

“A study on Academic Achievement of Juvenile Delinquents in relation to Self concept and their variables”

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Abstract

The study was focused on the highest level of learning that is academic achievement and its relation with self concept one of the means for the highest learning .the major hypotheses of the study are there is a significant relationship between academic achievement and self concept of juvenile delinquents of Karnataka state with respect to gender, locality, types of family, seniority parents occupation, regions of Karnataka, there is a significant differences between gender, locality, types of family, seniority parents occupation, regions of Karnataka, and juvenile delinquents of Karnataka state. with respect to their academic achievement and self concept. for the present study the descriptive survey method was employed for the purpose 475 juvenile delinquents of Karnataka state. are selected as samples through simple random stratified sampling method. by using the tools namely academic achievement, and self concept scale by the researcher collected the data from the respondents. by using descriptive statistics namely, mean and S D. differential analysis including unpaired t-test, one way ANOVA followed by Tukeys multiple posthoc procedures, correlation analysis- Karl-Pearson's correlation coefficient. The data was analyzed and interpreted. The major findings of the study are - A positive and significant relationship was observed between academic achievement and self concept scores of juvenile delinquents with respect to their gender, locality,. types of family, seniority parents occupation, regions of Karnataka, Significant difference was observed between gender, locality, types of family, seniority parents occupation, regions of Karnataka, with respect to their academic achievement and self concept scores of juvenile delinquents

I. Introduction :

Before the conquest of India Britain Hindu and Mohammedan rules governed different parts of India and Mohammedan laws were in operation. Neither set of laws any reference to juvenile delinquents but there was a certain Hindu ethical code concerning the treatment of children as follows :

A parent not administer any punishment for any often to a child who is under five years of age. Children of such age should be nursed and be nursed and educated with love and affection only. After the age of five punishment may be given in some suitable form. Such as physical chastisement or rebuke by the parents. Towards the latter half of childhood, however punishments should be gradually withdrawn and released by advice. From the treated as friendly by the parents.

The first law commission under British rule was appointed in 1837 with Mr. Macaulay (Afterwards Lord Macaulay) as president. The Indian Penal Code was drafted and was submitted to the governor-general of India Statute Book until 1860². In the following year 1861, the criminal procedure code was enacted. These were the most important condition of laws made after the establishment of the rule. However they were applied equally to adult and juvenile criminals. There was as yet no attempt to give separate or appropriate treatment to juveniles.

II. Significance of the Study :

Self concept

- *Self-concept* is an individual's perception of self and is what helps make each individual unique.
- Positive and negative self-assessments in the physical, emotional, intellectual, and functional dimensions change over time.
- Self-concept affects the ability to function and greatly influences health status.

Academic achievement

Academic success is important because it is strongly linked to the positive outcomes we value. Adults who are academically successful and with high levels of education are more likely to be employed, have stable employment, have more employment opportunities than those with less education and earn higher salaries, are more likely to have health insurance, are less dependent on social assistance, are less likely to engage in criminal activity, are more active as citizens and charitable volunteers and are healthier and happier. Academic success is important because working people will need higher levels of education to tackle the technologically demanding occupations of the future. Now a day you need a post-secondary education in order to get a job.

Academically successful adolescents have higher self-esteem, have lower levels of depression and anxiety, are socially inclined, and are less likely to abuse alcohol and engage in substance abuse. Positive self-esteem and self-confidence are critical factors in commitment to academic success.

Parents who were involved in their child's education and family activities saw positive results in the area of behavior, academics and social interactions. Children who master basic reading, writing and mathematics skills are less likely to fail in school and more likely to develop the thinking skills they need to graduate from high school and post-secondary school. Being confident in these basic academic skills is also necessary for finding and keeping jobs that provide a steady income, benefits and opportunities for advancement.

Individuals, who are better organized, better prepared and have an organizational plan and planner did better in school and will continue to be like that in their career. Organization, time management, prioritization, concentration and motivation achieve academic success. When it comes right down to it organizational skills may be just as important as reading, writing and arithmetic in creating a well-rounded, self-sufficient individual. Non-academic sports and the performing arts influence achievement. They include confidence in one's capabilities, the ability to manage stress effectively, and the

capacity to focus and block out distractions. Skills such as critical thinking, decision-making, and conflict resolution are essential for success in any walk of life.

Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success.

Given the specialization required for many jobs these days, young people who are entering the job market do need a substantial base of knowledge and, in many cases, specialized skills. I was successful in school and I am now going to SIAST where I can put my academic success to good use.

