1.0.0 Introduction

“Supreme value of youth period is incalculable and indescribable. Youth life is the most precious life. Youth is the best time. The way in which you utilize this period will decide the nature of coming years that lie ahead of you.”

- Swami Vivekananda

Present research work belongs to the area of adolescents’ behaviour. Behaviour generally refers to the way in which an individual or an organism moves and acts for fulfilling the needs. In all functions the individual has to contact different types of people and perform various kinds of activities or behaviours such as feelings, emotions, sensation, perception, motivation, abilities, and intelligence and so on. All these components of behaviour and their integrated form are called personality. Therefore the individuals’ organised behaviours totally are referred to their personality. Behaviour is different with all stages of growth and development. There are mainly four stages of human beings i.e. Infancy, Childhood, Adolescents, Adulthood, and Old age. Among all the stages adolescence is one of the important periods of life.

While considering the behaviour and personality of adolescents the important attribute is —temperament! as all the actions, reactions and even the thought process and the opinion formation is influenced by the temperament itself, so it is very important to understand personality with the reference to the temperament and its role in studying Juvenile Delinquency. The impact of temperament could be understood in the following way, just as spoiling the
clean water in an unclean/dirty container, will make the water dirty, similarly if
the temperament is not balanced then things around anybody will not be
perceived as they should be. They will get coloured according to the
temperament. Thus, if the temperament is not on the right track, it may ruin the
candidate completely.

Another attribute of personality is —creativity— which in adolescent
stage, in particularly, enables them to manifest their abilities in multiple
innovative ways. Conducive environment at this stage will lead to direct their
capabilities for meaningful, productive, efficient and constructive life. At this
stage external factors influence individuals to express their thoughts by different
modes but many of them are not able to express their views and novel creative
thoughts efficiently. At same time when they are ignored by their surroundings
while keeping their ideas in front of others, they stop themselves to present
something innovative. If they will be having some better opportunities to express
themselves as they are then they can be efficient, capable and confident
personalities in future. While talking of delinquent adolescents, the temperament
and creativity attributes carry special significance. Delinquency in adolescents
is manifested in the form of their antisocial and undesirable behaviour.

A flowing river polluted at source will carry the dirty water only
throughout the area where it will flow. Similarly the young mind diverted at
eyearly, age will be a great risk to society and such situation is very difficult case
to handle and bring back to desired performance levels. This sensitivity and the
severity itself calls for immediate attention and preventive as well as curative
measures to stop or limit the problems with society as a whole and
young/adolescent at individual level.
As it is very well known fact that the adolescents being very tender are very prone to take the things from his/her environment without discretion, it is very important to educate them about right/wrong and other social norms. However, accounting to various reasons many a time these minds full of energy gets diverted and get indulged into activities which socially unacceptable. This is not a new problem, though in present scenario with the advancement of the industrialization and urbanization this has taken a more alarming face. The Juvenile Delinquency has now attended the attention of Psychologists, Sociologists, Criminologists and the Correlation workers.

Addressing this problem at right time with right approach can prevent the problem to enter into uncontrollable stage. This will not only help individual to come out from the marsh of drudgery, threat and negativity, and will channelized their energy towards right directions to give them a better life options with the self respect, dignity and future prospects; but at same time it will free society from the black scar of Juvenile Delinquency.

1.1.0 Adolescence Stage

The word adolescence is Latin in origin, derived from the verb “adolescere”, which means "to grow into adulthood". Adolescence is a time of moving from the immaturity of childhood into the maturity of adulthood. These transitions are biological, cognitive, social, and emotional. Adolescence stage has been described as the teenage years in between 12–21 year and can be considered as transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "tween" years (ages 9-11). Adolescence can be a time of both disorientation and discovery. The transitional period can
bring up issues of independence and self-identity. During this time, peer groups and external appearance tend to increase in importance.

It is characterized by innumerable and unique problems. With the demands of globalization, the nature and number of challenges have become still more as compared to the yester years. Family, which plays an important role in the personality development of adolescents, is undergoing structural, emotional and interactional transformations.

Adolescence is filled with many changes, making it a psychologically intriguing stage of development. The adolescents experience rapid maturational changes, shifting societal demands, conflicting role demands, increasingly complex social relations, and new educational expectations (Montemayor, Adams, & Gullotta, 1990, Wigfield, Byrnes, & Eccles, 2006). These intense changes have led many researchers to view adolescence as a time of challenge with the potential for both positive and negative outcomes. While most individuals pass through this developmental period without excessively high levels of —storm and stressl, many individuals do experience difficulty. For example, in their study of the four stages of life, Lowenthal, Thurnher, and Chiriboga (1975) found that 40% of respondents rated adolescence as the worst time of life much higher than any other stage of the life course. Recent research has specifically targeted the early adolescent years as a critical point in development. At this stage they found problems relatively more in number than during early childhood. Though in general, younger children are well behaved, feel good about them, and do well in school during those years.

Adolescence is a time of many transitions for both teens and their families. To ensure that teens and adults navigate these transitions successfully, it is important for both to understand what is happening to the teens physically,
cognitively, and socially; how these transitions affect teens; what adults can do; and what support resources are available. As we want to understand the behaviour of adolescents; we need to keep in mind that while all teens develop, they all don’t follow the same timeline.

The period of adolescence is most closely associated with the teenage years, though its physical, psychological and cultural expressions may begin earlier and end later. For example, although puberty has been historically associated with the onset of adolescent development, it now typically begins prior to the teenage years and there have been a normative shift of it occurring in preadolescence, particularly in females. Physical growth, as distinct from puberty (particularly in males), and cognitive development generally seen in adolescence, can also extend into the early twenties. Thus chronological age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence. A thorough understanding of adolescence in society depends on information from various perspectives, most importantly from the areas of Psychology, History, Sociology, Education, and Anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose purpose is to prepare children for adult roles. It is a period of multiple transitions involving education, training, employment and career, as well as transitions from one living circumstance to another.

**Adolescence Stage in Indian Social system:**

In the ancient Indian social system, human life divided in to four Stages/Ashrams known as; **Brahmacharya Ashram** (6-25 years of age), **Grahastra Ashram** (25-50 years of age), **Vanprastha Ashram** (50-75 years of age), and **Sanyas Ashram** (75-Antim Sansakar). The adolescence stage comes under Brahmacharya Ashram (Apprenticeship). This is the first ashram
(stage of life) of human development stages. In this stage, the child learns the basic skills and abilities in relation to his/her future role as a responsible and productive adult.

1.1.1 Stages of Adolescence

A) Early Adolescence (12-13 Years of Age)

B) Middle Adolescence (14 – 18 Years of Age)

C) Late Adolescence (19 – 21 Years of Age)
The present research mainly focuses on the middle adolescence stage. At this stage of middle adolescence, the concept of self appears in different dimensions. Various changes get started at pre-adolescence stage of 09-11 years that continue to the next stage of 12-13. While considering the age between 14-18 years, major cognitive and psychological development takes place; some new aspect develops like morality, insight, identity, emotionality, initiative, humour, creativity and independence. It makes a person to grow positively and become a good adult in future.

The end of adolescence and the beginning of adulthood varies by country and by function. Even within a single Nation, State or culture there can be different ages at which an individual is considered (chronologically and
legally) mature enough for society to entrust them with certain privileges and responsibilities. Such milestones include driving a vehicle, serving in the armed forces or on a jury, purchasing and drinking alcohol, voting, entering into contracts, finishing certain levels of education, having legal sexual relations, and marriage. Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians and less supervision as compared to preadolescence.

1.1.2 Characteristics of Adolescence

A. Adolescence is an Important Period

Adolescence age is one of the periods when both the immediate effects and long term effects are important. Some periods are important for their physical and some are for their psychological effects. Adolescence is an important for both the effects. In this period rapid mental developments occur.

B. Adolescence is a Transitional Period

The adolescents at this time neither a child nor an adult. So Adolescents is a transition period. Transition does not mean a break with or a change from what has gone before but rather a passage from one stage of development to another. The physical changes that take place during the early years of adolescence influence the individual’s behavioural level and lead to revaluation and a shifting adjustment of values. During transitional period the individuals’ status is vague and there is confusion about the roles the individual is expected to play.

C. Adolescence is a Period of Change

The rate of change in attitudes and behaviour during adolescence parallels the rate of physical change. During early adolescence when physical changes are rapid, changes in behaviour and attitude also rapid. There are five universal concomitants of the changes that occur during adolescence. The first is heightened emotionally, the intensity of which depends on the rate at which
the physical and psychological changes are taking place. Second the rapid changes that accompany sexual maturing make young adolescents unsure of themselves of their capacities and of their interests. Third changes in their bodies, their interests and in the roles the social group expects them to play create new problems. Fourth, as interests and behaviour patterns change, so do value. They recognize quality as more than quantity. Fifth, they want and demand independence, they often get dread of the responsibilities that go with independence and question their ability to cope with these responsibilities.

D. Adolescence is a Problem Age

This age is often difficult for both boys and girls to cope with. There are two reasons for this. First, throughout childhood, their problems were met and solved, in part at least, by parents and teachers. Second, adolescents want to feel that they are independent and they demand the right of coping with their own problems.

E. Adolescence is a Time of Search for Identity

In the early years of adolescence, conformity to the group is still important to boys and girls. Gradually they begin to crave for identity and are no longer satisfied to be like their peers in every respect as they were earlier.

Erikson has explained how they search for identity —In their search for a new sense of continuity and sameness. Adolescents give up refight many of the battles of earlier years, even though to do so they must artificially appoint perfectly well meaning people to play the roles of adversaries. They are ever ready to install lasting idols and ideals as guardians of a final identity. The integration now taking place in the form of ego identity is more than the sum of childhood identificationsl.

F. Adolescence is a Time of Unrealism

Adolescence has a tendency to look at life through rose-tinted glasses. They see themselves and others as they would like them to be rather than as
they are. This is especially true for adolescent aspirations. These aspirations are in part responsible for the heightened emotionality characteristic of early adolescence not only for themselves, but also for their families and friends.

G. Adolescence is the Threshold of Adulthood

Adolescents are anxious to shed the stereotype of teenagers and to create the impression that they are near-adults. They start dressing and acting like adults. They begin to concentrate on behaviour that is associated with the adult status: shaving, caring, smoking, drinking, using drugs and engaging with sex for example. They believe that this behaviour will create the image they desire.

1.1.3 Changes during Adolescence

A. Physical Changes

(i) Body Changes during Adolescence

During the adolescent age, a lot of internal and external bodily changes have to be observed, these are:

External Changes: changes which one can see and observed by others i.e. height, weight, body proportions like the trunk broaden, change in voice, and changes in sex organs.

Internal Changes: Changes which one cannot see i.e. digestive system, circulatory system, respiratory system, endocrine system and body tissues.

