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CHAPTER ONE

INTRODUCTION

I DELINQUENCY

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**DELIQUENCY**

Behaviour is individual's response to external or internal stimulation. Behavioural similarities or dissimilarities are due to genetical or environmental factors. These two factors together with learning and maturation bring differences in behaviour among individuals. These differences may cause behavioural dilemma which also emerges from the interaction of humans within the confines of their individuality and social setting. Society demands a specific pattern of behaviour from its members. There are certain norms, customs and traditions of the society which are to be followed by every individual, but every individual also has the right to realize his potentialities and to behave accordingly, thus there is difference in individual's behaviour. This individuality may result in either normal or deviant behaviour depending upon how an individual accepts various stimuli and reacts to them. Normal behaviour patterns refer to those responses which are in accordance with the socio-cultural norms, values and customs, while deviant behaviour is the result of some disturbance in the psychic mechanism or individual's own environment. Deviation in behaviour is seen during the pre-adolescent period commonly known as critical period of human life.
PSYCHOLOGY OF DELINQUENT BEHAVIOUR

Psychologists and sociologists believe that there are some critical periods in the life of human beings which bring deviation in behaviour. Late childhood is one of them because at this stage hidden biogenic, psychogenic and sociogenic factors generally aggravate due to many reasons. Hence this period should be deeply studied for developing an insight into aetiology of delinquent behaviour.

Analysis of National Youth Survey on persons aged 11-21 years reveals that peer relation changes dramatically over this age which may turn a child delinquent (Warr, 1993). Similarly the incidence of offending appears highest during adolescence (Blumstein & Cohen, 1988; Farrington, 1986). At this age a child shows diversion towards delinquent behaviour because it is the age of transition from dependency to independency. He is neither fully dependent nor independent. It is an age when he tries to stress his individuality but at the same time he is not fully prepared to express it (Murlidharan, 1969). On the one hand during early childhood period, the child is looked after by his parents and other members of his family, his basic needs are met by them, his emotional demands are satisfied, but on the other hand during this juvenile age (9 to 14 years), the child develops feeling of independency, he wants to meet all his demands by himself and tries to learn to control his emotions. But due to the family and social intervention in this period the child develops certain basic anxieties. These anxieties cause conflict which in turn causes tensions (Horney, 1945). Every child
wants to remain in a state of homeostasis, hence he endeavours to relieve these tensions by deviating from the normal pattern of social behaviour such as property damage, quarreling, assaulting etc. (Freud, 1954). There are occasions during this 'transition-period' when children experience frequent and intense emotions, which are more unpleasant rather than pleasant and it brings period of heightened emotionality resulting in disequilibrium of state causing delinquent behaviour (Hurlock, 1974, pp. 277-279). Freud (1917) believes that motivation for being independent in behaviour comes from libidinal energy. This energy is either released or repressed producing different types of behaviour. If a child's behaviour is appreciated, stimulated and rewarded, he becomes jubilant, outgoing and noisy, but if his behaviour is not given proper motivation as in the case of delinquent child, he becomes critical, rigid and distrustful. Further, if the level of libidinal energy increases due to repression by parents or other individuals, it causes tension and unhappiness. The child tries to relieve these in many ways through aggression, hostility, stealing etc. thus making a child delinquent and rendering him tension free.

The problem-behaviour particularly delinquency has been deliberated upon deeply by the educationists. They have referred to the late childhood as the elementary school age i.e. the critical age when a child enters into the new world of formal education from his old world of informal education (Cole, 1950). At this stage he is expected to acquire the rudiments of
knowledge and also learn curricular and extra curricular activities and skills. But the physical, physiological, psychological or sociological obstructions in the achievement of these developmental tasks at this age makes a child delinquent.

Physical handicappedness brings feeling of discontentment and also mars his ability to develop various skills, thereby making the child delinquent (Adler, 1927). Besides this, certain other factors like hormonal imbalance, obstruction in the activity of CNS and inherited abnormalities, also deviate child’s behaviour (Buchanan, Eccles, Beckar, 1992; Gorenstein, 1990). As a result, child develops inferiority complex and may become delinquent thus overcoming this inferiority (Adler, 1930).