III. Statement of the problem :

“A study on Academic Achievement of Juvenile Delinquents in relation to self concept and their variables”.

IV. Objectives of the study :

Following are the objectives of the present study:

- I.** To study the relationship between ACADEMIC ACHIEVEMENT and SELF CONCEPT with respect to their Gender, Locality, Type of Family .Parents Occupation, Seniority, and Regions of Karnataka.
- II.** To study the difference between ACADEMIC ACHIEVEMENT and SELF CONCEPT with respect to their Gender, Locality, Type of Family .Parents Occupation, Seniority, and Regions of Karnataka.

V. Hypothesis of the study :

Following are the hypothesis of the present study:

- III.** There is a significant relationship between ACADEMIC ACHIEVEMENT and SELF CONCEPT with respect to their gender, locality, type of family .parents occupation, seniority, and regions .

II. There is a significant difference between ACADEMIC ACHIEVEMENT and SELF CONCEPT with respect to their gender, locality, type of family .parents occupation, seniority, and regions.

VI Operational terms defined:

Following are the operational terms of the present study and their definitions.

Self –Concept:

“The self-concept is psychological construct, not biological given. Therefore it is subject to change and development. Because the self Concept is psychological in origin and nature. Many contemporary psychologists regard it as the most important influence on a person’s behavior”

“ An individual’s full view and appraisal of him self-his physique abilities, social roles and worth”.

Academic Achievement :

Knowledge attained or skills developed in the school subjects usually designated by test scores or by marks assigned by teacher,

The achievement of pupil in the so called “ Academic” subjects. Such as Kannada, English, Hindi, Mathematics, Science and Social Study as contrasted with skills developed in such areas as industrial arts and physical education.

Rural Juvenile Delinquents(RJD):

The juvenile delinquents who is born and brought up and studied from rural place are termed as Rural Juvenile Delinquents

Urban juvenile delinquent(UJD):

The juvenile delinquents who is born and brought up and studied from urban place are termed as Urban juvenile delinquents.

Juvenile Delinquents of Educated parents (JDEP):

The juvenile delinquents who is born and brought up from educated family that is parents, who have possessed any education, should be educated or even literate family such kind of juvenile delinquents are called as juvenile delinquents of educated Parents.

Juvenile Delinquents or Uneducated Parents(JDUP):

The juvenile delinquents who is born & brought up from uneducated family that is parents, who have not possessed any education, should be uneducated or completely illiterates such kind of juvenile delinquents are called as juvenile delinquents of Uneducated parents

Junior juvenile delinquents(JJD)

The juvenile delinquents who are studying in 7th and 8th standard classes and their age varies from 12 years to 14 years old. Considered as junior juvenile delinquents.

Senior juvenile delinquents (SJD)

The juvenile delinquents who are studying in 9th and 10th standard classes and their age from 14 years to 16 years old considered as senior juvenile

VII. Scope of the study :

The present study is focusing on juvenile delinquents which are the very necessary aspect in society. Juvenile delinquents the present day’s demand is the education should prepare and individual to meet all the environment needs as well as social needs so that an individual should have enough dare to handle the situations.

The present study is mainly focusing on the juvenile delinquents and its relation with the some selected variables namely, self concept, intelligence, adjustment and academic achievement, the study is conducted on the juvenile delinquents of Karnataka state.

Apart from it the study covers the intervening variables like gender such as boy and girl ,locality, such as rural and urban. types of family, joint family and nuclear family seniority such as junior and senior, parents occupation such as Agriculture, Business, government employee, regions of Karnataka such as south Karnataka and north Karnataka .

VIII. Review of related literature:

The researcher reviewed the related literature of different researchers, Sheth, Thomos, Hamid, Reddy, Shanmugam, Kabbur, Leung, Davis Mcneal, Cox, Jarvelin, Golmath, Scheveizer.

Researches of these scholar focused on the variables, comparing of self concepts, relationship and self esteem, social background, an analytical study of juvenile delinquents, etiology and patterns, causes and curative, measures, psychological factors, personality correlates, self concept stability.

IX. Design/Methodology of the Study :

A Descriptive survey research design was employed in the present study in which the researcher collects the data from the respondents by means of some psychological test and tools to investigate the relationship between academic achievement and self concept of Karnataka state.

X. Selection of Sample :

For the present study all the district juvenile delinquents who are presently studying in schools the population will be for the study.

