CHAPTER I
INTRODUCTION

The problem of disturb and disturbing behaviour has intrigued and threatened man for many years. Acting against society is a natural outcome of the destructive cultural factors. It has been estimated that only one fourth of youthful law breakers are actually "emotionally disturbed" and that the other three fourths are psychologically normal youngsters from the lower classes or disadvantaged groups.

Environmental deprivation is usually related to antisocial behaviour. This relationship between environment and behaviour may apply to the un socialized aggressive delinquent although psychological factors are also involved. For the deprived youth delinquency may be a reflection of the society in which he lives, and the expression of his frustration in delinquency may be fostered by his magical thinking. He may have needs, that he feels, can be fulfilled only by stealing and may feel that he will not get caught if he is "cool". The in unsocialized aggressive individual or young sociopath is antisocial and unable to exhibit the guilt or remorse expected of a normal adolescent. Such individuals present a psychological problem, which according & some researchers has an organic basis; however, since they usually come from lower class families in which backgrounds of desertion, alcoholism, drug addiction, neglect, cruelty, or criminality are typical, their problem may be closely related to cultural factors, (L’ Abate and Curtis, 1975). The delinquency prone child often lives in a home in which violence, arguing, screaming, and fighting frequently prevail. Instead of receiving favourable attention from his parents, the child is more often fought over, beaten or punished. The child's own cruelty results from imitation and aggression which he uses as means of revenge against the deprivation he has experienced. However, there are many overlapping biological, cultural and psychological factors which are related to delinquency. Aichomn (1935) described these factors in his book Wayward Youth.

In olden days life was simple, needs of most people were limited and mostly related to their basic necessities, as a result of it social problems were limited. Juvenile delinquency and
adult-crimes were very few. Though juvenile delinquency and adult-crimes are old problems, they were not so severe as they are today. During recent years juvenile delinquency and adult crimes have increased in both extent and intensity.

Unlike old, the modern society is dynamic. It is changing rapidly. There are extensive transitions that have far reaching social and cultural consequences. Due to technological and scientific advancement old foundations and established structures of society have become unsettled. Social institutions, norms of behaviour and many other phases of the social order are undergoing change, yet certain stabilizing influences are constantly in operation. These stabilizing influences are mainly responsible for existence of a homogeneous society and culture. Distinctive achievements of human groups, language and literature, government and laws, norms of conduct and morals, religion, philosophy, music, art drama and even science and technology are represented by a common term called culture. The norms of conduct and morals are informally set through interactions and experiences. The behaviour which is in line with the norms of conduct is (socially) approved in the society, the one which harms the society is disapproved, juvenile delinquency is such kind of behaviour which is not approved by the society. Such behaviour is increasing among the children, pre-teenagers and teenagers. The upheaval caused by world war II and the subsequent international disturbances, coupled with the dynamics of modern society, have produced a noticeable increase in juvenile destinquency and adult-crime throughout the world. Sutherland (1960) described the historical background of present day delinquency and crime in terms of social processes by which criminality has developed. He stated that the industrial and democratic, revolutions started social processes which modified social controls in several way.

With the increase in the area of social interaction people were driven against restrictions by the pressure of competition and the ambition for luxury and easy money, and a competitive ideology of individual rights and privileges rather than duties and social welfare provided a background for criminality. The old strong institutions such as religion, temples, community etc. were weakened, as a result of these there are very few controls on the individuals.
The causes of delinquency are many, but before dealing with the causes of delinquency, it is first necessary to define what actually delinquency means. The problem of defining delinquency is not so simple as it appears to be. The problem of definition flows in part from contrasting views of those who deal with the delinquents. Broadly considered two major general type of approaches may be observed. They are judicial or legal views and the administrative or case work view. Conceptions of delinquency have been derived largely from these views and they in turn tend to reflect the two main phases of juvenile court-work. The first-being the adjudication of cases and secondly their probation supervision.

In the legal approach to misconduct; it is customary to describe offences and penalties in specific terms in order to protect the citizens from arbitrary or adjust acts of police and judicial authorities and at the same time, to secure the community against those whose conduct has been shown in court to be dangerous. Lawyers and judges are inclined to stress as precondition of treatment through criminal courts the following requirements: i) that a specific charge be alleged against the defendants ii) that it be defined in terms by law, iii) that the offence be proved rather conclusively, and iv) that protection be given to the accused during trial against conviction by false, misleading, prejudicial, irrelevant or immaterial evidence. The liberal political philosophy of Anglo-American democracy has evolved and refined these principles in reaction against the arbitrary, tyrannical excesses of political and administrative authoritarianism. They have become firmly embedded in the common law, constitutions, statutes and institutional practices.

In relation to the young delinquent this tradition of jurist liberalism has made for a partly legalistic handling of the offender, an attempt to distinguish as clearly as possible between delinquent and non delinquent and to treat-only the former with the sanctions of the state. The offender may be looked upon by the state as one functioning with greater or less freedom of will who has chosen to violate the law and who must be dealt with correctively to discourage him and others from infractions. The full rigours of the criminal law are mitigated by reason of the offenders youth, but the judicial view would preserve in the hearings of children's courts a real test of the individual's status as a delinquent before applying to him the
modern and individualized methods of treatment. The child is not a delinquent-unless the court has found him so.

The legal approach is described at length because, as we shall see the definitions of juvenile delinquency cover a wide range. In the second major approach, known as case work approach, behavioural problems of the children are focused upon. Case work brings to behaviour problems a distinctly set of methods and values. Its aims are generally therapeutic, to aid in the resolution of the individuals maladjustment by seeking out the social roots of his difficulties and attempting to mitigate the conflicts that have caused disturbance. Case work essays to deal with wide assortment of personal and group problems that represents failures in man's personal and social adjustments. Largely these are maladaptations in behaviour. These are in general, dependence, domestic conflict, desertion, drunkenness, unemployment, avoidance of responsibility, delinquency, the whole province of child welfare work and many others. Treating presumes causes and symptoms with methods devised to meet the particular needs of the individual. Satisfaction is the essential function of case work.

Towards the delinquents, the sociologists look from different angle, the psychologists perceived it from psychopathological perspectives and the legal experts have their own arguments. That is why defining delinquency is exceedingly difficult. Probably, the most exhaustive definition of delinquency is given by Carr (1950). He listed the following types of delinquents: legal delinquents all deviants committing antisocial acts as defined by law; detected delinquents – all detected antisocial deviants; agency delinquents all detected antisocial deviants receiving assistance from any agency; alleged delinquents – all apprehended antisocial delinquents brought to court; judged delinquents – all court antisocial deviants legally found delinquent; and committed delinquents – judged delinquents committed to institutions.

Stone and Church (1968) differentiated five types of delinquency based on psychological origin. First there is normal or casual delinquent-behaviour. This type of behaviour is typical of small children who experimentally steal from their mother's purse, shoplift from a store, or indulge in peer group prankishness or street fights. These incidents
are not-serious and most of these children develop their own inhibitions and controls without any action by authorities.

Second there is subculture or socialized delinquency which is characteristic of the lower class who grows up in a "ready made" delinquent-subculture or who turns to delinquency when frustrated. Such delinquency is typical gang delinquency and may eventually lead to individual adult-criminality. Here it must be made clear that this is not psychological delinquency; rather it is delinquent-behaviour according to middle class norms. A gang member behaves in a manner which is acceptable to his culture and need not feel guilty. In fact, he would be more likely to feel guilty if he questioned the moves of his gang.

The third type of psychological delinquency is called neurotic type of delinquency, which often takes the form of symbolic stealing or is an indirect expression of unfulfilled needs. The individual actually has no interest in the stolen object; he is in effect stealing love which has been withheld from him or stealing to punish those who withhold love. He may steal in a way that insures his being caught in order to satisfy a need for punishment caused by unconscious guilt. Neurotic delinquents do not require punishment, they require treatment.