Sociological obstructions such as unfavourable environment of the school and teachers, improper relationship between parent, teacher and child and other factors restricting him from going for formal education also make a child truant (Chauhan, 1962).

Like the educationists, the sociologists also believe this to be a period of socialization, because child enters the social world at this stage. He has to adjust himself with the social norms, values and customs and face the grim realities of life and the world. Prior to this stage the child dwells in the secured domestic world of pleasure and his behaviour is governed mostly by id (Freud, 1917). But during the juvenile age, i.e. from 8 to 14 years, he becomes conscious of himself as an individual, his ego now begins to play vital role, consequently his behaviour is governed by his ego which compels the child to act according to
principle of reality. Again he has to repress his libidinal energy which causes tensions and conflicts. If the child's inherent energy is not channelized to meet this conflicting and tensed situation, then he becomes hostile towards his society and relieves his tension by doing antisocial activities. Adler (1927) viewed this social retaliation in another way. He believed that from birth till 5 to 6 years, the style of life is fixed due to inherited capacities and close inter-personal tie. This style of life in a normal way rarely changes, but due to unfavourable circumstances such as maternal deprivation, disorganized homes, unacceptable school and social institution's behaviour, may cause sudden changes in his style of life for which he is not psychologically prepared. This challenge if accepted in a positive way inspires a feeling of confidence, but if this challenge is not met properly, the child generally develops a feeling of inferiority and neglect and becomes internally restrained. He may also develop a feeling of insecurity and guilt and this paves a way for his becoming a delinquent (Adler, 1927).

Inter-personal relations at this age also explain an individual's behaviour. The juveniles establish relationship with peers and are highly interested in gang-activities. Hence this age is also referred to as gang age (Sullivan, 1953). He believes that a human being does not exist as a single personality, rather they are related to one another. Physical as well as psychological and mental activities are due to interpersonal relationships and are not exclusively the inner dynamics of behaviour. Thus children's relations with their parents, siblings and peers, if conflicting, develop in him an imbalanced
self-system. This self-system during juvenile age depends on his inter-personal experiences. If there is disturbance in normal structuring of self-system then also the behaviour may become delinquent (Horney, 1937; Sullivan, 1953).

On reviewing various critical characteristics of the juvenile age it can easily be said to be a period of storm and stress, preferably the period from 9 to 12 years of age which is the end of childhood and the beginning of adolescence. It brings drastic changes in child’s behaviour. On the one hand, there is physical change his body structure suddenly takes height and his bones and muscles start strengthening themselves and on the other hand, there are deep emotional changes which are related to demanding and conflicting situations. This brings child into a state of disequilibrium. The child tries to relieve himself of this state of disequilibrium by stooping to various types of delinquent and antisocial behaviour, hence this stage should be minutely explored with great emphasis in the context of delinquent behaviour.

Behaviour can be normal or deviant depending on various factors such as heredity and environment which include inherited traits of personality, family structure and appropriate methods of child-rearing, parental attitudes, school and social environment, traditions and culture.

The deviant acts are categorized as:

(1) Defensive and (2) Adventurous.
Defensive refers to response to a sense of either perceived or real threat from the environment or individual, whereas adventurous refers to the act committed to relieve boredom or it may be a reaction to dare or a desire to impress the group.

Deviation is a common feature of every society, but since norms, values and customs of societies differ, the meaning of deviance also differs from society to society. It is qualified into legal, moral, biological and normative types.

**Legal Deviance** - According to the Juvenile Justice Digest (vol.1, No.3, pp.10) individual identified and convicted for violating the civil or criminal law are legally deviant.

**Moral Deviance** - Morally deviants are those who violate moral codes of conduct which establish the bounds of proper actions, relative to the use of force, property-rights and sexual conducts.

**Biological Deviance** - Physical disabilities and mental incompetence render the personality structure incomplete. These incapacities affect individual's ability to cope with the challenging social changes and make a child biologically deviant.