(ii) Variations in Physical Changes

It is true that at all ages there are individual differences in physical changes. Individual sex differences are especially apparent. Even though boys start their growth spurt later than girls, their growth continues longer with the result that at maturity, they are usually taller than girls. Boy’s muscles grow larger than girl’s muscles.
(iii) **Effects of Physical Changes**

As strength follows growth in muscle size, boys generally show their greatest increase in strength after the age of fourteen, while girls show considerable improvement up to this age. Girls generally attain their maximum strength at about seventeen while boys do not attain their maximum strength until they are twenty one or twenty two.

**B. Emotionality during Adolescence**

As one has said that, —adolescence period is of storm and stress‖. They feel emotional tension resulting from the physical and glandular changes. They are happy but they become despondent when things begin to go wrong. They get upset so much when any small thing goes wrong. They need emotional support from their friends as well as their family and relatives. Adolescent emotionality can be attributed mainly to the fact that boys and girls come under social pressures and face new conditions for which they have not prepared themselves during childhood.

They express their anger by sulking, refusing to speak or loudly criticizing those who make them angered, often they may not feel sorry themselves. They are likely to take a part-time job to earn money for the material possession.

**C. Social Changes**

One of the most difficult tasks of adolescence relates to social adjustments. These adjustments must be made with the opposite sex in a relationship that never existed before and with adults outside the family and school environments. As adolescent spend most of the time outside the home with peers, so peers have a greater influence on adolescents‘ attitudes, speech, interests, appearance and behaviour than the family has. The peer group is the adolescent‘s real world, providing him/her a stage to try out himself/ herself and others. They want to create new social grouping. They have two or three
close friends of same sex and have similar interest and attitudes. Sometimes, close friends may quarrel also.

D. Changes in Morality

Adolescents are capable of devising new and idealistic social orders to which all are expected to conform; we may view them as moral philosophers. A number of researchers have noted that adolescence is a transition stage in moral development. The adolescents is concerned with what is right as opposed to what is wrong, reflecting an emerging sense of justice. They become preoccupied with personal and social moral codes. As they gain the competency to understand alternative points of view they see that moral codes are relative, not absolute. These changes result in some conflict between moral conduct and moral thinking during adolescence.

1.1.4 Concerns of Adolescents

There are so many concerns of Adolescents. Here are some concerns:

A. Psychological Concerns

1. Uniqueness: Self-awareness helps adolescent to understand themselves and set up their personal distinctiveness. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image. Adolescent girls are brought up with several stereotyped gender roles. Boys build their “egos” to assume masculine roles. “Suffering in silence” is seen as a virtue among females.

2. Managing Emotions: Adolescent has experience changes in their mood regularly; it may be reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. They do not have a supportive environment in order to share their concerns with others.

3. Building Relationships: As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have
high expectations from them and do not understand their feelings. Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

4. Resisting Peer Pressure: Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and take on to experimentation at greater risk. Aggressive self conduct, unsafe sexual behaviour and drug use involve greater risks with regard to physical and mental health. The experiment with smoking and milder drugs often leads to switching over to hard drugs and addiction in later stage.

B. Health Concerns

1. Understanding the process of growing up: Body image and rate of growth in relation to peers is a major concern of young adolescents. Misconceptions about menstruation, masturbation and nocturnal emissions cause stress. Social norms and inability to share their concerns with others make it even more stressful.

2. Acquiring Information: Exposure to media and mixed messages from the fast changing world has left adolescents with many unanswered questions. The widening gap in communication between adolescents and parents is a matter of great concern. Adolescents seek information from their peer group who are also ill informed.

3. Communicating and negotiating safer sexual practices: Sexually active adolescents face greater health risks. Their knowledge of contraceptive and use of condom to prevent sexually transmitted infections is limited. They have poor skills to communicate, negotiate and assert. These increase vulnerability to STIs/HIV infection. Adolescent females are more susceptible to such infections due to biological structure, inferior status within gender relationship, lack of awareness about personal hygiene and safe sex.
1.2.0 Temperament

Every child is born with his or her own unique temperament (McClowry, 2003). Temperament is of special interest, as it is a good predictor of child behaviour in the future (Ramos, Guerin, Gottfried, Bathurst, & Oliver, 2005). Temperament is a window through which children see and react to the world. It is most apparent during times of stress and change in the child's life. Temperament is not to be confused with "Temper" or "Temper Tantrum", as children can respond to their environment in both positive and negative ways (McClowry, 2003).

Temperament, in psychology is an aspect of personality concerned with emotional dispositions, reactions, their speed, and intensity. The term is often used to refer to the prevailing mood or mood pattern of a person. It arises from our genetic endowment. It influences and is influenced by the experience of each individual, and one of its outcome is the adult personality. Mary, et.al (2004) suggested that understanding temperament is central to understanding personality. Individual differences in temperament have implications for development in infancy and childhood, and they form the core of personality as it develops. Temperament also provides process oriented models that are often lacking in trait theories of personality. Temperament is a relatively permanent feature that carries on into adolescence and adulthood. However, parenting styles interact with child temperament in that; parents have the power to modify maladaptive temperament characteristics through optimal parenting styles (Sclafani, 2004).

1.2.1 History and Development

The word temperament originated from Roman word “temperamentum”. The meaning of —temperamentum! is an impartial mixture of bodily humours. Temperament theory has its roots in the
ancient four humour theory. It may have origin in ancient Egypt or Mesopotamia, but it was the Greek physician Hippocrates (460–370 BC) who developed it into a medical theory. He believed certain human moods, emotions and behaviours were caused by an excess or lack of body fluids (called "humors") i.e. blood, yellow bile, black bile, and phlegm. According to McClowry, there are five main principles of a child's temperament: (1) each child is born with an individual temperament; (2) temperament contributes to how the child acts in situations and reacts to emotional situations; (3) temperament is most noticeable in times of stress, change and transition periods; (4) temperament is reluctant to change; and (5) the goodness-of-fit model is the preeminent way to parent and children.

Galen (AD 131–200) developed the first typology of temperament in his dissertation “De temperaments”, and searched for physiological reasons for different behaviours in humans. He classified them as hot/cold and dry/wet taken from the Four Elements. There could also be "balance" between the qualities, yielding a total of nine temperaments. The word "temperament" itself comes from Latin "temperate", means "to mix". In the ideal personality, the complementary characteristics like warm-cool and dry-moist were exquisitely balanced. In four less ideal types, one of the four qualities was dominant over all the others. In the remaining four types, one pair of qualities dominated over complementary pair; for example, warm and moist dominated cool and dry. These latter four were the temperamental categories Galen named "sanguine", "choleric", "melancholic" and "phlegmatic" after the bodily humours, respectively. Each was the result of an excess of one of the humours that produced, in turn; the imbalance in paired qualities. Each of the four types of humours corresponded in ancient times to a different personality type. These were associated with a domination of various biological functions.
Sanguine (Warm Wishes)

Phlegmatic (Slow Moving)

Melancholic (depressed/Sad)

Choleric (Quick/to react /Hot Tempered)

Figure 1.3: Types of Temperament

a. Sanguine / Warm, Pleasant

The sanguine temperament is traditionally associated with air. People with this temperament tend to be playful, lively, sociable, carefree, talkative, and pleasure-seeking. They may be warm-hearted and optimistic.

b. Choleric / Quick to react, Hot Tempered

The choleric temperament is traditionally associated with fire. People with this temperament tend to be egocentric and extroverted. They may be excitable, impulsive, and restless, with reserves of aggression, energy, and/or passion.
c. Melancholic / Depressed, Sad

The melancholic temperament is traditionally associated with the element earth. People with this temperament may appear serious, introverted, cautious or even suspicious. They often prefer to do things themselves, for two reasons, first is to meet their own standards and second as they are not inherently sociable.

d. Phlegmatic / Slow-Moving, Apathetic

The phlegmatic temperament is traditionally associated with water. People with this temperament may be inward and private, thoughtful, reasonable, calm, patient, caring, and tolerant.

**Temperament – Indian Philosophy**

The concept of temperament is very close to the Guna Theory. Gunas are the character or qualities of a person that govern ones‘ nature and behaviour. The Sankhya School of Indian philosophy describes that the whole universe is a manifestation of Mula-Prakriti; it has three components i.e. Satwa, Rajas and Tamas. The Prakriti consists of these three ever-changing Gunas. The 14th chapter of Bhagwat Geeta explained these three types of character or quality as guna that are exist together in equilibrium.
A number of ancient Indian literatures refer to **Trigunas (Satvik, Rajsik and Tamasik temperament)** which are opined to be native predispositions (Samsakara). The dominant of the Guna naturally colors the personality. (Kapur, 1995).

- **Satwik**: Pure and wise.
- **Rajasik**: Ambitious and passionate.
- **Tamasik**: Greedy, dark and sluggish.

Satwik people are kind, concerned, truthful, devoted and enlightened. Rajasik traits are, jealousy, greediness, dominance, passionate and pride etc and tamasik characteristics are laziness, violence, ignorance, theft and sinful activity etc.

### 1.2.2 Traits of Temperament (Models):

#### A. Chess and Thomas Model:

Chess and Thomas has identified 9 temperamental traits, and these are:

**i. Activity Level:** This is the child’s —idle speed! or how active the child is generally. Highly active children may channelize such extra energy into playing sports successfully, may perform well in high-energy careers and able to keep up with many different responsibilities.

**ii. Distractibility:** The degree of concentration and paying attention displayed when a child is not particularly interested in an activity. This trait refers to the ease with which external stimuli interfere with ongoing behaviour. High distractibility is seen as positive when it is easy to divert a child from an undesirable behaviour but seen as negative when it prevents the child from finishing school work.

**iii. Intensity:** The energy level of a response whether positive or negative. Intense children are more likely to have their needs met and may have depth and delight of emotion rarely experienced by others. These children may be gifted in dramatic arts. Intense children tend to be exhausting to live with.
DIMENSIONS OF TEMPERAMENT
(CHESS AND THOMAS MODEL)

- **ACTIVITY LEVEL**
  Level, Tempo and frequency of motor behaviour

- **DISTRACTIBILITY**
  Effectiveness of external stimuli in altering the direction of ongoing behaviour

- **INTENSITY OF REACTION**
  Energy level of response ranging from mild to strong, regardless of whether reaction is positive or negative

- **REGULARITY**
  Biological rhythmicity and functions such as sleeping, feeding, elimination.

