CHAPTER - 1
INTRODUCTION

Cognitive Psychology is concerned with how organisms organise or gain knowledge about the world and how they use that language to guide decisions and perform effective actions. Knowledge enables us to survive in a hostile environment, to satisfy our social and biological needs, and to plan our own and our children's future. Thus to begin with Cognitive Psychology focuses on the storage, retrieval and utilisation of information. Subsequently, investigation of individual differences in Cognitive Functioning gained importance. Contemporary Cognitive Psychologists continue this trend in their way on handling the information at their disposal which comes to be related to their more general personality differences.

At this stage, important terms in the thesis, namely, Cognition, Cognitive Process and Cognitive Functioning need to be explained.

The term "Cognition" refers to all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. Laughlin (1973) defines cognition as a "problem solving process or an underlying thought process" which manifests in a strategy. Strategy may be described as a set of rules for selecting stimuli and giving hypotheses in problematic situations. The term "cognitive process" is a superordinate, subsuming the more familiar titles of perception, thought, reasoning and problem solving. Hence,
cognitive process is the means by which the individual represents anything to himself or uses these representations as a means of guiding his behaviour.

If a study of cognitive process is to be comprehensive, one must concern himself or herself with many and varied facets of human functioning which are involved in an individual's responses and adjustments to problem situations. It is suggested that for a comprehensive account of cognitive functioning, we must integrate intelligence and problem solving ability.

Humphrey (1951) defines thinking as an experience when an individual recognises and solves problems. Humphrey's analysis reveals that thinking involves abstraction of like elements from one or more situations and generalisations built upon these abstractions. Thinking has been emphasised by Burner, Goodenough and Austin (1956) as a conceptualising process. According to them, the significant core of cognitive behaviour is how people conceptualise and form categories. This reveals that Burner et al emphasise activity rather than the content of thinking.

Cognitive theorists are of the view that cognitive activity can be divided into two types namely directed cognition and undirected cognition. Undirected cognition refers to free association, dreams or reveries and also to free flow of thoughts that occur continually even when a child walks home. The directed thinking on the other hand, refers to the cognitive process that occur when the child tries to solve a problem either given by others or the one he sets for himself. The child knows that there is a solution to a problem, and he also knows when he arrives at an answer. Problem-solving
processes typically involve encoding, memory, generation of hypothesis evaluation and deduction (Kagan and Kogan 1971).

Whenever the emphasis is on the production rather than potential, both cognition and personality seem to be important predictors of thinking performance. Productive thinking represents the result of an individual operation upon the information from internal or external sources in order to change it into a different product.

COGNITIVE STYLES:

The different approach to the link between personality factors and productive thinking is found in the recent rebirth of cognitive styles. Research in cognitive styles are concerned with the characteristic way in which an individual approaches his environment.

The word "style" has been used to signify certain kinds of generality. By generality, we mean that any individual who reacts in one manner in one situation will react in the same characteristic way in another situation.

Cognitive styles are habitual ways or modes of dealing with information about oneself and one's environment which are to a larger degree independent of the context of the information being handled. Much work has been done on personality, thought etc., with what a person thinks or wants. But it is also possible to inquire about the way in which he thinks or wants or perceive. The activities which are involved in the higher cognitive process are
conceptualising, symbolising, schematising, analysing, abstracting and forming concepts about the world to which a person must make his adjustment. In general, we can say that cognitive ability is an index of how well a person can think, whereas cognitive style is an indication of how he habitually does think.

Cognitive style studies are concerned with the characteristic way in which an individual approaches his environment. According to Witkin (1962), cognitive styles are the stylistic tendencies that extend across both perception when we are dealing with an immediately present stimulus configuration and intellectual functioning when we deal with symbolic representation. It could be said that the work of Witkin on cognitive styles is a study of Personality through Perception.

Cognitive Style according to Kagan, Moss and Sigel (1963), is a "stable preference in modes of perceptual organisations and conceptual categorisation of the external environment". Their emphasis is on the characteristic ways in which individuals conceptually organise the environment.

Harvey (1963) is of the view that cognitive style refers to the way an individual filters and processes stimuli, so that the environment takes on psychological meaning.

Zajonc (1968) was of the view that cognitive structures mediate between environment input and the organisation's output and also organise behaviour.