Acting-out delinquency is the forth type of psychological delinquency. This form of delinquency involves the free, deliberate and often malicious indulgence of impulse. It is basically a form of revolt, which is often directed against middle-class morality. Acting out delinquency is essentially an individual matter and does not involve peer group sanctions as subculture delinquency does; like neurotic delinquency, however, it may express unfulfilled needs. The acting out delinquent is often a member of the middle or upper class, and he may be motivated by hostility toward the adult world or by simple boredom which he express as aggressive, cruel and destructive behaviour. He needs help in order to channel his behaviour in socially constructive ways.

The fifth type of delinquency is a more serious type of delinquency, it is called psychopathic delinquency. It begins early in life and is thought to represent failure of the basic identification process, so that the individual is incapable of true feelings for others. The
psychopathic delinquent may appear normal in other respects, but lacks strong emotional ties to reality. The psychopathic delinquent is genuinely unconcerned about the effect of his actions in others. Punishment does not alter his behaviour, and the probability of therapeutic success is not very high. A child with a character disorder, or psychopathic personality, is often classified as an unsocialized juvenile delinquent. He knows what social expectations are and can comply, if he wants to, but instead he misbehaves and breaks the law without remorse or guilt. One might say that his supergo is undeveloped. Such a child appear to be aggressive, because he certainly exhibits aggressive behaviour, and withdrawn from society, because he certainly exhibits aggressive behaviour, and withdrawn from society, because of his non-acceptance of social values and rules. Sometimes this disorder is related to an organic deficit, but quite often the child with character disorder comes from a deprived environment. In a large percentage of cases, the parents of a character-disordered child are alcoholic, psychotic, criminal or otherwise disturbed.

Sociologists present their own views while defining juvenile delinquency, for example, Friedlander (1957) defined juvenile delinquency as a juvenile misconduct that might be dealt with under the law. Sheldon, W.H. regards delinquency as behaviour disappointing beyond reasonable expectations (cf Madan). Different social scientists define juvenile delinquency according to their own light and experience. Some have made the concept too wide to incorporate all problems of juvenile misbehaviour which amounts to a criminal offence (Chadra, 1967). Here it is important to consider the views expressed in United Nation Congress on the prevention of crime and Treatment of offenders (1960). In this congress it was pointed out that if the term “Juvenile delinquency” is restricted to those juveniles in each country who have committed criminal offences, it would seem that no universal definition is needed. Allowance could be made for the vide variations found in the legal systems of the many countries of the world, but the inclusion under the “juvenile delinquent” of acts which are not serious and which can be classified as behaviour problems could be ruled out. If a clear and restricted definition of juvenile delinquency is established would it not be possible to focus more attention on the kinds of behaviour which need to be prevented? Thus, it is now generally agreed that juvenile delinquency should be demarcated from other problems of juvenile misbehaviour. "By juvenile delinquency should be understood, the commission of an

Juvenile delinquents have been classified by different sociologists on different basis. For example, Hirsh (1937) has classified juvenile delinquents in six groups on the basis of the kinds of offences committed by them. The six types are,

i. Incorrigibility – The behavioural characteristics are keeping late hours, disobedience etc.

ii. Truancy – It includes staying away from school. According to Exhort and Merrill truancy is one of the most frequent predisposing factors to other forms of delinquency is trudancy, which has been called the kindergarten of crime.

iii. Larceny – The antisocial behaviour ranging from petty theft to armed robbery are included in larceny.

iv. Destruction of property – it includes act of damaging public or private property.

v. Violence – any kind of violence against individual or community especially by using weapons.

vi. Sex offenses – Under this category homosexuality and rape are included.

Eaton and Polk (1969) have classified delinquents into five groups according to the type of offence. The offences are : i) minor violations (including disorderly conduct and minor traffic violations) ii) major violations (including automobile theft) iii) property violations iv) addiction (including alcoholism and drug addiction) and, v) bodily harm (including homicide and rape). Trojanowicz (1973) classified them as accidental, unsocialized, aggressive, occasional, professional and gang-organized.
From the details about definition and classification of juvenile delinquency one gets clear idea that it is a very difficult job to define and classify juvenile delinquency. The difficulty becomes more severe when the social and cultural norms are referred for defining and classifying the juvenile delinquency. There are several social groups in India who do not consider stealing is a crime, in other societies drinking alcohol even at early age is not a crime. Parents of the children offer alcohol to their children. Picking up quarrel with others for petty reasons and beating others is a major syndrome of masculinity in some communities. Of course, these communities are far away from education and civilization, but for their such activities there is religious sanction also. The profession of Kshatriyas among Hindus; and considering non Muslims as "Kaafir" in Islam, both have religious sanction. Laws of educated and civilized societies may not accept religious sanctions, but in a vast-country like India how many people follow the legal codes, scripted by the legal experts; and low may observe the same outdated, illogical religious sections. If the answer to this question is sought, the religious sanctions are seen more predominant. Despite all these odds, social scientists made successful attempts in defining and classifying the juvenile delinquency.

An another hurdle in identifying the juvenile delinquency comes from the national and state laws. In different nations the age of delinquents differ. Even in India, prior to Juvenile Justice act of 1986, different age groups were suggested, in different states, to be considered as juveniles. For example, according to children Acts, in states like Uttar Pradesh, Gujjrat, Kerala, Maharashtra, Punjab and Madhya Pradesh the juvenile age was 16 years; in states like West Bengal and Bihar, it was 18 years. In states like Rajasthan, Assam and Karnataka, it was 16 years for boys and 18 years for girls, despite the fact that the nature of offence is just the same.

On this background, the definition suggested by Reckless (1956) is more applicable in present context. According to Reckless (1956) the term "Juvenile delinquency" applies to the "Violation of criminal code and or pursuit of certain pasterns of behaviour disapproved of for children and young adolescents". The definition suggests that both age and behavioral infractions prohibited in the statutes are important in the concept of juvenile delinquency.
However, the definition appears to be an "omnibus" definition. Secondly, when the remarkable changes in the society take the kinds of crimes also change, along with them the concept of crime and concept of juvenile delinquency also change. It is necessary to appoint expert committee to review the whole problem, and only after studying the problem thoroughly and collecting relevant data by empirical studies, necessary steps of reformation need to be taken. The committee should not rely upon the reports published in newspapers, and magazines or telecasted on television. Because newspaper, television and magazine accounts of juvenile delinquency are probably the least reliable information (Millor, 1976).

The exact lower and upper age limits of juvenile delinquent differ from state to state even in USA (Smith and Alexander, 1976), but age ten has been recommended by experts as the most logical cut off point for children who are old enough to understand that their behaviour is wrong. The upper age limit is sixteen in four jurisdictions, seventeen in eight, and eighteen in thirty nine (Smith and Alexander, 1980).

The concept of juvenile delinquency has not always referred to the same type of behaviour, and it has not even always existed. In a sense, the idea of juvenile delinquency was invented in 1899, when the first juvenile court began to treat young offenders differently from those who were older (Gibbons, 1978). Notions about what behaviour should be defined as delinquency are not set and unchanging and, in fact, are frequently questioned. In this vein, questions are now being raised as to the appropriateness of various delinquency definitions and the propriety of applying formal sanctions to such a wide range of juvenile behaviours, many of which are no more serious than general nuisances. On the other side of the coin, many states have provisions to reclassify delinquent behaviour as adult-criminal behaviour in cases where the offender is nearly old enough to be considered and has committed a particularly serious offense. In order to fully understand delinquency four key issues must be considered. First, who are the adolescents with the most delinquent behaviour? Second which theoretical propositions offer the best explanation of the causes of delinquency? These theoretical propositions might provide the best basis for delinquency programmes. Third, what programmers and methods are effective in controlling delinquency? and fourth, what do different groups in our society believe about delinquency? That is which adolescents do they
see as delinquent and which theories and programes think are best? These groups include professionals involved with delinquents, as well as various sectors of the general public.