- **THRESHOLD OF RESPONSIVENESS**
  Intensity level of stimulation necessary to evoke a response

- **APPROACH/ WITHDRAWL**
  Nature of initial response to new stimuli such as people, food, toys etc

- **ADAPTABILITY**
  Ease with which child responds to new stimuli of change in situation

- **PERSISTENCE/ATTENTION SPAN**
  Continuation of an activity in spite of obstacles and length of time a particular activity persuade

- **QUALITY OF MOOD**
  Balance of pleasant, joy full, friendly behaviour compared to unpleasant, crying, unfriendly behaviour

*Figure 1.5: Dimensions of Temperament: Chess and Thomas*
iv. **Regularity**: The trait refers to the predictability of biological functions like appetite and sleep. As grown-ups irregular individuals may do better than others with travelling as well as be likely to adapt to careers with unusual working hours.

v. **Sensory Threshold**: Related to how sensitive this child is to physical stimuli. It is the amount of stimulation (sounds, tastes, touch, temperature changes) needed to produce a response in the child. Highly sensitive individuals are more likely to be artistic and creative.

vi. **Approach/Withdrawal**: Refers to the child’s characteristic response to a new situation or strangers. Slow-to-warm up children tends to think before they act. They are less likely to act impulsively during adolescence.

vii. **Adaptability**: Related to how easily the child adapts to transitions and changes, like switching to a new activity. A slow-to-adapt child is less likely to rush into dangerous situations, and may be less influenced by peer pressure.

viii. **Persistence**: This is the length of time a child continues in activities in the face of obstacles. The highly persistent child is more likely to succeed in reaching goals. A child with low persistence may develop strong social skills because he realizes other people can help.

ix. **Mood**: This is the tendency to react to the world primarily in a positive or negative way. Serious children tend to be analytical & evaluate situations carefully.

B. **Buss and Plomin’s Model**

Buss and Plomin (1984), attempted to clarify the legitimate substrates of developmental uniqueness. They proposed a four factor model of temperament based on Allport’s viewpoint. They conceptualized temperament as an individuals’ aspects of individual’s personality that are hereditary, experiential early in childhood, and manifest their presence throughout
development across the existence. They recognized **four dimensions of temperament** namely Emotionality, Activity, Sociability and Impulsivity.

(i) **Emotionality** showed general pessimistic effect of precise elements such as fear and anger.

(ii) **Activity** incorporated essentials such as vigour and tempo.

(iii) **Sociability** included tendencies of gregariousness and preferences to be with others.

(iv) **Impulsivity** included apparatus such as inhibitory control, decision time, sensation-seeking, and perseverance.

According to **Buss and Plomin (1984)**, these dimensions may be experiential in infants, young children as well as in adults. They believed that individuals are often able to select their environment. They used behavioural heredity methodology to validate their theory.

**C. Martin”s Model**

**Martin (1994)**, explained temperament as the genetic basis for human being differences in behavioural, emotional, attentional, and motoric tendencies such as reaction to recompense and penalty; emotional intensity; sociability; and ability to regulate attention. They emphasized the biological character of temperament. **Martin et al. (1994)**, primarily, proposed a seven-factor model of temperament which includes activity level, negative emotionality, task persistence, adaptability, inhibition, biological rhythmicity, and threshold. More recently, **Martin and Bridger (1999)**, argued that a two factor model, consisting of behavioural inhibition and impulsivity or approach, in this two factor model showed the discrepancy in these factors. Their argument was based largely on **Gray”s (1987 & 1991)**, intangible construction, which hypothesizes two major reason systems which form the foundation of temperament and personality. The first one is, the **Behavioural Inhibition System (BIS)**, which involves neurological structures that make the individual
responsive to cue involving reprimand. The second, the **Behavioural Activation System (BAS)**, involves neurological structures that make the character reactive to cues involving rewards. These two systems are self-determining and serve different functions within the individual, with more sensitive individuals learning the cues associated with recompense or punishment more hurriedly than less sensitive individuals. Using the BIS and the BAS as a basis, Martin and Bridger argued that temperament in premature childhood can be organized around two broad behavioural patterns that are essentially behavioural manifestations of the BAS and the BIS. The first of these is behavioural reserve, which is based on the BIS. Children who are rated high on behavioural inhibition have an inclination to physically withdraw or to become emotionally upset when in a social unfamiliar situations. The second of is impulsivity, which is based on the BAS. Impulsivity, as operationalized by Martin, is composed of three unpredictable characteristics -negative emotionality, activity level, and lack of task persistence. Thus, the impulsive child more often expresses negative emotions, particularly negative emotions resulting from aggravation. He or she also lacks the ability to adapt physical action, so he or she is often viewed as highly active, and lacks the ability to continue attention to difficult tasks. The BIS/BAS model allows researchers a more incorporated understanding of the child as it allows us to view temperament in an integrative fashion, rather than as a collection of separate traits.

**D. Rothbart”s Model**

Rothbart (2004), whose attention position in neurobiology, emphasized the biological origins of temperament and it’s relation to the excitability and arousal of biological systems, and to the procedure of concentration. Her assumption of character has its basis the notion that infants will differ early in the manner in which they respond to sensory inspiration (Rothbart & Derryberry, 1981). According to Rothbart (2004), —temperament refers to
behavioural tendencies and attentional capacities that form early core of entity differences in personality. Rothbart and Bates (1998), proposed a hierarchical structure of temperament and articulated three global temperament factors based on studies from immaturity through adolescence as follows; executive control, surgency, and negative effect.

1.3.0 Creativity

Creativity is the ability to make and think up new things, new inventions to solve problems with a new approach, to produce new works in arts, and development of new ideas with originality. Creativity involves adaptability and flexibility of thought which are unconventional. The term process, product, place and person (4Ps) are considered as creativity, when we deal with the adolescents (age group 12 -21 yrs) the focus should be on generating new ideas with originality and authenticity as well as development of that unique idea in them.

Creativity is the ability to transcend traditional ideas, rules, patterns, relationships, or to create meaningful new ideas, forms, methods, interpretations, originality, progressiveness, or imagination etc.. In this way Creativity refers to the phenomenon whereby a person creates something new product and solution of some kind of values. New may be in reference to the individual creator. Creative is essentially a form of problem-solving, but it is a special type of problem solving, one that involves problems for which there are no easy answer, that is problems for which popular or conventional responses do not work. It involves adaptability and flexibility of thought.

J.P. Guilford, worked in the field of creativity, and drawing a distinction between convergent and divergent thinking (production). Convergent thinking means a single, correct solution to a problem, whereas divergent thinking means creative generation of multiple answers to a set problem.
Different definitions stress different aspects of the concept of creativity; some are as follows, for Vinacka (1957), creative functioning is close to fantasy and imagination, with problem solving as a major function.

For Dehaan and Havighurst (1961), potential creativity is the capacity, to which leads to the production of something new and desirable. The new product may be new to society or merely new for the individual who creates it.

Mednick (1963) defines, —Creative thinking process is the expression of the potential capacities, forming of associative elements into new contributions, which either meet specified requirements or are in some way useful. The more mutually remote elements of the new combination and the more creative process of solution.

According to Flanagan (1963), —Creativity is a broad concept of being potent to bring forth almost anything new in the way of an idea, a formulation, a model, and a theory of an aesthetic or practical product.

Rogers (1970) defines, —Creative potential is the capacity for the emergence in the action of a novel rational product growing out of the uniqueness of the individual, on the one hand, and the materials, events, people or circumstances of his life on the other.

In the light of given definitions it can be concluded that, creativity has combination of realistic thinking and imaginations. It has many of the features of both problem solving and fantasy. It is a kind of problem-solving without any preset, fixed or accurate solution and with self-expression as its dominant attribute. It bear a resemblance to fantasy by calling upon the free reformation of past experiences and by being convinced by internal state of needs and demands. Hence the term creativity may be defined as the potential ability of human being to create something unique and new with multidimensional thinking.
1.3.1 Theories on Creativity

As Guilford (1966), precisely remarks, there is disagreement among theories attempting to account for the creativity. Some of the distinctive theories about creativity are outlined below:

1.3.1.1 Psychoanalytic Theories

According to the psychoanalytic theories, the creative process involves regression from rational thinking towards primary processes.

Freud (1983), after analysing the mental processes of the creative writers, comes to the conclusion that the creative work is a kind of sublimation of the repressed complexes. The creative writer does the same thing as the child does play. He creates world of fantasy, which he takes very seriously, separating it from reality. The imaginative writer may be compared with the daydreamer and with daydream. He achieves the accomplishment of a wish in his creative work.

Maslow (1968), explained that this capacity to regress in the service of the ego, retrieve material of the preconscious, and return with it to the world reality, as the vital aspect of creative process.

1.3.1.2 Psychometric Approaches

Guilford (1970), points out the importance of trait concepts in his article on 'Traits of Creativity'. According to him traits are properties of individuals, and hence the most defensible way of discovering dependable trait concepts at present is that of factor analysis. He conducted a brief survey of the known primary trait that is believed to be related to creativity. The survey includes both aptitude and non-aptitude traits, among the latter being traits of temperament and of motivation. After considering all the known factors that could be regarded as belonging in the intellectual category, Guilford proposes a system of those factors and calls it a 'structure of intellect'. Guilford points out fluency, flexibility, originality, elaboration, redefinition, and sensitivity to
problems as aptitude traits. He very briefly reviews the principles of the system and points out that the creative thinking capacities find logical places within the system and are the expressions of the unique innate talents which are to be properly utilised and expressed through appropriate ways.

1.3.1.3 Cognitive Theories

Cropley (1972), advocated the cognitive theories. He points out that the cognitive theories are concerned with techniques by which people come to adjust with their environment. According to this theory, creativity represents not only differing systems of associational connections, but also represents different means of getting and handling information and different ways of combining data in seeking effective solutions. The method in which one goes about taking information from the world is named cognitive style. Some of the cognitive characteristics of a creative thinker are:

a) Willingness to take risks.

b) Possesses cognitive style involving least censoring of information accessible from the external world.

c) Ability of intellectually speaking.

d) Have flexibility, adaptability and no rigidity in the intellectual functioning.

1.3.1.4 Theories Based on Self-Realization

According to Rogers (1970), functional creativity is a process of self-realization i.e. the comprehension of the innate creative potentials. He further observes that creativity distinguished between constructive potential creativity and destructive potential creativity. The inner conditions of constructive potential creativity are:

(i) Openness to experience which signifies lack of rigidity, openness for believes, perceptions, and concepts, and the ability to get much conflicting information.
(ii) An internal locus of assessment: this refers to the fact that for any potentially creative person, the worth of his creation is established not by the praise or criticism of other people, but on the base of his own evaluation of his own creation.

(iii) The capacity to play spontaneously with ideas, colours, shapes etc. to organize elements into different less possible combination. Thus, the potential creativity works as the foundation of the creative execution and is expressed through the divergent thinking and production.

1.3.1.5 Theories of Creative Transactualisation

Taylor (1976), explains his theory of creative transactualisation. He has studied a number of suggested sources of creativity, and has classified them into three groups. First, those who postulate reaction sources including:

Vitalism: The origin of creativity as a product of some spiritualist reality, and celestial inspiration.

Nativism: Creativity originates from hereditary. Creative personalities are born, not made. (Golton, Kretschmer & Hirschman, 1982)

Romanticism: Creativity arises from encouragement generally resulting from a spectacular occasion. (Gordon, 1975)

Culture: It is an essential force from which creative ability emerges (Steinberg, 1980)

Serendipity: Source of creativity is a happy accident. Creativity as process results from an strange experience. (Cannon, 1983)

Personal origins: One's own, the values, motives, self-actualization drive, self-reflective thought-suggest a more complex person environment system. (Getzels (1962), Maslow (1960), and Rogers (1970).
1.3.1.6 Theory Based on S-R Associations.