**Normative Deviance** - Every society sorts on certain norms. These norms are set by its members, if an individual acts against the accepted norms of society it can be termed as normative deviance.
CONCEPT OF DELINQUENCY

The word ‘delinquency’ comes from Latin infinitive ‘delinquere’ which means ('de'-away from and 'Linquere' - to leave) to be away from or to leave. In Roman literature a delinquent is an individual, who fails to perform a task or duty assigned to him. The official use of word ‘delinquency’ was made, in 1825 when the society for the prevention of pauperism in New York city changed its name to the society for reformation of juvenile delinquency.

Bloch (1970) mentions that delinquency has been used by William Caxton to describe a person 'guilty of an offense against the customs'. Hence, if an individual deviates from the accepted traditional code of conduct, he can be labeled as delinquent.

The meaning of delinquency may best be understood by considering various viewpoints such as

(1) Legal.
(2) Psychological.
(3) Sociological.

Legal viewpoint emphasizes the legal aspects of delinquency. The Federal Children Bureau states that juvenile delinquent cases are those referred (to a court) for acts, defined in the statutes of the state, as the violation by children or youth of juvenile court age i.e. 7 to 17 years, for conduct so seriously antisocial
as to interfere with the rights of others, to menace the well being of not only the delinquent himself but also of the community.

Cavan (1981) discussed 'juvenile delinquency' as a legal term which refers to violation of a federal or state law or a municipal ordinance.

As per the Indian Penal Code (Act XLV of 1860) 'A juvenile delinquent is a youth who has been adjudged by the court'. This Act also exempts all children under the age of seven from all criminal responsibilities. While Central Children Act (1960) defines juvenile delinquent as a child (in certain age range) who has been found to have committed an offense under the Indian Penal Code. Section 2(e) of the same legislation which specifies that the term 'juvenile delinquent' applies to a boy whose age-range is between seven to seventeen years and for girls within the age limit of seven to eighteen years.

Psychological viewpoint, attributes the deviant personality with reference to aggressiveness, emotional instability, neurotic tendencies, conflicts, tensions and the like. Psychiatrists believe that delinquency is an unfortunate expression of personality.

Friedlander (1947) explains delinquency on the basis of psycho-dynamics as an attempt (a) to escape from tense and unpleasant situation, (b) to obtain social recognition, (c) to provide excitement and thrill and (d) to seek punishment to shake off. The sense of conscious or unconscious feelings of guilt.
Reiss (1952) views delinquency as the result of the failure of both personal and social control to produce behaviour that conforms to social norms and is acceptable to the society.

Bandura and Walters (1959) defined delinquency as an expression of aggression. Padmanabhan (1973) believes that juvenile delinquency involves wrongdoing or criminal offenses committed by a non-adult who has not achieved maturity of mind and is unable to differentiate between the right and the wrong.

Sociological viewpoint, explains delinquency in terms of various social factors causing delinquency. Hadfield (1952) defined delinquency as antisocial behaviour. Similarly Gillin and Gillin (1952) defines delinquent as 'one who is guilty of an act, believed by a group that has power to enforce its beliefs, to be injurious to society and therefore prohibited'. Mowrer (1964) defines a delinquent as a person who knowingly, intentionally and self-consciously violates the norms of the society to which he belongs. In the words of Healy (1926) 'A child who deviates from the social norms of behaviour is called a delinquent', while Burt (1929) called a child, delinquent whose antisocial tendencies appear so grave that he becomes or ought to become the subject of an official action.

Shankar (1978) claims that delinquency is a rebellion and an expression of aggression which is aimed at destroying, breaking down or changing the environment.
Juvenile Delinquency: A Concept

As mentioned earlier, a delinquent is essentially a criminal or social offender, viewed as a social type (Warren, 1971). Delinquency is committed largely by juveniles (Schafer and Knudten, 1970). The term 'juvenile' generally refers to a person falling into a non-adult age range. The term 'juvenile delinquency' refers to delinquency pertaining to the act committed by one who is in the juvenile age range. Diaz (1983) defined juvenile delinquency as the deviant action, inclusive of crime, which is indulged in by a young person above the age of reason.