It is not a simple job to answer, who are delinquents? As a first-step in answering this question, one has to keep in mind that every adolescent who breaks the law is not called a juvenile delinquent. Many are never caught, and of those who are, the majority are not treated as if they need special help or the severe punishment that a juvenile court can administer. People see a great deal of juvenile law breaking as childish pranks, "one-time" mistakes, and a normal part of "growing-up". The decision to lable a person as "delinquent" is somewhat arbitrary, for being delinquent is a matter of degree. Nearly all adolescents have broken the law of some time, but they vary markedly in how often, and how seriously they break the law. Even official police or court records also are not perfect indicators of which youths are most delinquents. Police, court and correctional program staff have a choice in how they treat youths who have broken the law, and sometimes they take action which results in no record of the offender's actions. This happens when police warn youths and take them home, or when court personnel handle a case informally. Official records tell us how program staff decided to handle juvenile delinquency cases, and they tell us which youths are most often handled reversely-by an arrest, a court appearance, or a commitment to an institution. The record about how often the law was broken by the youth remain unknown.

Considering all these facts, one finds that though it is 'omnibus' in nature, the definition suggested by Reckless (1956) is relatively more appropriate. In present study, the institutionalized juvenile delinquents were considered as subjects. All these ss were convided by the court of law and were sent to remand homes.

Before taking an account of the factors that contribute to juvenile delinquency, it is important to examine the beliefs about delinquency.
Beliefs About Delinquency:

Miller, W.B. (1974) proposed that there are two very extreme sets of beliefs which are held about delinquency and crime in general. These two extremes he called as the "right" and the "left". Few people have "right" belief, and few others have "left" belief, but most people have beliefs somewhere in the middle of the extremes. People on the right are concerned about – i) excessive lenience about law breakers; ii) favouring the welfare and rights of the lawbreakers over the welfare and rights of the victims, of law enforcement officials, and the law abiding citizen; iii) erosion of discipline and of respect for authority; iv) the cost of crime, and vi) excessive permissiveness. In addition to these concern people on the right feel that offenders are responsible for their acts, and are not pushed to crime by unhappy living conditions or psychological illness. Furthermore, there is a clear guideline for what is acceptable behaviour in the society, and it is very important that this guideline be followed in order that others may feel safe.

People on the left are concerned about other issues. Those issues are i) too many laws, or over criminalization; ii) unfairly labelling certain groups as offenders, and thereby stigmatizing them; iii) overusing correctional institutions; iv) over centralization of delinquency control programmers; and v) discriminatory bias in arresting, processing in court, and treating delinquents. People who are on the left favour diversion programs to avoid stigmatizing adolescents and to keep them out of correctional institutions. Because they choose theories in which social conditions, such as poverty, are identified as the causes of delinquency, it seems unfair to punish the delinquents severely. The delinquents are not completely responsible for their actions. Instead society should be reformed in an effort to prevent crime, and the juvenile justice system should be reformed to be less biased.

Traditional Beliefs:

Even in USA during the early periods delinquents were not believed to differ substantially from adult criminals, and so they were treated in the same way as adults,
primarily with punishment. By the 1900s beliefs had changed considerably. As a result of
greater urbanization and the emerging scientific theories of delinquency, the public became
increasingly aware that youngsters should not be treated like adult offenders or incarcerated
with them because of the contamination effect and the children's lack of life experience and
lack of maturity (Caldwell, 1966). Beliefs about delinquency in 1899 represented a position
on the left; for they clearly located the blame for lawbreaking in the Childs background and
suggested a nonpunitive approach to handling delinquency.

Challenge to traditional Beliefs:

Stimulated by the perception that juvenile delinquency is out of control and
impressions that our handling of denquency is not punitive enough, people with beliefs
tending to the right have advocated the handling of many delinquents within the adult court
and correctional system or atleast harsher treatment within the juvenile system. Their
reasoning is that we cannot and should not rehabilitate the offender within the juvenile justice
system, but that we should develop a system of consistent punishments that can deter
offenders and other youths from breaking the law.

In 1978, a panel of experts were appointed for sentencing policy towards young
offenders. It was called Twentieth Century Fund Task Force on Sentencing Policy Toward
Young Offenders. Recommendations of the task force are intended to make the treatment of
young offenders in juvenile courts more consistent with handling in adult courts and to hold
young offenders responsible for their actions. Thus, proposed handling of property offenders
includes the use of punitive sanctions, such as fines and orders of restitution. Confinement is
not recommended for these offenders (TCFTFSPTYO, 1978). For offenders who seriously
harm other people, a gradually increasing set of penalties to be used for repeated offences is
recommended. Incarceration is considered to be an appropriate sanction for offenders who
seriously threaten or harm others.
Unlike theories and programs, beliefs are not easily tested by research, for they are reflections of value orientations. Hence, there is no way to prove conclusively that some beliefs are better than others. It is however, very important to understand these beliefs, for they can explain the opinions and actions of police, court and correctional personnel, as well as different groups in the general public. Understanding your own beliefs can explain why you prefer some theories and programmers, and may lead you to examine your preferences against research evaluating these programs.

Factors Influencing Delinquency:

Researchers generally agree that a number of factors play important role in youngsters delinquency. These factors can be divided into two broad groups namely individual factors and situational factors. Individual factors include personality characteristics or traits. Personality traits like submissiveness, defiance, hostility, impulsiveness, feeling of insecurity, fear, lack of self control and emotional conflicts. Situational factors are generally subdivided into five groups, they are, family, companions, school environment, moview and working gradations.

The family and Juvenile Delinquency:

Of all the factors of social or situational conditions, the more powerful and immediate are those in operation for the longer period of time, nothing else but the family. Using the family as focal point for examining the delinquency phenomenon can account for delinquency in all socio-economic classes, since unhappy home situations and resulting problems cut across class lives and economic strata. The family is one of the basic social institutions and, it is the outstanding primary group. It is considered to be the “cradle of personality” for the reason that during the early formative years the basic reaction pattern of thinking and feeling and the norms and values that assert a durable and persisting influence upon the individuals subsequent life history are established in and through family.
If class were the major determinant of delinquent behaviour the great majority of urban slum children would be delinquent. The great majority of urban slum children, despite their deprived environment and lack of adequate opportunity, do not become involved in delinquent behaviour. Gold (1963) pointed out that child rearing variables that affect delinquent behaviour are found to be similar in delinquent families regardless of class. The family being the chief socializing agent controls or contributes to delinquent behaviour. An intensive research, of ten years, on the causal factors of delinquency, Glueck concluded that among the forces that count most in determining whether or not a boy will be conditioned to anti-social behaviour, is the home atmosphere. It is clear from the evidence that in the home and in the parent child relations are to be found the crucial roots of characters which make for acceptable or unacceptable adjustment to the realities of life in society.

The question of adjustment leads one to the discussion of functional adequacy or inadequacy of a family. A functionally inadequate family is one, where basic needs of the child are met satisfactorily. The family is either incapable or too much maladjusted to perform the functions necessary for the development of healthy and well adjusted personality of the child. A functionally adequate home encourages growth, confidence, frankness, respect for personality and ability to face reality. It is an emotionally healthy home.

Wholesome food, shelter, clothing's, opportunities for education and recreation, medical and economic stability, in general, are certainly essential for healthy growth and development, but the parent child relationship is far more important than any of those. Parental influence upon the child prior to adolescence is of great importance. Although the particular disciplinary pattern of the parents is, in part, determined by sociological factors, the influence on their children is totally psychological and is great enough to merit considerable mention in any discussion of delinquency. Parents of lower class status tend to use the more severe type of physical punishment, while middle class parents are more apt to try to reason with their children. Parental rejection or acceptance of a child is also of major significance. In general a child who is rejected by his parents often exhibits aggressive behaviour outside the home. Conversely, if parents are overindulgent their child may react by displaying both demanding behaviour and withdrawal (Rogers, 1962). The absence of one parent during the
Childs’ early years due to death, a broken home, or the mother's having to work may seriously affect him, although these effects may not manifest themselves until years later. A child requires continual love, understanding, and patience and demands a great deal of time and attention from his parents.