The S-R (Stimulus-Response) theory of creativity was established by Mednick (1963). According to this theory, any condition of the living being which will tend to bring the essential associative elements into ideational connection will augment the possibility of a creative solution. This theory stresses that one's behaviour is formed by the particular patterns of reinforcement; based on instrumental conditioning.

1.3.2 Aspects and Models of Creativity

Creativity as a whole entity, or a single field to be studied, is composed of four parts, they were described by Rhodes (1961) as Person, Process, Product and Press.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>PROCESS</th>
<th>PRODUCT</th>
<th>PRESS</th>
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<tr>
<td>Understanding the traits, characteristics or attributes of other creative persons</td>
<td>Describing the operations or stages of thinking used in the creative process</td>
<td>Identifying outcomes and qualities of creative product</td>
<td>Examining the nature of situations and its context within the creative press.</td>
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Models of Creativity

According to A. Graham Wallas (1926), there are five stages of Model and these are as follows:

1. **Preparation:** In the preparation stage, one defines the problem, need, or desire, and gathers any information the solution or response needs to account for, and sets up criteria for verifying the solution's acceptability.

2. **Incubation:** In the incubation stage, one step back from the problem and lets his/her mind contemplate and work it through. Like preparation, incubation can last minutes, weeks, even years.
3. **Intimation:** In the intimation stage one gets the feeling that a solution is on the way.

4. **Illumination or insight:** In the illumination stage, ideas arise from the mind to provide the basis of a creative response. These ideas can be pieces of the whole or the whole itself, i.e. seeing the entire concept or entity all at once. Unlike the other stages, illumination is often very brief, involving a tremendous rush of insights within a few minutes or hours.

5. **Verification:** In verification, the final stage, one carries out activities to demonstrate whether or not what emerged in illumination satisfies the need and the criteria defined in the preparation stage.

**B. James Kaufman and Beghetto:** They introduced a "four C" model of creativity; i.e.

a) **Mini-c:** It means "transformative learning" involving "personally meaningful interpretations of experiences, actions and insights".

b) **Little-c:** It means ―everyday problem solving and creative expression‖.

c) **Pro-C:** It means ―exhibited by people who are professionally or vocationally creative though not necessarily eminent‖.

d) **Big-C:** It means ―creativity considered great in the given field‖.

This model was intended to help accommodate models and theories of creativity that stressed competence as an essential component and the historical transformation of a creative domain as the highest mark of creativity. It also, the authors argued, made a useful framework for analysing creative processes in individuals.

**1.3.3 Creativity Traits**

The four basic creativity traits are explained as generation of an idea which comes from fluency, originality, incubation and illumination. Personality and motivation can be intrinsic, extrinsic or in the form of achievement make a person confident to produce, share, perform and implement the ideas.
Four Primary Creativity Traits

Fluency
Originality

GENERATION OF AN IDEA

Illumination
Incubation
Curiosity and Tolerance for Ambiguity

PERSONALITY

INTRINSIC EXTRINSIC ACHIEVEMENT

Performing Producing Sharing Implementing

CONFIDENCE

Figure 1.6: A Model for creativity traits and its facets.
Source: Structural Model by Lad, Kamna (2012)
1.3.4 Encouraging Creativity at Adolescence

Approaches of encouraging creativity:

i. **Freedom:** Giving autonomy to create something new.

ii. **Resources:** Such as time, money and space, requires balance among person and resources.

iii. **Opportunity:** For selection and discovery.

iv. **Recognitions:** For their hidden talents.

v. **Support:** From family and school through value emphasis and information sharing.

vi. **Establishment:** Objective and purpose.

vii. **Techniques:** For facilitating creative performance. (e.g. brainstorming sessions, story boarding, role playing, problem solving etc.).

  *Brainstorming:* This is one of the best known and most used group based creativity process for problem solving. It is a technique of getting a large number of ideas from a group of students in a short time. Brainstorming sessions take place in a group of 6-10 people. The presence of a leader is needed to kindle the creation of ideas, as well as a groundwork phase to gather the essential information to approach the problem.

viii. **Rewards:** Rewards are the token of appreciation; they can stimulate curiosity and exploration.

ix. **Confidence:** Encouraging confidence to take risk.

x. **Knowledge:** We should provide training in related field of talents which they have naturally. For enhancement of creativity we should encourage domain-specific knowledge.
xi. **Competition:** Fare and healthy competition make a milieu for creative thinking and activities.

dii. **Focus:** Adolescents have the capability of mastery and self-evaluation, these are basic personality traits which provides the ground for creativity.

diii. **Acceptance:** Sometimes we refuse unusual ideas just because we are not comfortable to accept them, it also make our young children demotivated.

div. **Curriculum:** The curriculum should facilitate students to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and competent of leadership to equip them for their future lives as workers and citizens. An academician suggests that the program of study must be designed including creative problem solving in all parts of education.

dv. **Emphasizing:** We should give emphasis on the creative process, rather than to judge the quality of their ‘products’. This is because young children may not have developed all the expertise they need to achieve a successful creative outcome.

dvi. **Providing Creative Environment:** Fundamental to the creative environment is the encouragement of children’s play. Play is a strong attribute in many of the discussions about creativity in young children.

In fact, adolescents and adults are often encouraged to be ‘playful’ in order to facilitate creative thinking. Both creativity and play requires imagination, insight, problem solving, and divergent thinking, the ability to experience emotion and to make alternatives.
1.4.0 Intelligence

The most important variable that affects schooling or performance on a job is intelligence. The dictionary meaning of the term "intelligence" is the "capacity to acquire and apply knowledge".

Stoddard (1943) and Wechsler (1944) have defined intelligence in the following words: —Intelligence is the aggregate or the global capacity of the individual to act purposefully, to think rationally and to deal with the environment effectively.

Several psychologists have classified and defined intelligence in several ways. Some of them are given below:

1.4.1 Classification of Intelligence

A. Vernon’s Classification of intelligence

1. Biological Approach: According to this approach intelligence is the capacity to adapt to the environment or new situations of life at every moment. This definition of intelligence can be criticised on the ground that there have been many intelligent and renowned persons who were ill adapted to their social and physical environment. Besides, if we want to study individual differences in a society, this definition serves no practical purpose.

2. Psychological Approach: According to psychologists intelligence is the relative effects to both heredity and environment. Burt defined intelligence as the innate general cognitive ability. In support of psychological definitions of intelligence Hebb and Catell, distinguish two kinds of intelligence. The first is intelligence —A which is Fluid Intelligence and which is related to genetic potentialities or innate qualities of the individual’s nervous system. Second is intelligence —B which is Crystallised Intelligence and which is related to experiences, learning and
environmental factors. These two types of intelligence in normal circumstances so much overlap on each other that they are practically indistinguishable.

3. **Operational Approach:** In this approach scientific terms are first of all defined operationally and then observations are conducted with reference to these terms. For example, in order to determine a child’s IQ, we first administer a test of a specific kind. Then we observe his performance on the test and finally draw certain conclusions in the context of the pre-determined objectives.

**B. Freeman”s Classification**

1. **Ability of Adjustment:** An individual is intelligent to the extent to which he is able to adjust to new situations and problems of life. The more a person is intelligent, the more he is able to adapt to his environment in antagonistic conditions. The person who is low in intelligence has less capacity to adjust to the new situations of life.

2. **Ability of Learning:** Learning ability is also an index of intelligence. The more a person is intelligent, the more he will be able to learn new things.

3. **Ability to carry on abstract thinking:** This category of definitions of the intelligence is related to the effective use of concepts and symbols in dealing with situations and solving problems through the use of verbal and numerical symbols. According to Terman, an individual is intelligent to the extent he is able to carry on abstract thinking.

**C. Thorndike”s Classification**

1. **Concrete Intelligence:** The intellectual ability in relation to concrete materials is called concrete intelligence. It is the ability of a person to comprehend actual situations and react to them adequately.
2. **Abstract Intelligence:** It is the ability to respond to words letters, numbers or symbols. This type of intelligence is required in all academic activities in schools.

3. **Social Intelligence:** It is the ability of an individual to react to social situations of life. It is the ability to understand others and to react to them in such a manner that they may not feel unjust attitude regarding them.

### 1.4.2 Theories of Intelligence

There are a number of theories of intelligence; all are different from each other. Every approach to thinking comes up with it’s own different perspective and assumptions, often contradicting at least one earlier theory.

#### 1.4.2.1 Faculty Theory

It is the oldest theory regarding the nature of intelligence and flourished during 18th and 19th century. According to this theory, mind is made up of different faculties like reasoning, memory, discrimination, imagination, etc. These faculties are independent of each other and can be developed by vigorous training. Faculty Theory had been under criticism by experimental psychologists who disproved the existence of independent faculties in the brain.

#### 1.4.2.2 Uni Factor Theory

It reduces all abilities to a single capacity of general intelligence or „common sense”. This would imply that they are all perfectly correlated, and would make no allowance for the unevenness of people i.e. abilities along different lines. Since it goes against the common observation that —an individual does possess different levels of different abilities and does not shine equally in all directions!—it has no ground to stand.
1.4.2.3 Spearman’s Two-Factor Theory

It was developed in 1904 by an English Psychologist, Charles Spearman, who proposed that intellectual abilities were comprised of two factors: one general ability or common ability known as \( G \) factor and the other a group of specific abilities known as \( S \) factor. \( G \) factor is universal inborn ability. Greater \( G \) in an individual leads to greater success in life. \( S \) factor is acquired from the environment. It varies from activity to activity in the same individual.

He gave four attributes of intelligence these are: (a) Level—refers to the level of difficulty of a task that can be solved. (b) Range—refers to a number of tasks at any given degree of difficulty. (c) Area—means the total number of situations at each level to which the individual is able to respond. (d) Speed—is the rapidity with which we can respond to the items.
1.4.2.4 Thurstone’s Theory

Thurstone has given the following six primary factors: (i) The Number Factor- Ability to do Numerical Calculations rapidly and accurately. (ii) The Verbal Factor- Found in tests involving Verbal Comprehension. (iii) The Space Factor- Involved in any task in which the subject manipulates the imaginary object in space. (iv) Memory- Involving ability to memorize quickly. (v) The Word Fluency Factor-Involved whenever the subject is asked to think of isolated words at a rapid rate. (vi) The Reasoning Factor- Found in tasks that require the subject to discover a rule or principle involved in a series or groups of letters. Based on these factors Thurstone constructed a new test of intelligence known as ‘Test of Primary Mental Abilities (PMA).’

1.4.2.5 Guilford’s Model of Structure of Intellect

Guilford proposed a three dimensional structure of intellect model. According to Guilford there are three dimensions of mind i.e. Operation, Content and Product.