While defining juvenile delinquency, Siegal and Senna (1981) referred it to be an act committed by a minor (who falls under a statutory age limit to seventeen or eighteen years) that violates the Penal Code of the government with authority over the area in which the act occurred.

To sum up the concept of juvenile delinquency can be explained in terms of deviant behaviour of a child, belonging to certain age range, in violation of the legal norms and in contravention with the socially and culturally defined behaviour patterns in society, i.e. the social norms.

Juvenile Delinquency in Indian Context

Juvenile delinquency is a universal problem and no class, creed, colour or nation is free from it. This pervading problem stretches its octopus arms over developed countries like U.S.A., U.K.,
France and Japan to developing countries like India as well as under developed ones like the African countries.

A profound study was made by Sandhu (1960, 1987) which has given astonishing and startling results. In this study an attempt was made to compare the rates of delinquency in India with that of America. He found that the rate of delinquency is comparatively much lower in India than that of America, despite having taken many measures by them for checking delinquency. The reasons for comparatively low rate of delinquency in India might well be due to the existence of close family bond between parents and sibling in rural area which comprises of 90 percent of total population of India.

Supporting the above mentioned statement another study was conducted by Khan and Singh (1988) and it was found that rural environment provides a routined pattern of life while urbanized pattern is dynamic and complex due to industrialization, mechanization and complex social systems. The mass media affects a child not only consciously but drastically sub or unconsciously. It was also discussed that rural children find more congenial, less strenuous and more smooth situations than do the urban children. Thus urban environment results in dysfunctional and conflicting families and social life. As a result of this typical constellation of these various factors, the rural environment is found to be more congenial for emotional stability or ego strength. Further more, surroundings of rural children are comparatively static and routined thus depriving children from the development of tender-mindedness in them as such they are not prone to delinquency.
Delinquency in India is a social phenomenon and is an outgrowth of its cultural and economic contacts and associates with the western industrialized society. Industrialization causes urbanization, which follows modernization. Modernization gives rise to many ills, delinquency is one of them. In Indian perspective, delinquency is a matter of serious concern as sometimes there is decline and sometimes stability or momentary rise in the rate of delinquency. In Indian scenario, delinquency should be studied with due regard to the peculiarities of Indian culture, traditions and conditions, prevailing in social institutions and the like ones, which may well be responsible for the varying degree of delinquency and societal responses.

In the following paragraph an endeavour has been made to study delinquency found in India, under various heads of crime, with special reference to Madhya Pradesh, where research is being carried out.

The Juvenile Justice Act, 1986 came into force on 02.10.1987, this act has taken the place of the Children Acts prevailing in various states and union territories of India, which defines juvenile delinquent as the child (in certain age range) who has been found to have committed an offense according to the Indian Penal Code. The section 2(e) of the same legislation specifies that the term 'juvenile delinquent' holds for a boy whose age range is 7 to 16 years and a girl who is under the age of 7 to 18 years. New definition of juvenile have been implemented from 1988
hence the juvenile statistics of 1988 is not comparable with the statistics of yester years (Crime in India, 1991).

The National Institute of Social Defense, New Delhi has observed a marked decline as well as stability in the number of juvenile crimes from 1988 till 1991.

According to 'Crime in India, (1991)', the statistical analysis related with total juvenile crimes committed, and its percentage of total crimes, estimated mid-year population (In Lakh) and the volume of juvenile crime (per Lakh of population) has been tabulated as follows:

**TABLE 1**


<table>
<thead>
<tr>
<th>S.No.</th>
<th>YEAR</th>
<th>INCIDENCE</th>
<th>% OF JUVENILE</th>
<th>ESTIMATED MID-YEAR POPULATION</th>
<th>VOLUME OF JUVENILE CRIME/LAKH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1988</td>
<td>24827</td>
<td>1.7</td>
<td>7966</td>
<td>3.1</td>
</tr>
<tr>
<td>2</td>
<td>1989</td>
<td>18457</td>
<td>1.2</td>
<td>8118</td>
<td>2.3</td>
</tr>
<tr>
<td>3</td>
<td>1990</td>
<td>15230</td>
<td>0.9</td>
<td>8270</td>
<td>1.8</td>
</tr>
<tr>
<td>4</td>
<td>1991</td>
<td>12588</td>
<td>0.8</td>
<td>8496</td>
<td>1.5</td>
</tr>
</tbody>
</table>