Defective parent child relationship is great handicap for the growing child. A feeling of belonging to the family is vital to the healthy development of the child. Lack of warmth and affection, weakening, blunting or loss of the sense of belonging as a result of disharmony among the members endanger and aggravate a feeling of insecurity and rejection. The warm relationship between a child and his parents is of great significance in developing a wholesome set of ideas. Love is the highest essential not only for the development, but even for very existence of a child. A child who does not experience the warmth of love and sympathy and feels that he is not wanted tends to develop behaviour problems. He is prematurely impelled to go to the streets, seek substitute satisfaction and other means of escape in companionship of delinquent children or in other acts of defiance.

Psychologists who stress personality development feel that much early emotional deprivation is directly associated with, and related to, later psychological disturbances and emotional problems. The greater the deprivation, the greater the emotional insecurity, and the greater the chance for emotional problems or deviant behaviour. Psychologists who stress learning feel that the inappropriate use of rewards and punishments, and the absence of models for appropriate behaviour, can result in the learning of delinquent behaviour. Children who are not adequately trained and who do not have warm and caring adult models will most likely become delinquent. Aichhorn (1969) stresses the importance of the family in shaping the personalities of children. He feels that the family should provide the child with love and security and at the same time be a haven of relief from outside pressures. Berman (1964) believes that delinquent children have often had difficulty in their early relationships with their parents. This implies that these children have reacted adversely to certain early life experiences which other children have been guided through more adequately. The concern, therefore, is with the psychological factors which structure this morbid behaviour. The early life experiences of the child in the family lay the groundwork for the type of future behaviour
and the development of attitudes, values, and a life style. Parental hostility, rejection, and inconsistency can all contribute to delinquent behaviour. The family is the backdrop in which the child learns to deal with emotions and drives, and to handle problems in a socially acceptable manner. When the family does not help the youngster to adjust to the environment, he or she loses the most important means of psychological support and the most effective agent for socialization. Aichhorn (1969) stated that so strong is the influence of the family in shaping behaviour that pathology undoubtedly exists in all families where there is a delinquent youngster. Delinquency signifies more than merely misconduct – it is the expression of desires, drives, urges and motivations which have been greatly influenced by the youngster's early family experiences. If they have been positive, the youngster will be able to handle the pressures and responsibilities of adjusting to the community because the parents will have encouraged the development of problem-solving capabilities.

Sociology attempts to explain the importance of family in a different way. The manner in which society acquires crime, the processes that contribute to crime causation, and the mechanisms developed to deal with it.

Underlying sociological investigation is the assumption, that unfavorable environmental conditions in the social system influence an individual's or family's action and so doing promote delinquency. Even though sociology and psychology deal with different aspects of crime problem both disciplines look at "a control". Sociology stress the system, psychology stresses the offender. Psychology emphasizes the process of a personal and internal control that is represented by the super ego or learning of behavior. Sociology emphasizes the institution in the community that directly influences the external social control processes. Reiss (1951) views delinquency as being the result of the failure of both personal and social control to produce behavior that confirm to social norms and is expectable to the community. Delinquency results when there is relative absence of internalize norms and rule governing behavior in conformity with the norms of social system to which legal penalties are attached. Hence delinquency may be seen as a function or consequence of the relationship established among the personal and social controls. When there is combined lack of personal and social control, delinquency and crime are often the result. The family is extremely
important because it can both influence the development of the internal control structure and have an effect on the external control social process by its methods of direct control and discipline. (If the parents are not adequate models of internal control structure and have an effect own the external control social process by its methods of direct control and discipline). If the parents are not adequate models of identification, so that a positive conscience can be developed, and if these methods of disciplines are not effective, community social control institutions usually have to intervene, thus, if youngsters are going to refrained from delinquent behaviour they must be guided by both internal and external control structures (Gold, 1963).

Environment of the Family:

What kind of family environment is most likely to encourage delinquency? It is difficult to answer this question; one has to think of those family environmental factors that can have an impact on the producing delinquent behavior. These factors could be broken homes, family tension, parental rejection, parental emotional stability, family economic etc. Sheldon & Glueck (1968) defined a stable family as one in which at least one parent has a continuous physical and affection relationship with the children. They found that a much higher proportion of non-delinquents were exposed to household where there were minimal disruption rather than those typified by parental separation, divorce, death or parental absence. It is probable that the first definitive break in the organic structure in the family is crucial because it is likely to deal the great blow on the Childs’ conception of the solidarity and reliability of the parental team and to descript his general sense of the security as well as the family stability. The older children in the family, because they have more autonomy and have developed various patterns for coping with problems are not as adversely affected. Psychologists believe that a Childs behavior patterns and psychic structure are almost completely formed by the age of a five, and that instability and physical and psychological deprivation at a very early age can be devastating to the youngster. Monahan (1957) found that delinquents from broken homes were more likely to be recidivists than those from unbroken homes. Several investigators found that a significantly greater number of a delinquents than non-delinquents were from broken and disorganized homes (Browning,
1960; Gold, 1963; Slocum & Stone, 1965 etc). Rosel (1970) reanalyzed the data from some studies of the broken homes; he conform that delinquents do tend to come from broken homes but emphasis that the tendency is not very great. Sterne (1964) proposed that actual breaking up of the home is précised by much disruption, disorganization and tension. Because negative factors existed before the formal separation, the broken home in itself was not the major contributing factors to delinquent behaviour. The tensions and problems that created and contributed the actual break up are the real positive factors with eventual break up being only the final link in long life of the disruptive activity. Family tension greatly contributes to delinquent behavior (Abrahamson 1960). The tension that exits in many intact family's of delinquents result from hostility, bickering and the like. This type of tension filled family environment is not conducive to making the younger feel secured and contained. Long term tension reduces family cohesiveness and affects the parents ability to provide an atmosphere conducive to satisfactory child rearing and family problem solving. Tension in homes of delinquents is also manifested through inter sibling quarrels. Because of family tension the relationship of children to the parents become abnormal and the original relations of the children to one another stresses as they are by conception have not developed into a normal brotherly bond as they should have, if they had been submitted to the influence of an equally divided affection toward the patents (Aichhorn, 1969).

Cohesive homes produce few delinquents where as homes where tension and hostility exist are good breeding grounds for future delinquents. When a great deal of tension and hostility exist in the home, the youngsters is often forced to find “peace of minds” in groups outside the family environment. When the youngster seeks relief from the constant bickering and quarrels within the family he/she often flees and takes refuse in the street. Quarrelsome neglective families actually had a higher crime rate than homes in which a permanent separation had disrupted the family-conflict and neglect within the home predisposes a child to crime (MacCord & Zola, 1959). Disruptive, quarrelsome, and tension producing relationships between the parents not only affect the material relationship but disrupt the entire family. This total family disruption can often contribute to and even produce delinquent behavior. Several investigators found supporting evidences to this statements (Glueck & Glueck, 1968; Aichhorn, 1969; Slocum & Stone, 1965 etc).
It is commonly observed that the forces of disruption found excessively in the families of the delinquents were greater and stronger than those making for cohesiveness. It should be pointed out that less than two in ten in the families of the delinquents, compared to six in ten families of the control group evidenced strong and steady affection ties among the members, shared joint interests, took pride in their homes, and felt themselves to be one for all and all for one. Thus a highly important quality that is both expressive of loyalty to the blood group and supportive of the individual in his sense of security and in devotion to others, the delinquents were far more deprived than non-delinquents.