(i) **Operation:** Operations can be divided into five major groups of intellectual abilities. i.e. (a) Cognition (b) Memory (c) Divergent Thinking (d) Convergent Thinking (e) Evaluation.

(ii) **Content:** Five kinds of contents are involved here. Operations are performed on these contents. Five contents are: (a) Figural (b) Auditory (c) Symbolic (d) Semantic (e) Behavioural.

(iii) **Products:** when five operations are applied to five type of contents six kinds of products are made, these are (a) Units (b) Classes (c) Relations (d) System (e) Transformation (f) Implications.
Figure 1.8: Guilford’s Model- Structure of Intelligence
1.4.2.6 Gardner’s Theory of Multiple Intelligence

Howard Gardner in his book „Frames of Mind, The Theory of Multiple Intelligence“ (1983), puts forth a new and different view of human intellectual competencies. He argues boldly and cogently that we are all born with potential to develop a multiplicity of Intelligence, most of which have been overlooked in our testing society, and all of which can be drawn upon to make us competent individuals.

Figure 1.9: Gardener’s Theory of Multiple Intelligence
The potential for musical accomplishments, bodily mastery and spatial reasoning, and the capacities to understand ourselves as well as others are, **Gardner** argues, —the multiple forms of intelligence that we must add to the conventional-and typically tested-logical and linguistic skills long called I.Q.

The multiple intelligence theory is that people possess nine types of intelligence: Verbal Linguistic, Mathematical Logical, Visual Spatial, Musical, Kinaesthetic, Existential, Interpersonal, Intrapersonal and Naturalistic Intelligence.

**1.4.2.7 Anderson”s Theory: Cognitive Development**

**Anderson**, proposes that human cognitive architectures will have adapted optimally to the problems posed in their environment. Therefore, discovering the optimal solution to the problem posed by the environment, independent of the architecture, is equivalent to discovering the mechanism used by the architecture. A „**Rational Analysis**“, as it is called, takes into account the available information in the environment, the goals of the agent, some basic assumptions about computational cost (in terms of a „general“ architecture mechanism), and produces the optimal behavioural function. This function then of course can be tested empirically and assumptions modified if it proves inaccurate. A contrasting point of view to this is espoused by Simon, and is cantered around the claim that, in a rational analysis, the assumptions about the architecture actually do most of the work.

**1.4.2.8 Eysenck”s Structural Theory**

**Eysenck**, discovered the neurological correlates of intelligence. He identified three correlates of intelligence i.e. reaction time, inspection time and average evoked potential. First two are observed behaviour. Third behaviour is description of mental waves. Brighter individual progressively takes less time in responding. They show less variability in reaction time. Their inspection time is also less as compared to less intelligent. Average evoked potential is often measured by the wavelength in electroencephalogram and complexities of waveform. He found that the waves of intelligent individuals are complex.
1.5.0 Delinquency

The term delinquency is many centuries old, as the Romans used it to submit to failures, neglect of duty and desertion of an agreement. But this is far removed from the ubiquitous, modern usage of the term. When "delinquency" is preceded by "juvenile" it refers to a major social problem involving an individual age group defined by law. The term "juvenile delinquency" as such has been documented only since 1899. One of the original roots of the thought of juvenile delinquency is to be found in the idea that immaturity exempts the individual from being a free agent, ethically responsible for his choice of behaviour. Hebraic Law exempted the male child from sinning until his "rite de passage" at the age of thirteen.

Roman Law, divided minors into three categories with regard to responsibility, (a) children under seven who were not responsible under any circumstances, (b) those from seven up to the age of teens were not responsible if the reactor was of the estimation that they lacked understanding of the nature of their acts, (c) those from puberty up to 25 years of age were to have their youthfulness taken into consideration in deciding retribution. In the beginning the concept of delinquency emerged and developed along legalistic lines and within a judicial frame of reference. At the judicial level, the law differentiated juvenile delinquency as something relatively different from crime. Apart from this legal conception, there are the psychological and other social sciences' conceptions of the term. According to the social definition, the juvenile is delinquent because he conceives of himself as delinquent, whether it is through official action or being pointed to as such in the district. Once remanded as a delinquent by the legal establishment, people take up special attitudes towards them, because he has been labelled as a delinquent. Sociologists unnoticed the old view of the born criminal and began to examine the differences of the
delinquents and non-delinquents. A juvenile delinquent is a child who is under the age precise by law in power, at the place disturbed.

The legal meaning of juvenile delinquency varies from country to country and state to state. In many European countries, an insignificant is legally measured a delinquent only if his contravene of penal code is an offence for the whole population. On the other hand in U.S.A., the charges on which a minor appears before a square cover a wide range of behaviour, such as absenteeism from school, consistent non-compliance towards parents, consumption of alcohol, smoking in public etc. On the whole, juvenile delinquency is a legal term which denotes acts of varying degrees of social penalty from mere disobedience to major assault punishable by law.

*International Encyclopaedia of Education*, defines delinquency as law-breaking behaviour on the part of those who, by virtue of their youth, are not yet seen as being fully responsible for their actions.

Crimes committed by children and adolescents under statutory age are referred to as delinquencies. The maximum age limit varies, but in most states offenders under sixteen or eighteen are classified as juvenile delinquents. Delinquency is an act or conduct of a juvenile which is socially undesirable. Juvenile delinquency generally means the failure of children to meet certain obligation expected from them by the society. The juvenile delinquent has even been defined as "a child trying to act like a grown up". A particular act of the child may be viewed as ordinary childish prank but in another particular context it may cause concern and anxiety. The distinction between a delinquent and normal child, at times is very blurred and deciding point between a playful act and the juvenile delinquency is his relation to the concerned person. According to *Pennsylvania Juvenile Court Act*, —A delinquent child is one who has violated any law of the Commonwealth or ordinance of the city, a child who by reason being wayward or habitually disobedient is uncontrolled

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by his parents, guardian, custodian or legal representative; a child who is habitually truant from school or home; or a child who habitually so deports himself as to injure or endanger the morals or health of himself or others.

The first legislation on juvenile delinquency, passed by the State of Illinois in 1899, specifies many exact kinds of delinquency in addition to the offences covered by the criminal laws.

The juvenile delinquency is expression of unsatisfied desires and urges. For a delinquent, his deviant act is a normal response to his inner desire. Like a non-delinquent a delinquent is also conditioned by various attending and prevailing circumstances around him. A juvenile delinquent is a person who has been so adjudicated by a judicial court though he may be no different from other children who are not delinquent. Delinquency is an act, conduct or interaction which is socially undesirable.

The causes of juvenile delinquency are varied. The concept of delinquency also varies with the point of view of the people who feel challenged by it. According to a social worker, "delinquency consisted of socially unaccepted acts". A psychiatrist suggests that delinquent behaviour is activity which deviates from the normal. And a lawyer would say juvenile delinquency is what the law says it is. W.H. Sheldon says, "behaviour disappointing beyond reasonable expectation". Cyril Burt says, delinquency occurs in a child when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action. According to Robison Holt, "we use the term delinquent as we sometimes use the term love‘ as though it were a simple concept whereas it actually embraces complex patterns of behaviour. Delinquency, it is clear, is many things to many people.

The man in the street is concerned chiefly with behaviour that interferes with his property, his person and his rights. He believes that the official label of delinquency is attached only when the behaviour is really harmful and has
occurred repeatedly. To assume that the label ‘delinquent’ is defined or applied uniformly is as naive as it would be to assume that divorce statistics accurately and uniformly reflect the incidence of marital discord.

**Frederick B. Sussmann**, presents a summary list of acts or conditions included in delinquency definition or description, viz, violation of any law or ordinance, habitual truancy, association with thieves, vicious or immoral persons, and incorrigible beyond control of parent or guardian and so on.

**Edwin Powers and Helen Witmer** found in their study that in order to define the real delinquents it was necessary to take into consideration three concepts or criteria namely, the seriousness of the behaviour, its frequency and the attitude of the offender toward a lawfully constituted society. Accordingly, they classified the delinquents into five groups most, ordinary, occasional, seldom and least delinquent. Thus the term delinquency does not have a fixed meaning. However, there are two generally accepted approaches to the interpretation of the term, viz the sociological and the legal. In this way a child is defined as a delinquent when he displays disruptive behaviour which threatens the social norms and disturbs the social peace and harmony which fundamentally demands legal defence and consequential legal action on him by the juvenile courts. As such, a delinquent is an unexpected child who has departed from the normal behaviour of the society.

**Healy**, has defined that a child who deviates from the approved norms of normal behaviour is called a "deviant child". **William C. Kvaraceus and Walter B. Miller**, have reported that behaviour by teenagers which violates norms of a particular social foundation with adequate frequency or seriousness so as to provide a firm basis for legal action against the behaving individual or group is known as "delinquent behaviour". According to **Uday Shankar** (1976), —delinquents are the children who are accountable of offences such as stealing, burglary, violence, vagrancy, gambling, sexual offences and other
antisocial behaviour calling for official action and legal procedure. The delinquents of all shade and types are fundamentally maladjusted personalities who create difficulties for others and who are themselves blocked in their own nutritious growth. As **Robinson (1961)**, says that the impression of delinquency should embrace any behaviour which a given community at a given time considers as coming in conflict with its best interests, whether or not the offender has been brought to court.

According to **Mason (2005)**, delinquency, is defined as the behaviour consequent to the failure of personal and social control to produce behaviour in conformity with the norms of the social system to which legal penalties are attached. Juvenile delinquency is a legal term for behaviour of children and adolescent that in adults would be judged criminal under law. According to the psychological conception, the delinquent is a child who seeks emotional satisfaction that he cannot find in his environment. According to this conception of delinquency virtually everyone has probably been delinquent at some time or other.

According to psychologists no sharp differentiation can be made between delinquents and non-delinquents. Today, more young persons are delinquent than in the past and their acts of delinquency are very violent and destructive of life and property. It is an act or conduct of a juvenile which is socially undesirable. Juvenile delinquency generally means the failure of children to meet certain obligations expected of them by the society. Juvenile delinquency is expression of an unsatisfied urge in the juvenile delinquent.

According to **Cyril Burt**, delinquency occurs in a child when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action. **Clyde & Vedder** says, Juvenile Delinquency refers to the anti-social acts of children and of young people under age. Such acts are either specifically forbidden by law or may be lawfully interpreted as
constituting delinquency, or as requiring some form of official action. It means deviation from the normal behaviour. According to Robison the legal term—Delinquency—is an umbrella for a wide variety of socially disapproved behaviour that varies with the time, place and the attitudes of those assigned to administer the law. This behaviour may include such acts as truancy, incorrigibility, disobedience, lying, running away from home, frequent visits to the cinema, visiting places of ill repute and coming home late at night. Delinquency, a legal term for criminal behaviour carried out by a juvenile or adolescent, is often the result of escalating problematic behaviour.

