ।
63. घर के सामने की खाली जमीन में आप क्या करना चाहते हैं ?  
 a. फुलवाड़ी लगाना, b. अनिश्चित, c. खेल के लिये मैदान तैयार करना ।
64. आप कैसी फिल्में पसन्द नहीं करते ?  
 a. रंगीन, b. अनिश्चित, c. बिन रंगों वाली (काली-सफेद) ।
65. क्या आप अपने पड़ोस में आये नये लोगों के घर जाना पसन्द नहीं करते हैं ?  
 a. हाँ, b. अनिश्चित, c. नहीं ।
66. क्या आप को पूरा विश्वास है कि आप ने हरेक प्रश्न का उत्तर दे दिया है ?  
 a. हाँ, b. अनिश्चित, c. नहीं ।

# Multi Factor Interest Questionnaire (MFIQ) – 1991

## Answer Sheet (उत्तर पत्र)

Name (नाम)  
Address (पता)

Sex (सेक्स)

Age (आयु)

Date (तिथि)

Directions : Mark your answers in the boxes below. Be sure the number is the same as the questions you are answering in the text booklet.  
निर्देश : प्रश्न-पुस्तिका के जिस प्रश्न के जिस उत्तर को चुने उससे सम्बन्धित खाने में गुण का निशान (X) लगाएँ।

Example उत्तररूप  
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Please do not write anything here.  
कृपया इधर कुछ न लिखें।

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