**Parental Rejection**:

From psychological stand point, emotional deprivation as result of lack of parental love has much to do with juvenile delinquency. Rejected or neglected children who do not find love and affection, as well as support and supervision, at home, often resort to groups outside the family. Frequently these groups are of deviant nature. The hostile or rejecting parent is usually not concerned about the youngsters emotional welfare or about providing the necessary support and guidance. In many cases parents only become concerned about their children's activities outside the home when the children are involved in difficulty which embarrasses them. Jenkins (1957) found that parental rejection had a direct effect on the child's ultimate development and growth of the conscience. He further stated that the lack of an adequate conscience structure, combined feelings of hostility for being rejected lead to general unsocialized aggression. On the other hand, socialized delinquent behavior would result when there was parental indifference rather than outside rejection. In order words, the form of aggression was less serious in those youngsters whose parents showed indifference than in those youngsters whose parents showed outside rejection. Bandura and Walters (1960) found a direct correlation between rejecting, hostile fathers and delinquent behavior. Fathers of delinquents spend for less time with their sons than the fathers of the non-delinquents, their rejection and hostility can take both direct and indirect forms, and the direct forms are obvious. Indirectly, however, the parents may reject the youngster by becoming so involved in other activities that they substitute giving of materials rewards for emotional affections and
security. In addition, if the parents are away from the home most of the time, either because of an occupation or because of outside activities their exposure to their children is limited. They are unable to be adequate identification models. When this occurs this it is more difficult for the youngster to assume a socialized internal control structure. Many professional in the field of psychology agree that open rejection and hostility can directly affect youngster and ultimately produce delinquency.

The methods of parental control processes and forms of discipline used by the parents can play a part in the development of delinquent behavior. Every parent uses some type of discipline in rearing children, even thought, it may differ from situation to situation and from child to child as well as in content and form. Authoritarians approach to discipline may affect the adolescent's peer group relationships. The child will not be able to interact freely with peers, if the Child's mobility is hindered by extremely strict parents. Also, if the parents used much permissive type of discipline, it will not provide the child the necessary controls and limits in that case the child may spoil. Unfair or partial discipline may be associated with ambivalent or negative attitude toward the parent which reduces the indirect control that can be exerted by the parent. An attitude of this type toward parents, is thought to make it difficult for the parents to act as an agent in the formation of an adequate conscience in the child. This helps in avoiding delinquent behavior.

Glueck and Glueck (1968) found that parents of delinquents used physical punishment more than verbal discussion. Mothers were much more permissive and less strict than fathers. Both parents were less consistent in their disciplinary measures than were the parents of non-delinquents. Because of this inconsistent discipline and lack of cooperation between parents an adequate control structure does not exist within the home. The child then often rejects the entire sphere of parental influence because of a loss of respect for the process of control utilized by the parents.

Methods of disciplining youngsters were classified into 6 types by McCord and Zola (1959). They are as follows;
1. Love oriented discipline, in which reasoning is used with the child and punishment involves with holding rewards or privileges

2. Punitive discipline, in which great deal of physical violence is used and there is a great deal of anger, aggression and threat.

3. Lax discipline, in which neither parent exerts much control.

4. Erratic discipline, in which one parent uses love oriented methods and other is lax or wavers between the two types.

5. Erratic discipline (love oriented, lax and punitive) in which both parents waver in using the three methods so that all three are combined.

6. Erratic discipline (punitive and lax) in which one parent is punitive and one parent is lax or both parents waver between the methods.

McCord and Zola (1959) found that lax or erratic discipline involving punitive methods was strongly related to delinquency, where as consistence discipline either by punitive or love oriented methods was significantly related to non-delinquency.

There is another important aspect of the environment of the family, which is related to the emotional stability. Parents who have their own emotional sickness frequently "act out" the sickness or transmit it to their children. Delinquent behavior thus can often be directly related to behavioral disturbances and emotional instability in one or both of the parents. Although some parents of delinquents want to give their children adequate parenting, their own personality problems interfere with their effectiveness. In households where parents do have behavioral disturbances and manifestations of emotional immaturity, instability or insecurity there is frequent loss of temper and the direction of inappropriate emotion to children. Where tension, hostility, and displaced emotions exists, the family environment will not be conducive to producing, children who are themselves stable and who can function
effectively. In families where one or both parents have emotional disturbances or a disease such as alcoholism the youngsters run a much greater risk of risk of developing problems that often manifest themselves in delinquent activity.

Factor of family economics also contributes to delinquency. Families of delinquents regardless of socioeconomic status usual by have certain characteristics that are different from those of family of non-delinquents. These families are disruptive homes with a great deal of tension and rejection, they use ineffective methods of parental control and there is parental emotional instability. Even when such characteristics are common, the family economics definitely play important role. The home in which delinquent live tend to be dirty and rundown. The homes of delinquents are often cluttered, disorderly and clutt and, present routines are weakly fixed, physical space is at a premium and privacy can best be had by leaving the house. There is little order in the model delinquent home. As a physical social stimulus the typical delinquent home acts mainly as a repellent, driving people away. It should, however be pointed out that many delinquents come from homes that do not typified the above description. Economic status and material possession might be directly correlated with delinquent activity in some cases, but they do not explain middle and upper class delinquency. The economic condition of the family can be one of many contributing factors in the multi problem family.

The typical delinquent family is working under many more handicaps than the average family, thus making it difficult for the child to be integrated into the family in a meaningful manner. In healthy families the youngster has a secure atmosphere, and can learn socially acceptable models of behavior, a life style that promotes effective adjustment in the community.

Juvenile delinquency is a result of several factors, hence many investigators studied multiple influences on delinquency (Barker & Adams 1963; Johnstone, 1978; Gibbons, 1977 etc.). MacCord & McCord (1980) found that when strong affectional types existed between boys and both of their parents, different methods of discipline had no effect on delinquency. When affectional ties were strong with just one parent erratic or lax disciplines resulted in
higher levels of delinquent behavior. The effect of family characteristics also is weakened in certain situation and for certain types of offences. A study by Johnstone (1978) provides good example of how the strength of the effect of family characteristics depends on other factors. He studied the influence of the following family characteristics; broken family, amount of shared parent child activity, closeness of parent and child, parental authority and extent to which parent and child worked out rules together. The other factors were family economics, community levels of poverty, and association with delinquent peers. Family characteristics had more influence on minor delinquency than on serious delinquency. Youths from poorer families were slightly more likely than others to commit serious offences, but family economics is just a minor influence compared to community poverty. By considering variables that both sociologist and psychologists identified, Johnston is better able to explain how strongly and when family characteristics affect delinquency. This clearly shows the utility of an inter disciplinary approach in understanding delinquency. Gibbons (1977) research on multiple influences on delinquency has convinced some people that although the family has an effect it does not necessary have the major effect on all kinds of delinquency, for both girls and boys, throughout the entire periods of adolescents. Gold and Petronia (1980) for example, found that the family is less of an influence on boys delinquency than is their involvement in the youth culture this is not true for girls whose delinquency is more affected by relationships with their fathers and families in general. The amount of effect of the family also depends on the age of the child. Gold and Petronia (1980) found that more of the variance in the frequency of younger boys delinquents behavior was accounted for by their relationships with their mother, while among older boys the relationship with their father was the most distinguishing variable. Among older girls from urban environments the degree of emotional warmth between fathers and daughters related significantly to delinquency.

The diluted information regarding the role of family and society on the delinquent behavior clearly indicates that the parents play a crucial role either developing delinquency or non-delinquency among the children. Whatasoever the case may be delinquency is the result of the several factors related to family and society.
Self Concept and Juvenile Delinquency:

The organism is the sum total of the personal of one's physical and psychological attributes. The self, or self concept is an organized pattern of perceptions and evaluations of one's own characteristics. One may, for example, perceived and examine one's characteristics as a student, as a son or daughter, as a worker, as a criminal, as a delinquent and so on. Self concept is evaluative, for example, one may perceive himself not just as a student, but more specifically as a good or poor student. Research supports the presence of both descriptive and evaluative components of the self concept (Burnett, 1994; Nicholson & Gould, 1995).