Its definitions vary among different scholars and Steinberg (1996) describes four perspectives on delinquency namely; a parental view, an educational view, a mental health view and a legal system view. An educational view is described as behaviour, regarded by school staff members as interrupting or disturbing classroom teaching and learning, violates the school code of conduct and threatens the safety of faculty and students. He further describes a mental health view as a wide range of disruptive behaviours that may involve aggression toward others or animals, destruction of property, deceitfulness, theft and violations of curfew and school attendance. A parental view describes delinquent behaviour as disobedience, fighting with siblings, destroying property, stealing money from family member and among other things threatening parents with violence while a legal view considers persons under the age of 18 to be juveniles hence, when they commit serious crimes like murder, they may be prosecuted as adults. Many studies have shown that delinquency in adolescents has its manifestations through various structures which include bullying, fighting, running away from home or school, truancy to mention a few and that it affects a lot of progress in society. Princeton Survey Research Associates cited in World Youth Report (2003), stated that adolescents, who are commonly viewed as a source of hope, can also be
viewed as a threat in society as their behaviour would sometimes range from firing a gun to bullying other peers in school.

1.5.1 Juvenile Delinquency: Context of India

Available data and information on juvenile delinquency in Ancient India indicate that the problem was not that severe in comparison to the western countries. This accounts to various factors such as long sustained family structure and bonding among family members, parental vigilance and more availability of time for children, interwoven religious values and higher consideration for moral beliefs in Indian community. Whereas in present scenario problem of juvenile delinquency in India is getting bigger day by day with the increasing inclination towards easy and instant money, show offs, materialistic approach, influence of westernization and attraction for high class life style has badly affected the Indian youth and as a consequence juvenile delinquency has significantly grown these days.

As per the Indian law, any violation of existing penal law of the country committed by a boy less than 16 years of age and a girl under 18 years of age is considered as an act of juvenile delinquency for jurisdiction of juvenile court.

According to The Children Act, 1960, in India, places a separate procedure for dealing with the neglected and uncontrollable children as distinguished from delinquent children. The ones in the category of neglected and uncontrollable children to be dealt with by the child welfare board while the delinquent children compulsorily by juvenile courts. (Vyas, 2003)

The particular provisions which exist in the Cr. P.C. and I.P.C. for juvenile offenders provided their special conduct and procedures, are as follows:-

1. Sec. 82 and 83 of I.P.C. restrain detailed provisions regarding the degree of criminal and legal responsibility of children from different age groups. A
child under the age of 7 is considered as unable to commit a crime (section-82). In the same way a child between 7 to 13 years of age has some limited criminal liability (Section-83).

2. **Sec. 360** of the Cr. P.C. (1973) says that a person under the age of 21 years is known as the first delinquent and is not to be tried in a criminal court by the common procedure. He is to be separated from toughened criminals and to be corrected through special treatment as per laws.

   **Section 27** of the Cr. P.C. further provides that if a person below the age of 16 years commits an offence except one carrying a punishment of death or imprisonment for life, he should be granted a moderate punishment.

   According to the law the name and proceedings established against juvenile delinquents are neither published nor revealed to prevent them from embarrassment. Their identity and address will not be available to publicize. The aim of these proceedings is to make the trial easy and less ceremonial, moreover, for keeping off the delinquent adolescents from the rigorous conventional law procedures. *(Vyas, 2003)*

### 1.5.2 Symptoms of Delinquency

**Kvaraceus (1959),** has described as many as 18 strange features of the juvenile delinquents. Some of them are given below:

1. They have anti-social thinking and perception and are largely involved in disparaging behaviour.
2. They display violence frequently and are antagonistic.
3. They are bodily strong persons with firm fortitude, audacious attitude and action.
4. They are non-cooperative with the heads of the family and administration. They challenge ability and question new undertakings.
5. They display depressive equivalents and unstable emotional personality traits.

6. They display godlessness in their thinking and non-risk taking behaviour.

7. They seriously lack foresightedness in their personality. Emotional instability is the very core of their personality.

1.5.3 Causes of Delinquency

There is no single cause of delinquency; there are many causes of delinquency. We can classify the major causes of delinquency as under:

A. Primary Causes

In Primary causes there are two types of causes included i.e. Biological and Psychological, Physiological and Personal.

1. Biological Causes

In Biological causes there are many reasons i.e. Physical Problems like Hearing problem, Throat Problem, Headache through which adolescents are moved to delinquency.

2. Psychological, Physiological and Personal

Psychological and Neuro-Psychological conditions and ailments, ocular ailments, nose and throat obstructions, eating trouble, speech defects, physical irritations excessive physical strength, and mental disorder etc are considered as abnormal issues of an individual. The delinquent behaviour is also affected by the intellectual factors. It is commonly observed that intelligent teenagers perform delinquent acts in rather refined manner. Intelligence of criminals and delinquents is slightly lower than that of the general population. When criminals are compared with the general population, of comparable educational and cultural status, no significant differences in intelligence are observed between the two groups (Slawson and Tulchin). The mean IQ of delinquents
is 10 or more points it is equivalent to that of non-delinquents brothers, sisters and neighbors of the delinquents. (Metfessel). Muthayya and Bhaskaran (1964), have found delinquents to be slightly more intelligent than normal adolescents.

The school factors also affect the adolescents‘ behaviour. Bad schooling which includes cruel treatment by teachers creates hatred and frustration among the school going children which forces them to leave the school and take the path of delinquency. Bhatia (1977), pointed that the unfavorable school conditions may include harsh and unsympathetic treatment which often aggravates the situation.

**CAUSES OF DELINQUENCY**

**PRIMARY CAUSES**
- a) Biological
- b) Psychological
- c) Physiological & Personal

**SOCIO-ENVIRONMENTAL CAUSES**
- a) Mobility
- b) Family Background
- c) Neighbourhood
- d) Socio-Economic Condition
- e) Peer Group
- f) Nature of Society
- g) Socio-Cultural Condition
- h) Role of Print & Electronic Media
- i) Other Technological Issues

**Figure 1.10: Causes of Delinquency**
B. Socio-Environmental

It is the main cause through which adolescents take the path of delinquency. In this cause many factors affect the adolescents: i.e. i) Mobility, ii) Family Background, iii) Neighborhood, iv) Socio-Economic Condition, v) Peer Group, vi) Nature of Society, vii) Socio-Cultural Conditions, viii) Role of Press and ix) Cinema.

Figure 1.11: Relation of Anticipated and Personal Tension with Delinquency
1.5.4 Characteristics of Delinquents

    Sheldon and Gluecks (1968), conducted studies on delinquents and listed the following characteristics.

1. **Physical:** Mostly delinquents are mesomorphic in foundation. They are muscular and bold.

2. **Temperament:** Delinquents are violent, disparaging, vigorous, impulsive and extroverted.

3. **Attitude:** They are hostile, defiant, resentful, suspicious, unconventional, non-—obedient to authority.

4. **Psychological:** Their behaviour mostly operates on concrete level rather than on representative intellectual level. They are less methodical in their approach to the problem.

5. **Socio-Cultural:** Lack of warmth, instability and violation of social norms.

1.5.5 Types of Delinquent Acts

    The types of acts, which approach under delinquent acts, are difficult to list down because of cultural variations and socioeconomic conditions of the country. Some common types of acts which may be termed as delinquent acts in our country are listed below:

1. **Acquisitive Tendency:** The major ratio of delinquent acts of children has the instant aim of satisfying covetous tendency. Stealing, releases tension and particularly sexual tension in adolescents. They steal some objects of sentimental value of their beloved as handkerchief, pen, ring etc. Sometimes stealing may be due to envy, detestation or aggression.

2. **Forgery:** Another delinquent act is imitation. Adolescents consign forgery of several types. They may forge the signatures of their parents on cheques and can draw money from the banks.
3. **Aggressive Tendencies**: Many juvenile offences are due to aggressive tendencies in adolescents. The aggression gives relief to the offender. Aggression may be against inanimate or animate objects of the environment. They are like:

- Damaging school property
- Bullying and mockery
- Torturing of dumb animals
- Committing suicide


5. **Tendency to escape**: This tendency indicates the inability of the individual to face reality. He runs from the situations like; 1) Truancy from school & 2) Running away from home.

1.5.6 **Types of Delinquency**

Different classifications of the juvenile delinquency and delinquents have been given by various authors. A few important classifications are noted below:

(A) **Hirsh**, described the following kinds of juvenile offences:

1. Incorrigibility, which includes keeping late hours, disobedience, & so on
2. Truancy, which can be from home or school.
3. Destruction of property, which includes both public and private property.
4. Violence which is perpetrated against the community by using such means as knives and guns.
5. Sex offenders which can range from homosexual activity to criminal assault and rape.
(B) **James C. Coleman (1970)**, classifies the delinquents in different way.

1. Organic delinquents
2. Mentally retarded delinquents
3. Psychotic Delinquents
4. Neurotic Delinquents
5. Socio-Pathic delinquents
6. Sub-Cultural delinquents

(C) **Madras Children Act of 1920**, classifies delinquents as follows:

a. Legal delinquents
b. Non-legal delinquents
   1. Neglected children
   2. Uncontrollable children
   3. Exploited or victimized children

(D) **Schafer**, underlined on psychological typologies and psychological dynamics of personality as the basis of classification of juvenile delinquents. The following types have been visualized by him:

1. **Mentally Defective**

   This is an individual who has an organic problem and who has difficulty in controlling himself because of it. For example, offenders who are mentally defective are involved in petty crimes. This category also includes mentally retarded youngsters.

2. **Situational Offenders**

   They are similar to the accidental offenders but, in these cases, there are more contributing factors. Their delinquency is precipitated by a crisis or by some external event which they are unable to handle. In other words, they do not necessarily go out looking for trouble but because of tempering circumstances, they do not use good judgment.
(3) Psychotic Offenders

A small number of youngsters do not have contact with reality. They may be classified as schizophrenic or may be given some other psychiatric label. As a result of dysfunctional thought patterns, they may hallucinate, have delusions or "hear voices" that command them to become involved in certain types of delinquent behaviour. The incidence of psychotic oriented delinquency is minimal in relation to the other forms.

(4) Cultural Offenders

Youngsters in this category have either try to be liked a faculty identification model or they live in an economically and socially deprived environment. Cultural offenders are considered normal members of a deviant sub-culture and their patterns of behaviour are often accepted and called normative in their own environment.

1.5.7 Theories of Delinquency

All seriously concerned to understand criminal behaviour including the psychologists, psychiatrists, lawyers, philosophers and sociologists, have propounded many theories. Each theorist attempted first to explain crime and later delinquency from prospective of his discipline, often based on an incomplete analysis of problem. The theorists increasing focused upon juvenile conduct and juvenile laws, because they believed that delinquency and crime are inter related to each other and could not be comprehended without understanding of other. The others thinkers regarded the strict relationship between delinquency and crime but today the relationship between them has not been dearly established. Many views opinions, criticisms, proposals and suggestions about the causes of delinquency and crime have been published in diverse sources, but they have seldom been integrated. Generally, three major approaches are biogenic theory, psychogenic and sociogenic. Some of the theories are briefly discussed below.
1.5.7.1 Biogenic Theory

Ceases Lambroso is regarded as the profounder of this theory. He declared a criminal to be an atavistic phenomenon, a biological throwback since the somatological characteristics of criminals resemble those of primitive men.