---

**FIGURE 1**

INCIDENCE OF JUVENILE CRIMES UNDER IPC 1988-1991
The table 1 and figure 1 indicates that there is continuous decline in the incidences of juvenile crime under IPC from year 1988 to 1991. Further the share of juvenile crimes is declining steadily from 1.7 percent in 1988 to 0.8 percent in 1991.

Juvenile delinquency under different types of crime and changes from year 1988 to 1991 has been tabulated as under:

**TABLE 2**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Murder</td>
<td>661</td>
<td>496</td>
<td>377</td>
<td>348</td>
</tr>
<tr>
<td>2.</td>
<td>Attempt to murder</td>
<td>271</td>
<td>255</td>
<td>218</td>
<td>171</td>
</tr>
<tr>
<td>3.</td>
<td>Burglary</td>
<td>2722</td>
<td>2131</td>
<td>1764</td>
<td>1553</td>
</tr>
<tr>
<td>4.</td>
<td>Theft</td>
<td>5584</td>
<td>4470</td>
<td>3778</td>
<td>4638</td>
</tr>
<tr>
<td>5.</td>
<td>Riots</td>
<td>3021</td>
<td>1916</td>
<td>1525</td>
<td>1270</td>
</tr>
<tr>
<td>6.</td>
<td>Cheating</td>
<td>77</td>
<td>78</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>7.</td>
<td>Decority</td>
<td>226</td>
<td>136</td>
<td>116</td>
<td>52</td>
</tr>
<tr>
<td>8.</td>
<td>Robbery</td>
<td>408</td>
<td>258</td>
<td>185</td>
<td>164</td>
</tr>
<tr>
<td>9.</td>
<td>Rape</td>
<td>317</td>
<td>263</td>
<td>184</td>
<td>189</td>
</tr>
<tr>
<td>10.</td>
<td>Other crime of IPC</td>
<td>11002</td>
<td>8157</td>
<td>6793</td>
<td>3989</td>
</tr>
</tbody>
</table>
FIGURE 2 A Yr.1988

FIGURE 2 B Yr.1989

FIGURE 2 C Yr.1990

FIGURE 2 D Yr.1991

FIGURE 2 NATURE OF CRIMES CHANGES FROM YR. 1988 TILL 1991
The table 2 and figure 2 indicates that there is decline in various heads of crime but the statewise distribution of juvenile delinquents show difference in occurrence of crime.

**TABLE 3**

STATE-WISE DISTRIBUTION OF JUVENILE DELINQUENTS

(IPC) DURING 1991.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>NAMES OF STATE</th>
<th>% OF TOTAL REG. CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Andhra Pradesh</td>
<td>2.6</td>
</tr>
<tr>
<td>2.</td>
<td>Assam</td>
<td>2.8</td>
</tr>
<tr>
<td>3.</td>
<td>Bihar</td>
<td>4.4</td>
</tr>
<tr>
<td>4.</td>
<td>Gujarat</td>
<td>9.2</td>
</tr>
<tr>
<td>5.</td>
<td>Haryana</td>
<td>7.8</td>
</tr>
<tr>
<td>6.</td>
<td>Karnataka</td>
<td>2.6</td>
</tr>
<tr>
<td>7.</td>
<td>Madhya Pradesh</td>
<td>22.3</td>
</tr>
<tr>
<td>8.</td>
<td>Maharashtra</td>
<td>27.0</td>
</tr>
<tr>
<td>9.</td>
<td>Rajasthan</td>
<td>3.0</td>
</tr>
<tr>
<td>10.</td>
<td>Tamilnadu</td>
<td>12.4</td>
</tr>
<tr>
<td>11.</td>
<td>Union Territories &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other states</td>
<td>5.9</td>
</tr>
</tbody>
</table>
The table 3 and figure 3 indicate and show state-wise distribution of juvenile delinquents under the IPC. This indicates that Maharashtra had the highest contribution of 27 percent followed by Madhya Pradesh 22.3 percent, contributing about 50 percent of the cases registered in the country. Against this Uttar Pradesh, which is largest populated state shared just 0.3 percent. Among the union territories, Delhi alone registered 181 cases (77.7 percent) of the total cases registered in all the union territories.