Beginning of self recognition and self concept formation occur at an early age. Sensor any perceptual apparatus includes an inherent distinction between self and non-self (Gibson, Eleanor, 1987). Butterworth (1992), and Gallup (1992) believe that the infant is actually born with the ability to at least minimally different himself from the rest of the world. Maccoby Eleanor (1984) points out, however, that it is not until about the age 6 or 7 years that any real psychological self develops. The many and varied perceptions that make up the self concept are not random; the self is both organized and consistent. The organizational aspect of the self concept means that you tend to view yourself as a whole, integrating your characteristics to form a total picture of yourself. This organized pattern tends to remain highly consistent over a period of time even in the face of information that may contradict your self concept.

When experience is distorted, the consistency of the self concept is maintained, but a state of incongruence or discrepancy, between the self concept and the actual experience has been created. In delinquency the labeling perceptive is very much effective. In the labeling perspective, the emphasis is on explaining why certain laws are passed and enforced, and why police and court personal officially process some people, but not others. Many individuals commit acts of primary deviance as a result of various causes, such people are not officially recognized as "delinquent", for their acts are undetected. Detection, and the officially labeling by police and court personnel has a direct effect on the offender's identity, which is nothing but self concept. Once official labeling occurs, others react to the offenders as delinquents,
and these offenders begin to define themselves as delinquents. To the extent that adolescents identify themselves as delinquents, they act like delinquents.

Psychoanalytic theory asserts that as the child develops, a three part personality structure forms of the id, the ego, and the superego. These parts correspond to the primitive instincts (id), the sense of self (ego) and the conscience (superego). Here the ego is the self. Antisocial actions, including juvenile delinquency occur when the personality mechanisms are badly warped. In other words the self concept is distorted. Scarpilli et al. (1960) felt that internal factors such as lack of esteem and feelings of inadequacy contribute to delinquent behaviour. More specifically, an adequate self-concept (feeling worthwhile) can be an insulating factor in repelling delinquency. Jensen (1973) identified different parts of an adequate self concept: feelings of self esteem, ability to control oneself, and belief in conventional morality, which he thinks help in repelling delinquency.

The teenage years, the period of most juvenile delinquency, is a time of turbulence, and youngsters are attempting to determine who they are and what their goals in life should be. They are developing self concepts and attempting to cope with the struggle of dependence versus independence. It the youngsters develop distorted self concept they are likely to indulge in socially disapproved acts.

*Security - Insecurity:*

The problem of juvenile delinquency is becoming severe day by day. Among the many factors such as home, culture, peer group etc. There are several other factors that are directly or indirectly responsible for developing delinquent behaviour among the youngsters. Among these factors, the need for security is of special importance.

One of the basic psychological needs that contributes towards the well being of the individual is security. It is fostered by parents in the home atmosphere by the right kind of upbringing. A child who is deprived of love and affection at home would feel insecure and is
likely to carry over this feeling to the outside world. Case studies of delinquent children reveal the fact that, by and large, they emerge from broken homes and unhappy families. What is significant in a broken home for the genesis of delinquency is not simply the fact of separation, desertion, divorce or remarriage of parents, but the conditions of neglect, poverty and tension accompanying such situations. Deprived of love and affection and acceptance they tend to be suspicious of everyone in the world. They do not have a sense of belongingness. They feel alienated not only from home but also from society.

The individual develops a personality in order to satisfy needs, primarily through social interaction (Levenson, 1992). Sullivan emphasized two kinds of needs: satisfaction needs and security needs. Satisfaction needs are basic biological requirements for survival, such as the needs for food, water and sleep. Security needs develop when the person experiences anxiety and arises from social interactions (Fiscalini, 1991). In order to deal with these powerful needs, the individual develops specialized mechanisms called dynamisms. Each dynamism is essentially a habit or pattern of behavior that has previously been associated with the satisfaction of a particular need. The needs that are to be satisfied, must be powerful enough to stimulate the individual. Normal individuals follow the socially approved ways and means to satisfy the security needs. In the absence of appropriate socialization and sanskritization some youngster fail to follow the socially approved paths of satisfying their needs. Many a times the circumstantial conditions are such that the youngsters find no alternative to the so called criminal or delinquent ways of satisfying needs. They experience extreme insecurity and to safeguard themselves they opt for aggressive behaviour. When the attempt of going away from insecurity is successful the similar means are repeated, and delinquent behaviour is reinforced.

Anxiety:

Anxiety, as it appears is not so simple. It is viewed by different models in different ways. According to biological approach, anxiety is based in the autonomic nervous system
and the endocrine system. It may vary with genetic predispositions. Psychodynamic model states, anxiety results from powerful unconscious conflicts and active defense mechanisms. Behavioural approach is simple. It states that anxiety is merely a set of externally observable behaviours, such as sweaty palms, hair twisting, pencil biting etc. Anxiety occurs, according to humanistic view, when the person is faced with a behaviour or situation that is not consistent with the person's self concept. The cognitive psychologists believe that, anxiety occurs when the person thinks about a fearful or dangerous situation.

From these different views, it appears that anxiety is a vague feeling of dread, a feeling with no specific object, but it is an emotion that everyone experiences at times. However, when it becomes very intense and continues or recurrs over time, it can be a partial basis for a number of psychological disorders. Among these are the anxiety disorders, in which the symptoms are primarily psychological, and the somatoform disorders, in which the symptoms are primarily physical. Anxiety disorders are characterized by high levels of anxiety accompanied by patterns of ineffective, maladaptive behaviour.

Those with anxiety disorders feel threatened and insecure and are typically uncertain of their ability to functions effectively in the real world. Similar feelings are experienced by the delinquents. The anxiety that what is needed can not be fetched through socially approved paths, instigate them to rebel against the society. Sometimes, just due to curiosity the delinquent act is committed; that activity might get him scolding or physical beating, this feat results in anxiety. It creates a kind of vicious circle, and the juvenile delinquents develop a generalized anxiety disorder, in which they feel anxious and apprehensive. They develop a sense of impending disaster, and believe they are falling apart or losing control. Individuals with generalized anxiety disorder also typically experience fatigue, nightmares, and periodic attacks of intense anxiety that may last from a few minutes to several hours. Anxiety reflects internal conflicts at an unconscious level; powerful sexual and aggressive impulses are threatening to break through to conscious expression, and this threat creates great anxiety. The juvenile delinquents could not keep control on such anxiety and delinquent acts are repeated.
Neuroticism:

While considering the neuroticism related to juvenile delinquency the researchers had taken into account some specific neurotic dimensions, because neuroticism includes vast majority of symptoms. With juvenile delinquency neurotic anxiety is closely associated. Neurotic anxiety is but morbidly intense apprehension or dread. Earlier, this factor was discussed at length. The other dimension is the neurotic inadequacy, which refers to morbid lack of self confidence. The juvenile delinquents have inferiority feelings, and hence they feel inadequate, and have little belief in themselves, to give way to others, to crave approval, and to conceal their hostility.

Juvenile delinquents are emotionally reactive to a morbid extent, this dimension is referred to as neurotic emotionality. Emotional over responsiveness; unrestrained feelings; self dramatization; overt expression of hostility; frequent good changes and strong active interests in certain activities are common observations found in the case histories of the juvenile delinquents. The overall picture of juvenile delinquents, having predominance of neuroticism, is that of the extreme of immaturity on the dimension of emotional immaturity vs maturity combined with a low degree of control, or a low position on the dimension of stability Vs cycloid disposition.