Bieri (1971) noted that the basic assumptions of the cognitive theorists is the process of information transformation. He
maintained that individual's learn "strategies, programmes or other transformation operation" to translate objective stimuli into meaningful dimensions. Bieri termed these strategies as "cognitive structures".

Coop and Sigel (1971) referred the term cognitive style "to denote consistencies in individual modes of functioning in a variety of behavioural situations". In this definition cognitive style is equated with behaviour than as a mediating process.

Messick (1976) also defined cognitive style in terms of consistent patterns of "organising and processing information".

Thus the emphasis which is common to all theory and research on cognitive style is on the structure rather than the content of thought. Structure refers to how cognition is organised; content refers to what knowledge is available. Behavioural consistency is viewed as the product of this structure. In this context, the concept of cognitive structure is to be mentioned. The notions of style and structure are intervened. A statement about cognitive structure is a statement about some kind of enduring entity whereas a statement about cognitive style is a statement about regularly observed consistencies in thinking. Structural statement are statements of 'how' more than of 'what' Cognitive Style refers to certain aspects of thought process and 'cognitive structure' refers to the system which mediates the process. In the present investigation definitions of Witkin (1962) and Kagan et al (1963) have been followed.
FIELD INDEPENDENCE - DEPENDENCE STYLE OF COGNITIVE FUNCTIONING:

Two of the foremost research on cognitive styles are the investigations by Witkin, Fasterson and their associates (1954) and those by Klien and Gardner (1959). Similar studies have been carried out by Burner and Kagan and Moss (1960).

At one extreme, there is a consistent tendency for experience to be delineated and structured - that is, parts of the field are experienced as global and diffuse. The organisation of the field as a whole dictates the manner in which its parts are experienced. At the other extreme, there is a tendency to see the parts as discrete and the field as a whole organised. These two poles are labelled as 'articulated or analytical' and 'global'.

Witkin, Dyk, Faterson and Goodenough (1962), identified 'global' and 'analytical' cognitive style in perception as "field dependence - independence". Field dependent mode of perceiving, perception is strongly dominated by the overall organisation of the field and parts of the field are experienced as "fused". In a field independent mode perceiving, parts of the field are experienced as discrete from the organised background. The tendency towards one or the other way of perceiving is a consistent, pervasive characteristic of an individual’s perception. Hence field independence - dependence is the perceptual component of the "analytical" vs "global" cognitive style. The term "analytical field approach refers to the field independence style of functioning represented in perceptual situations which require the ability to 'break up' and overcome an embedding context whereas the term
"global approach" is used to designate the field dependence style of functioning that involves submission to the dominated organisation of the field and an ability to solve problems by overcoming the embedded contexts.

Early experiments in perception have demonstrated the importance of the contextual factors in the case of perception of an item in an embedded field. Subsequent studies have shown that the perception of figures in a complex stimulative field, is related to certain characteristics of the perceiver. From this new insight emerged, the concept of field independence dependence which has been subjected to extensive investigation during the past two decades by Witkin and his associates. A number of investigations have confirmed the stability and consistency of the field independence - dependence and demonstrated its operation in a wide variety of tasks. Witkin's Embedded Figures Test is most widely used by investigators. The figures included in the test have been selected from those materials used by Gottschaldt in his studies of the role of past experience in perception.

The present study is proposed to investigate the perceptual and conceptual components of analytical vs global style among Delinquent and Non-Delinquent girls.

**STYLES OF CONCEPTUALIZATION:**

At this stage, the conceptual operation involved in analytical articulated vs. global diffused style of functioning should be mentioned. In the conceptual style of Functioning, the concepts may
be viewed as a categorical schema, an intervening medium or programme through which impinging stimuli are coded, passed or evaluated on their way to response-evocation. Concepts serve two main functions in human behaviour, as responses to objects and events by which they are classified and categorised and as mediators between stimulating events and subsequent behaviour. Hence cognitive styles have been defined by Kagan, Moss and Sigel (1963) as "stable preference in modes of perceptual organisations and conceptual categorisation of the external environment".

Kagan, Moss and Sigel (1963) identify three major styles of conceptual classification, such as (1) descriptive - Analytical, (2) relational - functional and (3) inferential - categorical. The descriptive analytical category includes concepts that are based on similarity in objective elements, within a stimulus complex that are parts of the total stimuli. Relational - functional category refers to concepts based on functional relation between the objects in a group. Inferential - categorical concepts do not rest on a single abstracted physical property shared by the objects, but rather represent groupings that take into account the objects as whole entities. Analytic concepts are claimed to be based on more subdued attributes, whereas relational concepts are described as a response to the most obvious aspects of the grouped stimuli.