It is interesting to note from table 3 figure 3 that although Maharashtra topped the states by registering 3396 IPC cases against juveniles, followed by Madhya Pradesh 2806 cases in respect of arrests, Madhya Pradesh topped the states by arresting 4576 juveniles while Maharashtra arrested 3308 delinquents. Thus, it can be concluded that Madhya Pradesh showed more severe impact of delinquency than Maharashtra.

The above report given by 'Crime in India, (1991)', explores that juvenile delinquency is declining but that number of juveniles is still more in Maharashtra, Madhya Pradesh and Tamil Nadu. Hence, measures should be taken to reduce or rather eliminate juvenile crimes from these three states.

This study aspires to probe into the problem by studying and investigating the various biological, psychological and sociological causes of delinquency in India with special reference to Madhya Pradesh.
JUVENILE DELINQUENCY IN MADHYA PRADESH

Madhya Pradesh is an important state with reference to juvenile crime. As per the 'Crime in India, 1991', Madhya Pradesh tops the list in India. On reviewing the previous data, it may be mentioned that during 1988 the percentage of juvenile crime was 13.1 percent, during 1989 it was 14.4 percent and 16.7 percent in 1990 followed by a marked rise to 22.3 percent in 1991. On the one hand juvenile delinquency in India either shows decline or stability in some years, while on the other hand juvenile delinquency is showing continuous increase in Madhya Pradesh. These data inspired the research worker to study the causes of the increase in delinquency in Madhya Pradesh. Sociological causes have been much explored by various investigators hence this research is an attempt to know about the psychological aspects of delinquent behaviour. For the same, personality traits of juvenile delinquents and non-delinquents staying in various towns of Madhya Pradesh have been identified. The question whether these personality traits are also related to the interest-patterns of juvenile delinquent, have also been explored.

As regards the juvenile delinquency in Madhya Pradesh, it has been found that due to maximum number of arrest cases of juvenile delinquents various observation homes, reformatory homes and special schools for juvenile delinquents have been opened in various towns of Madhya Pradesh (see map).
Figure: Map of Madhya Pradesh showing various locations of reformatory homes.
**AGE, SEX AND DELINQUENCY**

Juvenile age of 7 to 12 years is formative age. Children's behaviour may either become normal or deviated depending upon their inherited or acquired traits of personality, their family structure, school and social environment. It has been observed by Moffitt (1993) that usually all the children have proneness for delinquency but only a few show deviation towards antisocial activities. Further he found that the deviation towards antisocial activities usually start during the period of preadolescence. At this age juveniles are involved in minor types of offenses such as theft, burglary and are not diverted towards committing crimes of higher order, such as dacoity, murder etc. This fact has been observed by Bureau of Police Research and Development, New Delhi.

An observation of table 4 and figure 4 reveals that juvenile offenders of age group 7-12 years are involved in minor types of offences, such as burglary, and theft while there is little evidence of juvenile offenders (7 - 12) years committing major types of crime such as murder, rape and dacoity etc.