By using the tools researcher select the sample of 20 boy's juvenile delinquents schools and 15 girl's juvenile delinquents girls keeping in the mind that is 500 juvenile delinquents sample represents gender i.e., boy and girls ,, urban and rural, Senior and junior, parents occupation, educated parents uneducated parents, and type of family and ,regions(north Karnataka and south Karnataka).

XI. Tools used :

For the present study the researcher used the following tools:

Self concept scale : By The Researcher

ACADEMIC ACHIVEMENT. previous year annual exam marks.

XII. Procedure for data collection :

By administrating the various test. The researcher was collected the data from the selected sample, while administrating the tests the systematic gap is provided to the respondents to respond fairly, through which the perfect data was extracted.

XIII. Variables of the study :

The researcher identified the following variables for the present study.

. Intervening variables

- Rural juvenile delinquents (**RJD**)
- Urban juvenile delinquents (**UJD**)
- Senior juvenile delinquents (**SJD**)
- Junior juvenile delinquents (**JJD**)
- Boy juvenile delinquents (**BJD**)

- Girl juvenile delinquents (**GJD**)
- Juvenile delinquents of educated parents (**JDEP**)
- Juvenile delinquents uneducated parents (**JDUEP**)
- Parents occupation (**Agriculture, Business, Government Employee**)
- Regions of Karnataka (**South Karnataka and North Karnataka**)
- **Types of family** (**Joint family, Nuclear family**)

XIV. Statistical techniques used :

For the present study the researcher used descriptive statistics,-namely mean and S D. differential analysis including unpaired t-test, one way ANOVA followed by Tukeys multiple posthoc procedures, correlation analysis- Karl-Pearson’s correlation coefficient, by using SPSS 21.0 statistical software and the results obtained, thereby have been interpreted.

XV. Data analysis interpretation:

After collected the data from the respondents by using the various tools, Researcher went for the data analysis; it was processed and tabulated using Microsoft Excel - 2007 Software. The data collected on academic achievement and self concept of juvenile delinquents. Then the data were analyzed with reference to the objectives and hypotheses by using descriptive statistics, differential analysis including unpaired t-test, one way ANOVA followed by Tukeys multiple posthoc procedures, correlation analysis, multiple regression analysis and path analysis by using SPSS 21.0 statistical software and the results obtained there by have been interpreted.

Table: Mean and SD of academic achievement and self concept & its dimensions of juvenile delinquents with respect to their gender and locality.

Variables	Summary	Boys	Girls	Rural	Urban	Total
	n	293	182	345	130	475
Academic achievement	Mean	56.2	60.72	56.36	62.08	50.03
	SD	17.70	18.60	17.60	19.03	3.62
Self concept	Mean	49.77	50.47	49.77	50.74	12.00
	SD	3.46	3.82	3.46	3.93	2.11

Table: Mean and SD of self concept and its dimensions of juvenile delinquents according to their parents occupations and type of families

Variables	Summary	Agriculture	Business	Government	Nuclear	Joint	Total
	n	411	31	33	350	125	475
Academic achievement	Mean	56.47	61.73	72.44	59.33	54.01	57.93
	SD	17.01	25.32	17.85	17.76	18.77	18.16
Self concept	Mean	49.77	50.94	52.52	50.31	49.26	50.03
	SD	3.33	5.11	4.32	3.49	3.86	3.62

Table: Mean and SD of self concept and its dimensions of juvenile delinquents according to their regions, Seniority and Education of parents

Variables	Summary	South	North	Senior	Junior	Educated	Uneducated	Total
	n	286	189	293	182	111	364	475
Academic achievement	Mean	55.89	61.01	57.22	59.06	63.41	56.37	57.93
	SD	18.11	17.85	17.86	18.63	18.95	17.65	18.16
Self concept	Mean	49.65	50.61	49.96	50.15	50.98	49.76	50.03
	SD	3.66	3.48	3.46	3.86	3.88	3.5	3.62

Hypothesis: There is no significant relationship between self concept and academic achievement scores of juvenile delinquents according to gender, locality, parents occupations, type of families, regions, Seniority and Education of parents

Table: Results of correlation coefficient between self concept and academic achievement scores of juvenile delinquents according to gender, locality, parents occupations, type of families, regions, Seniority and Education of parents

Variables	Correlation coefficient between self concept and academic achievement scores of juvenile delinquents			
	r-value	t-value	p-value	Signi.
Total	0.8379	33.3907	0.00001	S
Boys	0.8339	25.8227	0.0000	S
Girls	0.8403	20.7369	0.00001	S
Rural	0.8316	27.7367	0.00001	S
Urban	0.8441	17.8083	0.00001	S
Agriculture	0.7956	26.5631	0.00001	S
Business	0.9669	20.4003	0.00001	S
Government employee	0.9605	19.2198	0.00001	S