As far as object sorting behaviour is concerned, the "subject" must both formulate and differentiate them from one another. The activity of formulation, i.e., conceptualising can be distinguished in terms of the structural properties and contents of the concepts selected. The activity of differentiation that is categorisation
concern the breadth of the concepts that get formulated. Categorising and conceptualising are related but analytically independent processes. In the object sorting performance, as the subject scans his repertoire for concepts appropriate to the objects provided and then having selected a concept, decides on the particular exemplars to include within it. Kagan (1963) made use of triads as a measure of conceptual style.

PERSONALITY:

Let us turn our attention to consider what personality means? Personality is defined as the dynamic organisation within the individual, of those psychophysical systems that determine his unique adjustment to his environment. (Allport 1961). It is obvious that a person's behaviour is governed not only by momentary external stimulation but also by stable attributes he carries with him. These attributes or dispositions must be identified if we are to understand and predict psychological reactions, for these attributes are what we mean by personality.

PERSONALITY - PERCEPTION:

In general, we can represent the relation between personality and perception in the form of an equation. The equation is as follows:

$$P_{ij} = f(o_i, s_j)$$
Where Pij is the behaviour which is the function of the organism and the situation sj. (Woodworth 1984)

Hollander (1971) states that dispositions are actuated as a result of the individual's perception of the situation. These dispositions can be investigated, organised and structured for every single person. The particular quality and structural arrangements of all these dispositions for one individual may be called personality. Disposition may be conceived as a composite of hereditary reaction pattern and the individual's personal learning history.

It can be concluded that all of the days in a person's environment that are accompanied by changes in his behaviour are due to some kind of input mechanism. This mechanism is called perception.

The term perception is operable with respect to actual behavioural events and the dilemma of not knowing how a particular person perceives a given situation can be solved by pointing at those behavioural changes which coincide with objectively desirable changes of the situation.

PERSONALITY - COGNITIVE STYLES:

Cognitive styles appear to be the manifestations of broader dimensions of personal functioning which cuts across diverse psychological areas. Cognitive processes undergo continuous and cumulative modifications in time as learning influences, channelization of drives and maturational changes interact. Time changes affect the entire personality. But one's personality can be
easily tapped by the effects of perceptual individualisation. The personality characteristics with reference to the performances in perceptual tasks may be reviewed under three headings - namely (1) the nature of individual's relation to his environment (2) the way in which he manages his impulses and strivings and (3) the kind of conception he has of himself.

Brody (1972) noted several common characteristics among the cognitive approaches towards personality. These include (1) Individual differences in styles of thinking as a starting point instead of motivation, emotion and biological processes, (2) An emphasis of style over context, (3) the assumption that cognitive styles are related to other personality characteristics of individuals, (4) the treatment of cognitive styles as traits. The belief that characteristics are independent of situational influences, leads to an emphasis on the consistency of the cognitive styles.

Cognitive styles offer a very useful medium to investigate broad issues of psychological development. This is because, cognitive styles are specific dimensions of behaviour and are readily identified and measured. Thus cognitive style provide us with 'tracer elements' which could be used in pursuing the course of individual development. Thus Witkin approaches the study of Personality through Perception.

EXTRA VERSION - A PERSONALITY VARIABLE:

Extensive researches have been done in this area by Eysenck (1970). A study on the relationship between introversion -
extraversion, field dependence - independence and accuracy of visual target detection was conducted by Fine and Kobrick (1976). The scores obtained by boys in Hidden Figures Test and Maudsley Personality Inventory were compared with that of Visual Target Detection Test. The results revealed that Field Dependence - Independence and extraversion - introversion are jointly related to accuracy of Target Detection.

Studies by Evans (1967), Kobrick (1976), and Nirmala (1977) have revealed the existence of relationship between field independence and extra version among school children. The nature and extent of the relation between cognitive styles and extraversion among the socially deviant population especially the delinquents in comparison to the normal was nucleus of investigation.

LEARNING STYLE:

The literature relating to the role of field dependence in learning and memory was reviewed by Goodenough (1976). The data reviewed indicated that field independent and field dependent people differ more consistently in how the learning process occurs than in how effective the process is.