On the basis of above facts it can be concluded that this age should be studied and analysed, so that innocent offenders are not converted into hardened and robust criminals. Further this table also show evidences that the number of offenses committed by boys is much more than the girls.
### TABLE 4

**Juveniles Apprehended under IPC of 7-12 Years of Age Group & Sex during 1991**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Nature of Crime</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Murder</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>Attempt to murder</td>
<td>17</td>
<td>00</td>
</tr>
<tr>
<td>3.</td>
<td>Burglary</td>
<td>272</td>
<td>13</td>
</tr>
<tr>
<td>4.</td>
<td>Theft</td>
<td>928</td>
<td>49</td>
</tr>
<tr>
<td>5.</td>
<td>Riots</td>
<td>159</td>
<td>12</td>
</tr>
<tr>
<td>6.</td>
<td>Cheating</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>7.</td>
<td>Dacoity</td>
<td>12</td>
<td>00</td>
</tr>
<tr>
<td>8.</td>
<td>Robbery</td>
<td>17</td>
<td>05</td>
</tr>
<tr>
<td>9.</td>
<td>Rape</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>10.</td>
<td>Other crime of IPC</td>
<td>491</td>
<td>65</td>
</tr>
</tbody>
</table>

### FIGURE 4 JUVENILE APPREHENDED IN 1991

(Percent wise)

- Murder (8.7%)
- Burglary (13.5%)
- Other (35.3%)
- Attempt to murder (1.4%)
- Dacoity & Robbery (14.4%)
- Riots (16.1%)
While reviewing it has been observed that delinquent behaviour is the result of sociological and psychological factors. It has been mentioned that sociological factors are to much extent responsible for causing delinquency. These factors have been investigated by many investigators but psychological factors responsible for delinquent behaviour have not been explored much. Hence, various causative factors responsible for causing delinquency have been explained to understand the problem deeply.

CAUSATIVE FACTORS OF DELINQUENCY

Cesare Beccario (1738-1784) while dealing with philosophy of aetiological factors mentioned that 'Man is a free agent pursuing hedonistic aims and able to rationally decide on all or most causes of actions while offender is possessing a free will no different from non-offenders except that his will is to commit crime'. But, Lombrosso (1835-1909) stresses on the criminal offender's personal background characteristics rather than on free will and rational thought process. He adds that the treatment of these offenders would include altering one or more of the determinant factors that contribute to the unlawful behaviour.

There are various factors which may explain the aetiology of delinquent behaviour. They are individual's physical defects, physiological disequilibrium, mental-deficiency, personality traits and their imbalances, emotional instability, aggressive tendencies, conflicting situations and sociological dysfunctions.
Broadly speaking, factors causing delinquency have been divided into two main categories:

(I) Intraneous factors.

(II) Extraneous factors.

Intraneous factors are those factors with which the individuals are internally associated like physical and mental defects, anatomical and physiological factors and traits of personality such as intelligence, aggression, self-concept and the like. A brief description of these factors is being given as under:

1. Physical and Mental defect

Physically handicapped individuals such as crippled, deaf, mute and mentally retarded such as imbeciles or morons are easily susceptible to delinquent acts, because due to these physical defects they develop feeling of inferiority and they hanker for proper motivation to combat this inferiority. Thus they become frustrated and tense and adopt delinquent behaviour as a means of defense mechanism.

2. Anatomical and physiological factor

Anatomical and physiological factors include functioning of the endocrine glands, hormonal imbalance, mal-functioning of the central nervous system and the like which are also responsible for delinquent behaviour. The importance of cerebral and hormonal disturbances in personality of offenders
was studied by Henck (1955), he concluded that hormones are also responsible for causing delinquent behaviour. In another study Gorenstein (1990) concluded that many juvenile delinquent suffer from a subtle weakness in the inhibitory functions of the prefrontal cortex, the septal area, and the hippocampus.

The theory of XYY chromosomes as a causative factor for delinquency was propounded by Patricia Jacob (1965) who claimed that individuals having extra 'Y' chromosomes can easily become criminals.

3. Psychological factors

Other important factors which have been found to be causing delinquency are psychological factors. These are to some extent inherited by the individual but the influence of environmental factors also cannot be overlooked altogether.