An important dimension of neuroticism is neurotic hostility which is closely associated to delinquent behaviour. This is a kind of morbidly hostile attitude. Besides reporting the symptom of hostility for a person in this category, observers say that he is resentful to authority. Among the juvenile delinquent such resentment is commonly observed. These individuals are suspicious, are resentful to regulations, are defensive, and see the world hostile. They blame others for their difficulties. In other words juvenile delinquents show remarkable deviations in their behaviour, from the socially approved norms.
Adjustment:

It is quite common to define behaviour as adjustment of an organism to its environment. Individuals tend to develop their own unique procedures of adjustment. In other words the antisocial behaviour of juvenile delinquents is a kind of adjustment. Personality from this point of thinking in an individual's characteristic pattern of adjustment. If all behaviour is adjustment, however, we could just as well say that personality is an individual's characteristic pattern of behaviour.

Adjustment is the process of trying to bring about a balance between needs, stimuli and opportunities offered by the environment. The idea of man living in his environment is clarified by the concept of adjustment. Every organism has many needs that must be fulfilled if it is to keep on living. But the attempts to satisfy our needs encounter obstacles: people, things, even frustrations within the individual himself. Consequently, the person has to do more than be merely active in a constant and routine manner in order to progress. Indeed, he has to modify and adapt his behaviour constantly in order simply to exist. This process by which the organism and its environment are kept in balance is known as process of adjustment.

Lack of self confidence and feelings of inferiority are typical of many individuals. A person may shrink from trying something new and out of the routine. He feels that he is not good enough to perform adequately. In contrast to the better adjusted person, who concentrate on what he can do, the individual low in self esteem dwells on what he can't do. These are the youngsters who generally indulge in antisocial activities, assuming that it is a good way of coming out of inferiority complex. Many technologists are concerned in one way or another with problems of personal adjustment. Juvenile delinquency is a kind of social maladjustment. These maladjustments are regarded as personality manifestations that call for changes.

Those who deal more or less directly with problems of delinquency and crime are continually aware of the personality problems involved. Two trends are largely responsible for this awareness. One arises from the fact that although criminal have had to be framed so as
to provide similar treatments of classes of criminals, there is a growing recognition that the
nature of the individual criminal is an important consideration. The second trend concerns the
increasing attention being given to the prevention of crime and to continued treatment of the
criminal in the form of probation. The fact that criminal behaviour occurs with some
individuals and not with others indicates that the cause of such behaviour lies to some extent
in the area of personality. The prevention of crime and the prediction of its occurrence
depends upon knowledge of personality. The apprehension of criminals, their treatment after
apprehension, and their disposition by the court all offer problems of personality. In sum,
when there are problems in the personality development, the individual finds it difficult to
adjust in the society, and the probability of delinquent behavior increases.

_Some Theoretical Perspectives:

Anomie Theory—Emile Durkheim_

Durkheim (1951) was one of the earliest sociologists to talk about the social system
and environment and how it affects the individual. His primary emphasis focused on suicide
and the differential rates of this occurrence depending on such factors as isolation and a
feeling of not being a part of the community. His early investigations into suicide rates led
him to conclude that if persons do not feel a part of a group and are isolated from the
mainstream of interaction and positive peer support, then a reaction to this situation would be
some sort of deviant behavior. His technical terminology for this phenomenon was anomie—a
feeling of isolation or, more specifically, normlessness. Durkheim’s concept of anomie has
implications for delinquency and crime; and Robert Merton extended Durkheim’s significant
contribution, even though he did not focus on these social problems.

_Gang Theory—Frederick Thrasher_

At about the same time that Merton was positing his views on deviant behaviour,
Frederick Thrasher was exploring the subject of group delinquency. Many theorists have
studied the group and its effect on delinquent behavior. Processes whereby a group takes on
certain behavior characteristics and then transmits them to its members are intriguing for both the theorist and the layman. Although other theorists, such as Cohen, Ohlin and Cloward, and Miller, include gang behavior in their studies on delinquency, Thrasher (1936) is considered the foremost authority on gang behavior because of his extensive research on the subject. Thrasher's study is not advanced as a thesis that the gang is a cause of crime. It would be more accurate to say that the gang is an important contributing factor facilitating the commission of crime and greatly extending its spread and range. The organization of the gang and the protection which it affords, especially in combination with a ring or a syndicate, makes it a superior instrument for the execution of criminal enterprises. Its demoralizing influence on its members arises through the dissemination of criminal techniques and a propagation through mutual excitation of interests and attitudes which make it easier (less inhibited) and more attractive. (Thrasher, 1936).

Thrasher felt that gangs originate naturally during the adolescent years from spontaneous play groups. The major factor that transforms a play group into a gang is conflict with other groups. As a result of the conflict, it becomes mutually beneficial for individuals to band together in the form of a gang to protect their rights and to satisfy needs which their environment and their family cannot. By middle adolescence, the gang has distinctive characteristics, such as a name, a particular mode of operation, and usually an ethnic or a racial distinction.

Differential Association—Edwin Sutherland

Sutherland's (1956) theory of differential association is probably one of the most systematic and complete theories of delinquency causation that has yet been constructed. The theory states that (1) criminal behavior is learned; (2) criminal behavior is learned in interaction with other persons in the process of communication; (3) the principal part of learning of criminal behavior occurs within intimate personal groups; (4) when criminal behavior is learned, the learning includes not only techniques for committing the crime, which are sometimes very complicated, sometimes very simple, but also a specific direction of
motives, drives, rationalizations, and attitudes; (5) the specific direction of motives and drives is learned from definitions of legal codes as favorable and unfavorable – in American society, these definitions are almost always mixed and consequently there is culture conflict in relation to the legal codes; (6) a person becomes delinquent because of an excess of definitions favorable to violation of law over definitions unfavorable to violation of law; (7) differential association may vary in frequency, duration, priority, and intensity; and (8) the process of learning criminal behavior by association of criminal and anticriminal patterns involves all of the mechanisms that are involved in any other learning (Sutherland, 1956).

**Lower-Class Boy and Lower-Class Structure—Walter Miller**

According to Miller (1958) in the case of gang delinquency, the cultural system which exerts the most direct influence on behavior is that of the lower class community itself—a long established distinctively patterned tradition with an integrity of its own—rather than a so-called "delinquent subculture" which has arisen through conflict of middle class culture and is oriented to the deliberate violation of the middle class norms (Miller, 1958).

The lower-class culture that Miller mentions has come about as a result of the processes of immigration, migration, and mobility. Those persons who are left as a result of these processes comprise the lower class and have developed a pattern of behavior which is distinct to that class and not necessarily reactive against any other class. Miller (1958) states that expressed awareness by the actor of the element of rebellion often represents only that aspect of motivation of which he is expressively conscious; the deepest and most compelling components of motivation-adherence to highly meaningful group standards of toughness, smartness, excitement, fate, and autonomy are often unconsciously patterned. No cultural pattern as well established as the practice of illegal acts by members of lower class corner groups could persist if buttressed primarily by negative, hostile, or rejective motives; its principal motivational support, as in the case of any persisting cultural tradition, derives from
a positive effort to achieve what is valued within that tradition and to conform to its explicit and implicit norms.

**Psychoanalytic Theory –**

**Sigmund Freud**

Originally developed by Sigmund Freud, psychoanalytic theory asserts that all relevant personality formation is concluded very early in childhood, based on interaction between the child and the adult environment. The child goes through a series of sexual stages (oral, anal, phallic, and so on), during which the focus of attention is on resolving conflicts between his or her unconscious drives and the demands of the adult world. As the child develops, a three-part personality structure forms of the id, the ego, and the superego. These parts correspond to the primitive instincts (id), the sense of self (ego), and the conscience (superego), respectively. When drives to satisfy sexual desires are repressed or the level of control over them is abnormally low, various behavior disorders develop. Thus, some individuals become socially aggressive, others completely passive; some are unable to control particular impulses to action. The range of deviation is immense. When the personality mechanisms are badly warped, antisocial actions, including, juvenile delinquency, can occur. August Aichhorn applied these basic ideas of psychoanalytic theory to his comprehensive study and practice with juvenile delinquents (c.f. Blum, 1953).