De Boeck and Claeys (1978) reported that field independent and field dependent individuals differ in encoding information in an individual learning task.
The bulk of concept learning research consistently shows that field independent learners are more effective than field dependent learners. The greater effectiveness of field independent learner is related to the ability to conduct combinatorial analysis, a hypothesis consistent with the restructuring dimension of field dependence theory. Combinatorial analysis refers to the ability to systematically generate all possible combinations and permutations of a set of elements (Flavell 1977).

It is suggested in the literature that for a comprehensive account of cognitive functioning, we must integrate findings of learning or problem-solving and intelligence. Hence, the focus of attention of the investigator is on the concept of learning style.

Learning Style is an attribute of an individual which interacts with instruction to produce differential learning achievements.

Robeck and others (1987) define 'learning style' as the individual's tendency to function intellectually in ways he has succeeded. Siegel and Coop (1974) define learning style as 'an integral concept that bridges the personality cognitive dimensions of individuals'. Gibson (1976) defines "learning style" as the different ways in which people process information in the course of learning.

Learning Style recurs continuously in living human being. People continuously test their concepts and modify them as a result of their observations. Hence, it can be inferred that all learning is relearned and all education is re-education. Since the learning process is directed by the individual needs and goals, learning style becomes highly individualistic in both direction and process.
Kolb's (1976) Model of the learning/problem solving process.

→ Concrete Experience

Testing implications of concepts in new situations

→ Observation and Reflection

Formation of abstract Concepts of Generalisation

By combining these characteristics of learning and problem solving, we can understand how man generates his concepts, rules and principles to guide his behaviour in new situations and how he modifies these concepts in order to improve their effectiveness. This process can be conceived as a four stage cycle. (1) Concrete experience is followed by (2) Observation and reflection which leads to (3) the formation of abstract concepts and generalisation which lead to (4) hypotheses to be tested in future action which in turn leads to new experience. Since Kolb's model is based on cognitive aspects alone, it is adopted in the present investigation.

INTELLIGENCE:

The most frequently studied cognitive factor is known as intelligence. The term intelligence refers to the 'aggregate or global
capacity of the individual to think rationally, to act purposefully and
to deal effectively with the Environment (Wechsler 1944)

Earlier theories of Intelligence reflect to a greater degree the
fundamental ability called 'g' factor (Spearman 1927; Cattell 1963;
Hom and Cattell 1966). Cattell suggested that 'g' factor has two
discernible but related components called fluid and crystallised
intelligence, the latter being a measure of learning and intuition.
The recent researchers of intelligence such as Thurstone (1938),
Thorndike (1944) Guilford (1967) Colleir (1994) have given a multi factor
approach to the understanding of intelligence.

The present research focus is on the cognitive styles of
functioning. It was felt logical to adopt the Witkin's model of
cognitive styles since it encompasses perception in intelligence and
not merely intelligence as such. Therefore the present study in line
with the thinking of Witkin and other associates has maintained this
conceptual framework and developed the inter linkages between
cognitive styles and intelligence and evaluated independent
assessments. The WISC Scales which are related to perceptual
index namely field independence - dependence, are generally
assumed to be predominantly measures of fluid intelligence. Hence,
perceptual index could be taken as a measure of fluid non verbal
intelligence. (Ziglar 1963). According to Witkin, cognitive styles
are represented in performance on intelligence tests and controlling
subjects for I.Q. is not an appropriate issue in studies of cognitive
styles.

Parallel to the Witkin's findings are the Kagan group's
finding that analytical conceptual style is closely related to the
scores on the 'performance' subsets of Intelligence. A study on cognitive styles among boys revealed that field independence style and analytical conceptual style were found to be related to abstract intelligence (Nirmala 1977).

In the present study Bhatia's Performance Test on intelligence which is a measure of concrete intelligence is utilised to determine whether there is any difference among delinquent and non delinquent girls in their intellectual capacity.

JUVENILE DELINQUENCY:

According to the Encyclopaedia of Social Sciences, "juvenile delinquency is that behaviour on the part of children which may under the Law, subject those children to the Juvenile Court".

The White House Conference on Child Health and Protection(1932) states that "delinquency is any such juvenile misconduct as might be dealt by law".

Neumer (1949) stresses law violation as well as patterns of delinquency that are peculiar to childhood.

Cavan (1970) defines juvenile delinquent as "any child or youth whose conduct deviates sufficiently from normal social usage to warrant his being considered a measure to himself, to his future interest or to society itself.