This theory is based on the supposition that the criminal is radically different from normal human beings in organic structure, which largely determines their criminal action. The criminal is therefore a biological phenomenon, a degenerate member of the human species, whose criminal behaviour originates in his psychotic deficiency. Biological theories are concerned with attributing crime to the biological or physiological reasons. Biological determinists maintain that the physical qualities which people inherit or develop may cause them to violate the law.

Physical make-up separates the deviant from the non-deviant. Amongst the physical theories of delinquency causation, the most interesting was phrenology i.e. the study of the conformation of the skull as indicative of mental faculties and traits of character, especially according to the hypothesis of F.J. Gall (1758-1828). Gall was a Viennese physician who as a young medical student, noticed that some of his fellows with pronounced characteristics had certain head configurations. He asked himself why people had —such different faces and such different natures; why one was deceitful, another frank, a third virtuous. In attempting to answer these questions he made it a point of his life to examine every head he could find. He haunted medical laboratories, he visited prisons and lunatic asylums, his fingers fairly "itched" to measure the bumps and inequalities of the skulls he found. He thought he discerned a relationship between head "Knobs" and certain propensities and character traits, to which he gave fancy names. In this manner phrenology launched itself upon a world eagerly waiting to receive it.
According to Cessare Lombroso, a biologist with an outstanding contribution to the science of criminology, —there exists a group of criminals born for evil, against whom all social cures break as against a rock.‖ Criminality according to him is in-born. A typical criminal, says Lombroso, has certain physical characteristics as low forehead, hairy body, red eyes, ear deformation, receding chin, big and protruding jaws, and an extreme sensitivity or non-sensitivity to pain. While serving in the army as a physician he observed that troublesome soldiers had certain physical characteristics which were missing in the others.

1.5.7.2 Psychogenic Theory

In general, this theory stresses the psychological pathology of the delinquent. Hirschi stated that all theories are based on three fundamental perspectives.

- Motivational theory, which emphasize that legitimate desires that conformity, cannot satisfy force a person into deviance.
- Control perspectives - a person is free to commit delinquency acts because his ties to the conventional is based on the cultural deviance which says that deviant conforms to set of standards not accepted by a larger or more powerful society
- There are also many researchers who have stressed the Psychological and Psychiatric variables to be highly related to delinquency Glueck and Glueck have held that physically a delinquent is mesomorph in constitution. In attitude he is hostile, defiant, resentful, suspicious, stubborn adventurous, unconventional and non submissive to the authority.
- The criminal is a product of society. The impact of sociological factors is so great on individuals that they either shun criminality or embrace it, depending upon their environment and immediate social conditions.
Professor Sutherland, made an intensive study of criminals and offered two explanations for criminal behaviour namely:

(i) Processes operating at the time of occurrence of crime which be called the dynamic explanation of crime, and

(ii) The processes operating in the earlier life history of criminal which he termed as historical or generic explanation of crime.

Sutherland and Cressey, hypothesized that the criminal behaviour is learned in the pattern of communications as a person acquire patterns of lawful behaviour. The sociologists also speak of delinquency as a product of learning hand acculturation. This theory was called the theory of —differential associationl. Sutherland felt that criminal behaviour is not inherited and one who is not already trained in crime does not indulge in criminal behaviour. Rather, criminal behaviour is learned in interaction with other person especially within intimate personal groups. This, according to Sutherland, would mean that impersonal agencies such as movies and news papers play a relatively important part in the genesis of criminal behaviour. Sutherland further says that a person becomes delinquent because of access of definition of violation of law over unfavourable definitions to violation of law. —Differential associationl varies in frequency, duration, priority and intensity. This means that association with criminal behaviour and also association with anti criminal behaviour vary in those respect frequency and duration are modalities of association and priority is assumed to be important in the sense that lawful behaviour develop in earlier childhood may persist throughout life.

Merton, stressed the importance of _anomic_. According to him, deviant behaviour involves selective adherence to accepted. Social norms and occurs in areas of specific structural restrains in social systeml. He suggest that _anomic_ develops because of break down in the relationship between goals that place great stress on success and to which all groups in our society are in
doctrine without equivalent emphasis on institutional or legislative channels of access to these goals.

According to Sykes & Matza, —delinquent behaviour like most social behaviour, is learned in the process of social interaction. Both feel that the family of the delinquent will agree with respectable society that delinquency is wrong even though the family may be engaged in a variety of illegal activities. They say that a delinquent is partly committed to the dominant. In the social order he frequently exhibits, quilts or shame when he violates its prescriptions, accords approval to certain conferring figures and distinguishes between appropriate and inappropriate targets for his deviance. They say that there are five important techniques, which are as under:

- The denial of injury.
- The denial of responsibility.
- The denial of victim.
- The condemnation of the crime.
- The appeal of higher loyalties.

The authors feel that these techniques lessen the effectiveness of delinquent behaviour.

1.5.7.3 Psychoanalytical and Psychiatric Theory

Airchorn, asserted that there must be something in child himself which environment brings out in the form of delinquency. Delinquents behave as they do because they are in some way —maladjustedl persons. Airchron’s statement indicates further that the environment may function as a precipitating force, but never as primary force in causation.

1.5.7.4 Medico-Biological Theory

This theory has been advanced at many times and in many ways and often in combination as —Medico-Biological thesis of causation. Here this
theory would include the hereditary factors, chemical balances within the physical organism, and certainly the influence of physical illness on behaviour. The biological explanation, concerned primarily with inherited characteristics, have a famous historical example in the concern of Lamboreso. With measurable physiological characteristics, such theories remain popular today in such instances as the recent studies concerning \( Y \) chromosome.

1.5.7.5 The Classical Theory

The classical theory of free will advocated that man is a free moral agent who chooses to do wrong. On the assumption of free will, the Classical theorists maintained that the criminal is morally guilty and responsible, he should; therefore, receive a punishment proportionate to that moral guilt. Thus, there were set penalties according to the moral turpitude involved in the offence. Many eager researchers in different spheres, particularly medicine, psychology, psychiatry, and sociology applied themselves to this challenging problem towards the end of the nineteenth century. Some have looked for explanations in physical and mental health, others in emotional attitudes and still others in general social environment.

The Classical theory was attacked since it treated all men as mere digits ignoring their individual natures or the circumstances under which they committed the crime. It subjected to the same punishment the hardened criminal, the accidental and the habitual. As Liszt has remarked, "it was the Magna Carta of the professional criminal because he knew exactly what risks he had to run and could determine with cool calculation beforehand whether the risk was worthwhile." The theory, in Saleille"s words, "is noticeably false, inhuman and supremely unjust but obviously simple and easy to apply." It has been popular to attribute deviant behaviour to a single cause or factor, such as physical, psychological, environmental, social etc.
1.5.7.6 Multi-Causal Theory

According to Abrahamsen, —a criminal act is the sum of a person’s criminalistic tendencies plus his total situation divided by the amount of his resistance. He rendered the multiplicity of causal factors into a mathematical formula:

**Tendency Situation Crime Resistance**

This shows that the root of the delinquency lies in both in nature and nurture. Lure of a chocolate may lead one child to pick a pocket whereas a spirit of adventure might lead another to run away with somebody’s car. The conduct of some children may be explained by a single precipitating and preponderant factor but nevertheless, there are many other factors which contribute towards precipitating the one factor. When a straw breaks a camel’s back, there are other preceding weights and strains to be considered. Recent sociologists, psychiatrists and criminologists agree that delinquency is a result of a number of factors.

**Burt**, enumerated no less than 170 causes which were conducive to delinquency. According to him, "crime is assignable to no single universal source nor yet to two or three: it springs from a wide variety, and usually from a multiplicity of alternative and converging influences. So violent a reaction, as may easily be conceived, is almost everywhere the outcome of a concurrence of subversive factors: it needs many coats of pitch to paint a thing thoroughly black."

1.5.8 Personality Characteristics of Delinquents

According to **Farrington (1982)**, delinquents are more likely than non-delinquents to be socially confident, defiant, lacking in achievement motivation, intimidating, suspicious, and disparaging and lacking in self-control. They also lack sympathy, socio-moral reasoning, and interpersonal problem solving ability. Many of these traits appear to be defensive in nature,
reflecting feelings of insufficiency, emotional rejection and frustration of the need for self-expression. Some investigators maintain that delinquency can serve to improve self-esteem, while others compete that delinquents maintain to have a negative self-concept and view themselves as unwanted people. Delinquents' relationships with their parents often lack cherished communication, reciprocated understanding and fondness. Instead, there is mutual hostility and parental rejection, indifference, dissention or abuse and family violence. Generally delinquent acts are done in company with other people. In these smaller groups the delinquent act may produce praise while they may be disapproved by society. The approval of the smaller group may be valued more than the approval of the larger group.

According to Kuppuswamy (2004), the delinquent may be perfectly normal and behave normally in most of the situation. It is only when he is confronted by some extra-ordinary situation that he may manifest delinquent behaviour. Thus, delinquent behaviour is not the characteristic behaviour of any individual.

1.5.9 Preventive Programs of Delinquency

There may be two kinds of programs for preventing the delinquency, these are: (i) Individual Program and (ii) Environmental Program.

(i) Individual Program

It involves the prevention of delinquency through Clinical Program, Educational Programs, Mental Hygiene, Parent Education, Recreational Program, and Removal of Inferiority Complex.

(a) Clinical Program: Through this program psychologists and social worker can understand the personality problems of delinquent. Taft and England have suggested following functions of clinics:

- To investigate the cases, select them for study and then give the treatment to them.
To treat cases itself or to refer cases to other agencies for treatment.

To co-operate in training of students intending to specialize in treatment of behavioural problems.

(b) Educational Program

In schools teacher should teach the students to respect the property of others. They should not steal the things of the others. It is duty of the teacher to provide the moral education to the students and teach them the art of living in the society with good manners.

(c) Mental Hygiene

This method is helpful in prevention and treatment of delinquency. To prevent the mental conflict and to bring about a proper mental adjustment in childhood and value of mental therapy in curing a mental disturbance cannot be over-emphasised. The mission of life must be determined and energies must be directed towards the fulfilment of the high mission. Development of high sentiment and values in child also prevent juvenile delinquency.

(d) Parent Education

Parental education is very important for the juvenile for preventing the commission of an offence. Parents should give such education to their children so that they do not commit the crime in society or are away from such commission.

(e) Recreational Program

The recreational programs are good check on delinquency. Recreation programs enable youths to mix up with other adults and children in the community and develop friendship. Youth programs are designed to fit the personalities and skills of different children and may include sports, dancing, music, rock climbing, drama, karate, bowling, art, and other activities. The establishment of recreational agencies like sports, playgrounds community centres, concerts drama, puppet shows are very necessary for preventing the delinquency and developing social groups, work and youth groups.
(f) Removal of Inferiority Complex

Inferiority complex, fear, apprehension may sometimes lead the child to commit crime under wrong and misplaced belief/impression of proving himself. Children deserve encouragement to become confident and good spirited person. Praise, cheer, love and sympathy should be showered to banish inferiority complex.