**Psychoanalytic Theory –**

**August Aichhorn**

According to Aichhorn, (1953) psychoanalysis enables the worker to recognize the dissocial manifestations as a result of an inner play of psychic forces, to discover the unconscious motives of such behavior and to find means of leading the dissocial back to social conformity.
He further states that dissocial behavior indicates that the psychic processes which determine behavior are not functioning harmoniously. Delinquency can now be considered as a dynamic expression; it can be attributed to the interplay of psychic forces, which have created the distortion which we call dissocial behavior.

Aichhorn feels that reeducation as a result of understanding the delinquent's psychic processes is the way to solve the problem. He believes that help has to include more than just removing the delinquent symptom and that the cause of the problem has to be determined, or else the expression of the symptom will merely take another form.

Because of the conflicts that exist within delinquents, Aichhorn feels that first there has to be an understanding of the three dynamic components of the personality—the id, the ego, and the superego. As a result of understanding the interplay of these three dynamic components, conflicts can be diagnosed and the reasons for dissocial behavior understood. After this has been accomplished, psychoanalytic treatment methods along with the use of the milieu can be used to facilitate recovery. Since dissocial children have inadequate conscience structures, new positive identification models have to be provided so that the child's faculty identification with criminal parents or unacceptable persons in the environment can be altered.

Operant Conditioning—Hans Eysenck

Hans Eysenck (1967) explains delinquency as a product of the interaction of a person's biological makeup and training. Focusing first on biological makeup, he contends that the personality is made up of three parts. One part is a tendency toward either extroversion or the opposite, introversion. This reflects the makeup of the central nervous system. The second part is a tendency toward neuroticism or stability, which reflects the peripheral nervous system. The third part, which is not explicitly linked to the nervous system, is psychoticism People who are characterized by psychoticism exhibit "cold cruelty,
social insensitivity, unemotionally, disregard for danger, troublesome behavior, dislike for other people, and a liking for the unusual."

Training involves giving rewards for desired behavior and punishment for undesired behavior, as well as people to act as models whose behavior can be imitated. Eysenck stresses the reward and punishment aspect of training, as is evident in his description of the role of punishment: In every society there is a long list of prohibitions of acts which are declared to be bad, naughty, and immoral, and which, although they are attractive to him [the child] and are self-rewarding, he must nevertheless desist from carrying out. As we have pointed out before, this is not likely to be achieved by any formal process of long-delayed punishment, because what is required to offset the immediate pleasure derived from the activity must be an immediate punishment which is greater than the pleasure and, if possible, occurs in closer proximity to the crime. In childhood it is possible for parents, teachers and other children to administer such punishment at the right moment of time; the child who does something wrong is immediately slapped, sent off, sent upstairs, or whatever the punishment may be. Thus, we may regard the evil act itself as the conditioned stimulus and we may regard the punishment—the slap, the moral shaming, or whatever the punishment may be—as the unconditioned stimulus which produces pain or, at any rate, some form of suffering and, therefore, of sympathetic response. On the principle of conditioning, we would now expect that after a number of repetitions of this kind, the act itself would produce the conditioned response; in other words, when the child is going to carry out one of the many activities which have been prohibited and punished in the past, then the conditioned automatic response would immediately occur and produce a strong deterrent, being, as it were, unpleasant in itself. (Eysenek, 1965).

Just as punishments for certain behavior come to be anticipated, children develop an internal sense that previously rewarded behavior is pleasurable. This process of learning through training is called operant conditioning.
Modeling—Albert Bandura and Richard Walters

Albert Bandura and Richard Walters (1963) stress the importance of modeling in their social learning theory of delinquency. Thus, they move away from Eysenek's emphasis on biological makeup and training through reward and punishment. In their view, children copy the behavior of people whom they hold in high esteem and who have been providing rewards. These people typically include parents, and can include siblings, peers, and others.

In their own research, Bandura and Walters (1963) have concentrated particularly on understanding aggression. They have discovered a tendency to copy aggressive behavior from models who are rewarded when they are aggressive, and from those who are not punished: The role of models in the transmission of novel social responses has been demonstrated most extensively in laboratory studies of aggression. Children who have been exposed to aggressive models respond to subsequent frustration with considerable aggression, much of which is precisely imitative, whereas equally frustrated children who have observed models displaying inhibited behavior are relatively no aggressive and tend to match the behavior of the inhibited model ... Children who observe an aggressive model rewarded display more imitative aggression than children who see a model punished for aggression.

In some cases children learn behavior entirely from observation, which can extend to television and movie characters. Although children can learn aggressive and other behaviors from the media, parents usually maintain a key role in reinforcing or punishing this newly learned behavior. (Maccoby, 1968).

The Individual Approach—W. Healy and A. Bronner

Healy and Bronner (1936) do not use the psychoanalytic method as their primary source of investigation and treatment. They state that in terms of a general principle, the
origins of delinquency in every case unquestionably represent the expression of desires and urges which are otherwise unsatisfied. For the onlooker, delinquency nearly signifies misconduct. For the offender, it is just as much a response to inner drives and outer stimuli as any other kind of conduct. Delinquency is one small part of the total steam of the individual’s life activities and in its significance represents, equally with the other behavior, a response to inner or outer pressures. In common with all voluntary activities it is one variety of self-expression.

The authors place a heavy emphasis on the child’s feeling secure in the family, being accepted by peers and other groups, and receiving recognition in order to make a satisfactory adjustment to the environment. They mention that in relation to their studies there has been a striking finding … regarding the immense amount of discoverable emotional discomfort that clearly has been part of the story of the origins of delinquency. On the other hand-very few indeed of the non-delinquents in the same families had in their emotional lives any such frustrations-and those few had found channels other than delinquency for modes of compensatory satisfaction.

Furthermore, when there have been no intense feelings of deprivations, inadequacies or thwarting as related to either ego impulses or desires for affection, the individual has been able to readily find sufficient satisfactions in socially acceptable behavior.

The delinquent, the authors find, has almost universally been a child who at some stage of his development has been blocked in his needs for satisfying relationship in his family circle. On the other hand, the non-delinquent has nearly always been without any such acute frustrations. His relationships with those in his immediate social environment had been much more satisfying.

The authors emphasize that delinquents feel deprived and inadequate, and that they have not found socially acceptable channels for satisfying their needs. They explain why this is the case. They state that "the father or mother either had not played a role that was admired by the child or else on account of the lack of a deep love relationship, was not accepted as an
ideal." Furthermore, in the lives of delinquents, the ever flowing storm of urges and wishes which, in general, follow the broader channels of socially acceptable behavior, has met obstructions or frustrations that caused part of the steam to be deflected into currents that sooner or later show the characteristics which we term delinquency. We are convinced that it is possible to discover in nearly every case the nature of these obstructions.

**Cognitive Developmental Theory**

*Jean Piaget*

In our discussion of the major psychological theories, we have already described three general perspectives which utilize a psychological approach to explain delinquency: the psychoanalytic theory (Freud, Aichhorn), the individual or multifactor approach (Healy and Bronner, Glueck and Glueck), and the social learning theories (Eysenck, Bandura and Walters). These three perspectives are nearly always discussed in the literature on juvenile delinquency. A fourth perspective, cognitive developmental theory, is less often discussed because its conceptualization has not been refined as an explanation of delinquency. However, since it holds considerable promise as an explanation of delinquency, we have included information on the theory here.

Cognitive developmental theory proposes that the human organism develops from conception in an orderly, sequential manner. Jerna Piaget (1952) thus described intellectual development and both Piaget and Kohlberg presented an explanation of moral development. Kohlberg goes further and holds that an arrest in development in moral reasoning at certain stages can explain delinquency in some youth.

The theory suggests that child development is predictive, normative, and positive in a normal environment or one in which the child's developmental needs are generally met. If the child's development needs are met, the youth is able to accomplish specific developmental tasks. There are levels or stages of development, and the child will exhibit a repertoire of behaviors which are appropriate to his or her developmental level. For example, a youth of