THE JUVENILE JUSTICE ACT, 1986:

It is an Act to provide for the care, protection, treatment, development and rehabilitation of neglected or delinquent juveniles.
and for the adjudication of certain matters relating to, and disposition of juveniles.

Juvenile Delinquency is a legal concept and every statutory definition of delinquency includes violations of laws and ordinances by children. Traditional Offences such as burglary, assault, traffic violations and others applied to juveniles and Status Offences which are acts prohibited to children but not to adults have been classified under the category of Delinquency.

Three major definitions have gained prominence and these are based on (1) Commission of Delinquent act (2) Arrest (3) Adjudication.

**Juvenile Offenders:** Juvenile delinquent is defined as any individual of minority age who commits a delinquent act. Self-report studies reveal 90 to 95 percent of all youths fall into this category. But the self-report method is widely criticised. Self-reports at times result in over-reporting or under-reporting of law violating behaviours.

**Arrested Juveniles:** As per the definition, juvenile delinquency involves all minors who have been arrested by law enforcement agencies. Research studies do not support this assumption. The use of the arrest criterion also imply that all juveniles who are arrested actually committed the alleged offences. This is a strange assumption because about one half of the juveniles arrested would not even be referred to Juvenile Court. Arrest statistics are readily available for analysis and Comparison of juvenile offenders from differing
jurisdictions and this could be attributed to the advantage of arrest statistics.

**Adjudicated Juveniles:** The third type of definition involves adjudication by a Juvenile Court. According to the legal definition, only those juveniles adjudicated by a juvenile court are included. In a strict legal sense, the Juvenile Delinquent is a youth so adjudicated by a juvenile court. It also has the same problems as those definitions based on the arrest records. The findings resulting from adjudication (i.e. official court application of the delinquency label to an individual) differ qualitatively in criminal and delinquency proceedings. Criminal proceedings determine innocence or guilt of the accused in alleged criminal behaviour whereas juvenile proceedings are not based on a finding of guilt in regard to an offence. A delinquency finding expresses the court's belief that the child is in need of the court's protection and guidance. The offence studied in the court proceeding is not the problem at issue but may be considered as a symptom of the disorder which requires the attention of various agencies in the community, with the aim of preventing delinquency.

**Theories of Delinquency:**

The psycho-analytic theory of Sigmund Freud 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 the psycho-sexual stages, 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 the id, the
ego and the super ego. These parts correspond to the primitive instincts (id), the sense of self (ego) and the conscience (super ego) respectively. When drives to satisfy, sexual desires are repressed or the level of control over them is abnormally low, various behaviour disorders develop. Thus, some individuals become socially aggressive and some passive. When the personality is badly wrapped, anti-social actions including Juvenile Delinquency can occur.

The Individual Approach: (Healy and Bronner 1936)

These authors place a heavy emphasis on the child's feeling secure in the family being accepted by peers and other groups and receiving recognition to make a satisfactory adjustment to the environment. The delinquent according to these authors has universally been a child who at some stage of his development has been blocked in his needs for satisfying relationships in his family circle, whereas a non-delinquent has nearly always been without any such acute frustrations. His relationship with those in his immediate social environment has been much more satisfying.

MULTIFACTOR APPROACH:

Sheldon and Glueck (1959) state that persistent delinquency can be the result, not only of one specific combination or pattern of factors that marked the differentiate delinquents from non-delinquents. They used the multi-factor approach in comparing five hundred delinquents with five hundred non-delinquents, and concluded that the delinquency of the youngsters could not be blamed on any one set of factors. The delinquent behaviour was the
result of a combination of intellectual, social, temperamental and physical factors. In general, personality characteristics account for Delinquency.

PERSONALITY AND CRIME:

EYSENCK'S THEORY OF CRIME:

Eysenck's (1964) theory is a controlled theory, that incorporates biological, social and individual factors. The basis of this theory is that through genetic endowment some individuals are born with cortical and autonomic nervous systems which affect their ability, or more properly to condition to, environmental stimuli.

An individual's behaviour, influenced by both biological and social factors, defines his/her personality.