Nuclear family	0.8362	28.4449	0.00001	S
Joint family	0.8334	16.7223	0.00001	S
South region	0.8276	24.8481	0.00001	S
North region	0.8473	21.8186	0.00001	S
Senior juvenile	0.8311	25.4885	0.00001	S
Junior juvenile	0.8486	21.5239	0.00001	S
Educated parents	0.8652	17.5156	0.00001	S
Uneducated parents	0.8242	27.9150	0.00001	S

Hypothesis: There is no significant difference between to gender, locality, parents occupations, type of families, regions, Seniority and Education of parents juvenile delinquents with respect to their academic achievement and self concept scores

Table: Results of t test between boy and girl juvenile delinquents with respect to their academic achievement scores

Factors	Academic achievement				Self concept			
	Mean	SD	t-value	p-value	Mean	SD	t-value	p-value
Boys	56.20	17.70	-2.6492	S	49.77	3.46	-2.0691	S
Girls	60.72	18.60		<0.05	50.47	3.82		<0.05
Rural	56.36	17.60	-3.0890	S	49.77	3.46	-2.6242	S
Urban	62.08	19.03		<0.05	50.74	3.93		<0.05
Nuclear family	59.33	17.76	2.8314	S	50.31	3.49	2.8222	S
Joint family	54.01	18.77		<0.05	49.26	3.86		<0.05
South region	55.89	18.11	-3.0351	S	49.65	3.66	-2.8376	S
North region	61.01	17.85		<0.05	50.61	3.48		<0.05
Senior	57.22	17.86	-1.0731	NS	49.96	3.46	-0.5705	NS
Junior	59.06	18.63		>0.05	50.15	3.86		>0.05
Educated parents	63.41	18.95	3.5459	S	50.98	3.88	3.0689	S
Uneducated parents	56.37	17.65		<0.05	49.76	3.50		<0.05

Hypothesis: There is no significant difference between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their academic achievement and self concept scores

Table: Results of ANOVA test between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their academic achievement and self concept scores

Variables	Source of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	P-value
Academic achievement	Between occupations	8272.20	2	4136.10	13.1839	S <0.05
	Within occupations	148077.45	472	313.72		
	Total	156349.65	474			
Self concept	Between occupations	257.77	2	128.89	10.2454	S <0.05
	Within occupations	5937.69	472	12.58		
	Total	6195.46	474			

Table: Pair wise comparison of occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their academic achievement and self concept scores

Variables	Parents occupations	Agriculture	Business	Government employee
Academic achievement	Mean	56.4732	61.7312	72.4444
	SD	17.0113	25.3228	17.8465
	Agriculture	-		
	Business	P=0.2483	-	
	Government employee	P=0.00001*	P=0.0413*	-
Self concept	Mean	49.7664	50.9355	52.5152
	SD	3.3341	5.1117	4.3165
	Agriculture	-		
	Business	P=0.1799	-	
	Government employee	P=0.0001*	P=0.1761	-

*p<0.05

XVI. Major findings of the study.

I. A positive and significant relationship was observed between ACADEMIC ACHIEVEMENT and SELF CONCEPT with respect to their Gender, Locality, Type of Family, Parents occupation, Seniority, Regions of Karnataka.

II. Significant difference was observed between ACADEMIC ACHIEVEMENT and SELF CONCEPT with respect to their Gender, Locality, Type of Family, Parents occupation, Seniority, Regions of Karnataka.

XVII. Conclusion :

Secondary education serves as a link between the elementary and higher education, and plays a very important role in this respect. A child's future can depend a lot on the type of education she/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education can be instrumental in shaping and directing the child to a bright future. This stage of education serves to move on higher secondary stage as well as to provide generic competencies that cut across various domains of knowledge as well as skills. Providing secondary education to all with a focus on quality education assumes greater meaning today, when we consider the emerging challenges in our society. For instance, raising levels of socioeconomic aspirations and also the democratic consciousness. The present study is an attempt to focusing the problem solving ability and its relation with few other selected variables.

XVIII. Suggestions for further study:

- The study can conduct on the different levels of education.
- The study can conduct on the different areas – divisional, state even national.
- The study can be conduct with different variables namely – intelligence, self concept, adjustment, socio economic status, academic achievement etc.

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