(ii) Environmental Program

(a) Community Programs

The community program reverses the trend. The basic aim of community program is to reach the people in need of help instead of people approaching the workers and agencies. As Marshal outlined the keys that local people will participate in efforts to change neighbourhood conditions.

(b) Publicity

This method can also be very useful in preventing the delinquency. The newspaper, magazines, radio, television and motion pictures etc. should show the delinquency in proper perspective honestly and should also present real reports about the various wrong actions done by the juveniles and analyse its true causes and also protect the juveniles against false and misleading reporting. The actual position should be presentenced and produced before the society about their delinquent behaviour so that they may be properly assessed and dealt with by the society.

(c) Parental Love and Affection

Parental love and care is very important for the child to prevent him from committing a crime. On account of deprivation of love and care the child may develop frustration and dissatisfaction leading to crime.

(d) Family Environment

The environment of the family influences children. The level of supervision of parents, parents disciplining a child, parental separation, criminal parents, and the quality of parent and child relationship influence the child and child can take the wrong decision and moved towards crime. So the family environment should be maintained to prevent the crime.
1.6.0 Rationale of The Study

A number of researches have been done on delinquent adolescents in abroad as well as in India. Many researchers have been conducted in relation to intelligence and creativity of the adolescent, but a few studies have been conducted on the influence of intelligence and creativity on delinquency behaviour. Some of the earliest researchers like; Gluecks (1956) and Singh (1956), found that most delinquents were from poor families where as Doraiswami (1940), found that poverty was not the major factor in Juvenile Delinquency.

Kim, Hun-Soo & Kim, Hyun, Sil (2005), studied on the rate of delinquent behaviour among South Korean adolescents. In their study they found that the rate of delinquent behaviour was much lower among female adolescents than among male adolescents and female adolescents were much less involved in antisocial, aggressive, and psychopathic delinquent behaviour compared to the male adolescents. Sharma and Rai (2012), showed that both boys and girls of among juvenile delinquent children have differences in respect of creativity, fluency and flexibly but author respect of originality dimension; they don’t have difference within groups. It means we can say that juvenile delinquent girls have more creative level than juvenile delinquent Boys.

Kausar et al. (2012), indicated that overall delinquents scored high on Psychopathic Deviant Scale, Depression, Hypocardiasis, and Schizophrenia as compared to non-delinquents. Wu et al. (1998), research findings on a comparative study on ‘factors affecting adolescent delinquency in Singapore and Nigeria‘ indicated that adolescents who were exposed to higher level of warmth, induction, control and monitoring would less likely be delinquents than those who were in little or no control at all.

Nanyangwe (2013), found that there are higher levels of delinquency in single-parent family structures than in two-parent family structures suggesting
low parental control in the former and high control in the latter notwithstanding other mediating variables that were not captured. The study has also established that low levels of parental control in Chingola are highly associated with adolescents' delinquent behaviour. Research conducted on the relationship between levels of control in different parenting styles and students' academic achievement and school behaviour in Asia found that those who came from little or no control styles had more negative effects on academic achievements as they engaged in deviant behaviours like bullying other pupils, damaging school property and being disrespectful to school authorities (Ang & Groh, 2006).

Several researchers have also shown that adolescents who receive little or no control like laissez-faire parenting are more prone to delinquent behaviours and health problems than those from the other forms of parenting (Ang et al., 2006).

Onyehalu (2003), Walklate (2003), Zamora (2005) and Hickey (2006), found that average delinquent scores are lower on intelligent tests. There is a higher incidence of mental retardation among delinquents when matched with non-delinquents. They are found to be socially assertive, hostile, suspicious, destructive, and defiant to authority and generally lacking in self control. Most psychologists, educationists and criminologists (Walklate 2003, Zamora 2005, Ajibade 2007) have attributed the causes of juvenile delinquency to a complex of psychological, social and economic factors. Clinical studies have also uncovered emotional mal-adjustments, usually arising from disorganized family situations in many delinquents. Other studies (i.e. Shields and Clark 1995, Steinberg & Morris 2001, Onyehalu 2003, and Mason 2005), have suggested that there are persisting patterns of delinquency in poverty-stricken neighbourhoods regardless of changing occupants.

In relation to adolescents, the magnitude of development and function of divergent thinking is very high; they flourish out with their cognitive views through the development of their operational thinking. The creativity is
instinctual at childhood but the creative efforts of adolescents are rational, logical, and productive; this serves as the basis of their future life achievement and reaching the goal of life. Eysenck, et. al. (1972), found that functionally creative adolescents have a more general trait that includes not only originality but also flexibility, fluency and motivational and temperamental traits as well.

For, Violato, Claudio and Travis, Leroy (1995), adolescence is a multiplicity of events, experiences, behaviour, people, and cultural meanings. In the book "Advances in Adolescent Psychology", the author attempts to provide a detailed and in-depth analysis of the central issues related to adolescent psychology. A comprehensive representation of the topic is provided through the integration of historical, socio-political, and empirical research, with theories on adolescence. He very well emphasizes the importance of creativity, intelligence and achievement of adolescents. According to him, the creativity of adolescents is very significant to their future life and appropriate training and caring should be provided to utilise their creative potentials through fostering their self-concept and autonomy. They should be properly understood and accepted so that they may work with their creative talents and attain optimum achievement.

The findings of different studies cited above shows lack of consistency. Moreover, only a few studies were based on influence of SES, temperament and creativity. Some of the researchers have taken up study of influence of Intelligence on delinquency behaviour. The present study was prompted by these considerations. The juvenile delinquency is one of the emerging issues in India. It is very important to cure children from this sludge, as we all know that the child of today is a citizen of tomorrow and the character of citizens reflect the character of the society and the nation. This research is an effort to find out the levels of temperament, creativity, intelligence and socio-economic status of delinquent adolescents and their comparison to non-delinquent adolescents.
1.7.0 Statement of the Problem

The problem of the present study was worded as given below:

A Comparative Study of Temperament and Creativity of Delinquent and Non-Delinquent Adolescents.

1.8.0 Objectives of the Study

The following were the objectives of the study:

1. To compare the mean scores of temperament of delinquent and non-delinquent adolescents.

2. To compare the mean scores of different dimensions of temperament of delinquent and non-delinquent adolescents.

3. To compare the mean scores of creativity of delinquent and non-delinquent adolescents.

4. To compare the mean scores of different dimensions of creativity of delinquent and non-delinquent adolescents.

5. To compare the mean scores of intelligence of delinquent and non-delinquent adolescents.

6. To study the influence of delinquency behaviour, SES and their interaction on temperament of adolescents.

7. To study the influence of delinquency behaviour, Sex and their interaction on temperament of adolescents.

8. To study the influence of delinquency behaviour, intelligence and their interaction on temperament of adolescents.

9. To study the influence of delinquency behaviour, SES and their interaction on creativity of adolescents.

10. To study the influence of delinquency behaviour, Sex and their interaction on creativity of adolescents.

11. To study the record of criminal behaviour of the family members of delinquent and non-delinquent adolescents.
1.9.0 Hypotheses of the Study

The following were the hypotheses of the study:

1. There is no significant difference in the mean scores of temperament of delinquent and non-delinquent adolescents

2.1 There is no significant difference in the mean scores of sociability behaviour of delinquent and non-delinquent adolescents.

2.2 There is no significant difference in the mean scores of ascendance behaviour of delinquent and non-delinquent adolescents.

2.3 There is no significant difference in the mean scores of secretiveness behaviour delinquent and non-delinquent adolescents.

2.4 There is no significant difference in the mean scores of reflective behaviour, delinquent and non-delinquent adolescents.

2.5 There is no significant difference in the mean scores of impulsivity behaviour of delinquent and non-delinquent adolescents.

2.6 There is no significant difference in the mean scores of placid behaviour of delinquent and non-delinquent adolescents

2.7 There is no significant difference in the mean scores of acceptance behaviour of delinquent and non-delinquent adolescents.

2.8 There is no significant difference in the mean scores of responsibility behaviour of delinquent and non-delinquent adolescents.

2.9 There is no significant difference in the mean scores of vigorous behaviour of delinquent and non-delinquent adolescents.

2.10 There is no significant difference in the mean scores of cooperativeness behaviour of delinquent and non-delinquent adolescents.

2.11 There is no significant difference in the mean scores of cooperative behaviour of delinquent and non-delinquent adolescents.
2.12 There is no significant difference in the mean scores of warmth behaviour of delinquent and non-delinquent adolescents.

2.13 There is no significant difference in the mean scores of Aggressiveness behaviour of delinquent and non-delinquent adolescents.

2.14 There is no significant difference in the mean scores of tolerance behaviour of delinquent and non-delinquent adolescents.

2.15 There is no significant difference in the mean scores of tough-minded behaviour of delinquent and non-delinquent adolescents.

3. There is no significant difference in the mean scores of creativity of delinquent and non-delinquent adolescents.

4.1 There is no significant difference in the mean scores of first dimension of creativity i.e. seeing problems test of delinquent and non-delinquent adolescents.

4.2 There is no significant difference in the mean scores of unusual uses test of delinquent and non-delinquent adolescents.

4.3 There is no significant difference in the mean scores of consequences test of delinquent and non-delinquent adolescents.

4.4 There is no significant difference in the mean scores of test of inquisitiveness of delinquent and non-delinquent adolescents.

4.5 There is no significant difference in the mean scores of test of square puzzles of delinquent and non-delinquent adolescents.

4.6 There is no significant difference in the mean scores of block Test of creativity of delinquent and non-delinquent adolescents.

5. There is no significant difference in the mean scores of intelligence of delinquent and non-delinquent adolescents.
6. There is no significant influence of delinquency behaviour, SES and their interaction on temperament of adolescents.

7. There is no significant influence of delinquency behaviour, Sex and their interaction on temperament of adolescents.

8. There is no significant influence of delinquency behaviour, intelligence and their interaction on temperament of adolescents.

9. There is no significant influence of delinquency behaviour, SES and their interaction on creativity of adolescents.

10. There is no significant influence of delinquency behaviour, Sex and their interaction on creativity of adolescents.

1.1.0 Limitations of the Study

The present investigation has following limitations.

1) The present investigation was limited to delinquent and non-delinquent adolescents.

2) The present research was limited to Indore district of Madhya Pradesh state.

3) This study was limited to subject’s age range between 15 to 18 yrs.

4) The present investigation was limited to literate subjects.

5) Study was limited to only temperament, creativity, SES, and intelligence as dependent variables.

6) The study was limited to only primary data.

7) The record of criminal behaviour of the family members was taken only from the sample i.e. delinquent and non-delinquent adolescents.

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