Eysenck (1959) defined two dimensions of personality, namely, extraversion Introversion and neuroticism. The later work of Eysenck and Eysenck (1968) described a third dimension psychoticism. The extravert is cortically under aroused and therefore is continually seeking stimulation to maintain the critical arousal at an optimal level. An extravert is impulsive and seeks excitement. The introvert in contrast is cortically over aroused and therefore tries to avoid stimulation to keep arousal levels down to a comfortable, optimal level. Introverts are quiet and reserved. In terms of conditioning, the theory maintains that extraverts conditioned less efficiently than introverts.

Neuroticism, called emotionality is organised to be related to the functioning of the autonomic nervous system (ANS). Highly neurotic individuals display moody and anxious behaviour. Low
neurotic individuals have a very stable ANS and so are calm and even tempered behaviour even under stress neuroticism is also linked with conditionality. High neuroticism leads to poor conditioning. Low neuroticism leads to efficient conditioning.

The third personality dimension, namely, psychoticism (P) assess attributes such as a preference for solitude, a lack of feeling for others, sensation seeking tough mindedness and aggression.

The relationship between personality and crime has been described and refined by Eysenck (1964, 1970, 1977). The principal assumption is that children learn to control anti-social behaviour through the development of 'conscience'. This conscience, Eysenck maintains, is a set of conditioned emotional responses to environmental events associated with the antisocial behaviour. Eysenck suggests that in general, we would expect a person with strong antisocial inclinations to have high P, high E and high N scores. Training involves giving rewards for desired behaviour and punishment for undesired behaviour. Just as punishment for undesired behaviour come to be anticipated, children develop an internal sense that previously rewarded behaviour is pleasurable. This process of learning through training is called operant conditioning. According to Eysenck, extraverts are considered to be difficult to train through operant conditioning and are more likely to become Delinquents.

FEMALE DELINQUENCY:

Juvenile Delinquency is more common among males. In the past, the ratio of males to females arrested or referred to juvenile
courts has been relatively constant at four-to-one. By 1973, the ratio of males to females had narrowed to three-to-one. Approximately 22 percent of all juvenile arrests in 1975 involved females. And it is obvious that the gap between male and female arrests is narrowing. Formerly, overly aggressive or hostile offences were more common among males and arrest statistics confirmed this. Females were more likely to engage in non-aggressive, private offences. In recent years, females have increasingly engaged in activities that involve hostile behaviour.

PERSONALITY:

Emotional, temperamential and intellectual factors generally serve as a focus. Underlying these typologies is the assumption that personality guides or produces behaviour tendencies. Jenkins and Hewitt (1944) developed an empirical typology on the basis of their clinical experience in a child guidance institute. They examined 500 juvenile cases and identified three delinquent types.

Type I is the overly inhibited personality. These children tend to display neurotic symptoms including shyness, tics, nail biting and other indications of fear, anxiety and tension. These children under pressure tend to be excessively good and develop few emotional outbursts. Every 'bad' act bring anxiety because of the fear of parental rejection or loss of love.

Type II is the under-inhibited personality. This type of children have not developed adequate controls over their impulses. The child appears to be unsocialized and extremely aggressive. These children express little or no guilt following the commission of
delinquent act. They often do not get along with other children and have few friends because they tend to be selfish, bossy and antagonistic.

Type III is the pseudo social delinquent children. This type appears normal but they possess a 'shell' so that they have no inhibitions against premature impulses toward people who are not a part of their in-group.

Psychological tests have been used to establish indirect links between personality and delinquency. Conger and Miller (1966) claim to have found a relationship between personality and delinquency. According to them, delinquents exhibited more hostility toward authority-figures than do non-delinquents. They also found that delinquents and non-delinquents did not differ significantly on neuroticism scales, orientation to the family or value-orientation. The studies indicated that institutionalised delinquents were more likely to feel isolated, deny the existence of their problems, be less mature and exhibit more concern about whether they are normal.

O'kelly (1955) found that adolescent female delinquents had a high rate of separation from their mothers in the first six months to five years of their lives and of 'gross rejection' by their mothers before they committed their offences.

Cowie et al (1968) studied people under 18 charged with indictable offences and found that female delinquents had more psychiatric abnormality and morbidity, then male delinquents.
Koller (1971) reported delinquent girls to have suffered more paternal deprivation than delinquent boys.

With respect to family problems, Ganzer and Sarson (1973) found that female delinquents had come from more disorganised, less socially adequate families.

Caplan, Awad, Wilks and White (1980) carried out a psychological exploration of sex differences in a delinquent clinic population. They reported boy: girl ratios varies but at all levels of the juvenile justice system, they found at least 4 to 6 boys for every girl. Girls were more likely to be charged with sexual offences, running away, ungovernable conduct, non-aggressive offences, status offences, incorrigibility, lying and being beyond control.

According to Eysenck (1974) delinquent behaviour is a deviant behaviour. He defines deviant behaviour as a "psychological handicap". In other words, it is nothing but the under or over functioning of any psychological system.

Hence, in the present study an attempt has been made to get a picture of the cognitive styles and learning styles of delinquent and non-delinquent girls.

SIGNIFICANCE OF THE PRESENT STUDY:

In the history of cognitive psychology, there are two important fields. One stream lies within the area of learning theory where there has been a trend toward greater emphasis on the active role of the individual in the process of acquisition, storage and retrieval of information (Neisser 1967).
The second stream originated within the area of perception where the theory of cognitive styles emerged during 1950s, dissolving the boundaries between traditional areas of psychological study. Cognitive styles were defined as dimensions of individual differences involving the form of cognitive functioning, with expressions in perceptual, intellectual, social, interpersonal and personality - defensive processes. Research on the relationship between perception and learning is thus a natural outgrowth of cognitive style.

Research on cognitive styles is relatively less explored in India. Pande (1970) studied field independence-dependence among college students in Nagpur. Nirmala (1977) explored cognitive styles such as field independence - dependence, conceptual styles and reflectivity - impulsivity among boys in English medium school. The results indicated that the three cognitive styles were inter-related and were related to abstract intelligence and extraversion.

AIMS AND OBJECTIVES:

The present study aims to determine Field Independence style of functioning, conceptual styles such as descriptive analytical; functional - relational and categorical - inferential and also the styles of learning such as concrete experience; reflective observation; abstract conceptualisation; active experimentation; among female delinquents and non-delinquents.

The pioneers in the field of delinquency in our country are: Shanmugam (1944) and Shankar (1955). Juvenile Delinquency has many facets and requires a multi disciplinary approach.
DELINQUENCY:

The term 'Delinquency' is a legal one. Very few psychologists who worked in this area accepted the legal definition. For example, William Healy (1925) and Cyril Burt (1936) who pioneered the idea of treatment of delinquency, approached delinquency as a psychological problem - emotional maladjustment, accepted the legal definition of Delinquency. Eysenck who dealt with crime, psychology of crime accepted the legal definition of crime. Therefore, in this investigation, the same procedure was followed.

Delinquency, therefore is defined as the violation of the provisions of Juvenile Justice Act. Juvenile Justice Act has two aspects namely, one dealing with delinquents, the other with destitutes. In this investigation, provisions dealing with delinquency are followed. Accordingly, delinquent act includes stealing, cheating, hurting, homicide and prostitution.

Before Juvenile Justice Act, the different Indian states had 'children acts' with provisions that varied from state to state. A comprehensive act was passed in 1986 by the Indian Parliament and was ratified by legislative assemblies of the different states. Now, we have uniform laws governing Juvenile offenders all over the country. The terms used in children act, were modified in the Juvenile Justice Act of 1986. For example, the term 'Juvenile' is used to refer to individuals below 16 years of age if they are male; and 18 years of age if they are female. Individuals previously described as destitutes were treated as delinquents. But now they are treated separately. The term 'approved schools' was also changed to 'Juvenile Homes' etc..
In the present investigation only juvenile delinquent girls convicted of stealing are included in order to control the factor crime. This is one of the reasons for confining the delinquent age to forty one, in the present investigation.

The Indian ministry of Home Affairs, publishes Crime in India annually, which gives statistics regarding Crime and delinquency in India. The data for this publication are from the files of the Directors - General of Police, in each state which maintains 'Research Cells' to collect information regarding delinquency and crime in their territories. Since it is the only source of data, there is no alternative but to quote the figures, reported in the publications to give an indication on delinquency and crime in India.

There has been steady increase in the incidents of Delinquency. Shanmugam (1982) has given figures from 1961 to 1974. The data has shown that the percentage of Juvenile crime to total crime, increased from 2.58 to 3.41 in 1974. In the 1981 publication of Crime in India, figures from 1970 to 1981 are given, which shows an increase from 3.4 percent in 1974 to 4.4 percent in 1981. The increase during the eleven year period from 1970 to 1981, namely, 3.8 percent is considerable indeed.

Females play a dominant role in the socialisation process of young children. They are primarily responsible for the character and conduct of the individuals. The children mirror the characteristics of their parents, especially their mothers. So females are the foundation for the society of good citizens. The children of today are the citizens of tomorrow. So if the females on whose shoulders lie such a
In the present investigation only juvenile delinquent girls who convicted of stealing are included in order to control the factor of crime. This is one of the reasons for confining the delinquent sample to forty one, in the present investigation.

The Indian ministry of Home Affairs, publishes Crime in India annually, which gives statistics regarding Crime and Delinquency in India. The data for this publication are from the offices of the Directors - General of Police, in each state which maintains 'Research Cells' to collect information regarding delinquency and crime in their territories. Since it is the only source of data, there is no alternative but to quote the figures, reported in the publications to give an indication on delinquency and crime in India.

There has been steady increase in the incidents of Delinquency. Shanmugam (1982) has given figures from 1961 to 1974. The data has shown that the percentage of Juvenile crime to total crime, increased from 2.58 to 3.41 in 1974. In the 1981 publication of Crime in India, figures from 1970 to 1981 are given, which shows an increase from 3.4 percent in 1974 to 4.4 percent in 1981. The increase during the eleven year period from 1970 to 1981, namely, 3.8 percent is considerable indeed.

Females play a dominant role in the socialisation process of young children. They are primarily responsible for the character and conduct of the individuals. The children mirror the characteristics of their parents, especially their mothers. So females are the foundation for the society of good citizens. The children of today are the citizens of tomorrow. So if the females on whose shoulders lie such a
In the cognitive approach, an individual is viewed as a kind of information processing machine that transforms and organises perceptual input (Sollod and Watchel 1991).

The current trend to incorporate cognition within the realm of a cognitive-behavioural approach reflects an interest in internal mediating processes which includes the assumptions and attribution tendencies of offenders as they have an impact on overt behaviour (Sollod and Watchel 1980). The Cognitive behavioural approach views an individual as a complex product of personal, biological and environmental forces. The individual's learning process is seen as informally mediated rather than a product of classical or operant conditioning (Mahoney 1979).

The common problem among Delinquents is impulsivity (Kendall and Finch 1979). From the cognitive point of view impulsive children have cognitive deficits and they also lack task facilitating cognitions. These deficits result in an absence of problem solving skills and verbal mediations, inaccurate responses and excessive behavioural switching. The intervening factors such as diffused differentiation, external frame of reference, faulty conceptualisation, lack of abstract intelligence together, play a large role in the development of delinquent behaviour. Because Delinquency is a learned behaviour, it can be modified into a desirable and socially accepted form.

Since not many studies have been done in India, on delinquency and cognition, an attempt has been made to view the problem of delinquency from the point of view of the cognitive behavioural approach. The present investigation has
attempted to study the pattern of cognitive styles and learning styles among girl children and further intended to compare those factors among the delinquent and normal girls. The purpose of the present investigation is to make a comparative study of the cognitive styles and learning styles of delinquent and non-delinquent girls. It is hypothesised that delinquent and non-delinquent girls will differ significantly in field dependence - as well as in their styles of conceptualisation and learning.

Delinquency is influenced by personal or psychological factors as well. Learning is one such factor. Bandura, (1971) has argued that children learn primarily through observation or vicarious learning. They learn by imitating a model from the family, school, society or mass media. This is known as social learning. Hence, the Learning Styles of adolescents may be identified as a way to prevent delinquency.

Delinquency is a psychosocial problem. In a developing country like India, the problem of delinquency is becoming increasingly complex necessitating an empirical study of the problem within the Indian context. Of course, the majority of the studies have dealt with social factors contributing to delinquency. A few studies explored the personality and motivational aspects of delinquency. An exhaustive review of Indian studies indicate a lack of focus on cognitive styles and learning styles among delinquent girls in India. Hence an attempt has been made in the present investigation to (1) compare delinquent girls and non-delinquent girls on their cognitive styles, conceptual styles and learning styles, intelligence and dimensions of personality described by Eysenck.
The present investigation also attempts to (2) determine the extent of relationship between the variables such as field-independent style of Functioning, conceptual styles, learning Styles, intelligence and personality dimensions described by Eysenck and (3) to explore the factors contributing to female delinquency in Indian context.

It is hoped that the knowledge derived from this study will be useful in itself for identifying potential delinquents and developing the effective correctional programme which may reduce the rate of female delinquency.