It is commonly found that even intelligent persons in teenage exhibit delinquent behaviour but it is in a refined manner. Goring (1913) & Goddard (1921) have found low intelligence as the single factor influencing juvenile delinquency. Kundu (1966) also has found delinquent children to be low in intelligence. In contrast Mathayaya and Bhaskeran (1972) have found delinquents to be slightly more intelligent than the average normal beings.
Thus there are conflicting results among the findings of various research scholars but it cannot be denied that psychological factors also are decisive. Eysenck (1964) concluded through his studies that psychological factors such as neuroticism, psychotism, frustration and maladjustment appear to be important causative factors of juvenile delinquency.

Extraneous factors are those which are related to the external environment and affect individual's behaviour. These play equally important role in causing delinquency. Some of the important factors are mentioned below -

1. Family factor

This is the most outstanding extraneous factor. Researchers have shown that divergent factors relating to the family of juveniles tend to drive him to commit delinquent acts. Parental criminality, poor parental supervision, cruelty, neglect and indifference on the part of parents, broken home, large family or too restrictive discipline go a long way to affect adversely delinquent behaviour of children. Such children definitely feel a sense of insecurity.

It is interesting to note that delinquency of juveniles has been found generally similar in different social and ethnic groups and even in countries having different cultures or systems of social control.
The most pronounced and consistent characteristic for the cause of juvenile delinquency is the criminality in parents. It has been found that the children with criminal parents acquire delinquency record in greater percentage than those of non-criminal parents.

Discord among parents, frequent or prolonged quarrel, hostile exchanges among members of family or with neighbours, neglect of children, separation of parents come next in the causes of juvenile delinquency.

Various socioeconomic disadvantages such as poverty, poor housing, large size family, unemployment and/or such factors have also been found to cause delinquency in children.

About the large size family, empirical evidences show that delinquency is affected most strongly in socially disadvantaged sections of population, particularly where deprivation of maternal affection or lack of attention due to rival siblings among young sisters and brothers is experienced, while in case of the middle class family such association may be rather weak.

2. Effects of films & T.V.

Man is an imitative being as such he imitates what he perceives in the society. Horror comics, violent scenes, anti-social activities make an impact on the viewers considerably. Violent scenes for example affect the children mostly in two ways. First they create aggressiveness in them and excite them to perform aggressive acts and secondly they induce them to
Imitate acts of violence scenes in film or on T.V. On the basis of above views it can be concluded that there is little doubt that violence on films seems able to induce aggressive imitation in young children and a more general state of aggressiveness in both younger and older subjects.

3. Labeling

It has generally been found that quite a good percentage of delinquents, who are convicted and hence publicly labeled as criminals, get inclined to further delinquent behaviour. It has been suggested that 'one of the most crucial steps in the process of building a stable pattern of deviant behaviour is likely to be the experience of being caught and publicly labeled as a deviant'. Labeling some one publicly as a delinquent or criminal may thus induce a juvenile delinquent to indulge in further delinquency. Particularly judicial measures against delinquency though taken with corrective reformative and deterrent intention may also have adverse result and push the child further to perform delinquent behaviours.

4. School factors

Some schools admit children through tough selection while others admit children with behavioural problem in far higher proportion. As a result children joining the latter schools get more inclined to indisciplined and disruptive behaviours. Thus school factor has also been found to have marked influence in causing delinquency in children.
5. Area influences

Numerous investigations have shown that causation of delinquency also depends on geographical area like Bhind where delinquency is more prevalent in cities than in rural areas, that delinquency rates are highest in poor over crowded areas of low social status in industrial belt and lowest in more affluent spacious areas.

One of the explanations of concentration of criminal characters in certain specific locality is that there is a natural drift of disadvantaged or deviant individuals into less desirable areas.

6. Physical environment

This is also considered as a factor controlling delinquency. Oscar Newman (1973) suggests that buildings or areas which are semi public are more viable to vandalism than those which are personal in character. The findings of Newman have been widely confirmed.

7. Social change

Sociologists have concluded after extensive study that social changes directly affect the existing pattern of social relationship and have very significant effect on adolescents and young people.
Urbanization and industrialization are the two most striking social changes in the modern era. These two events have been found to have considerable effect in controlling delinquency in a particular society.

Recently application of the research strategy known as the time-series method in which the timing of social changes is linked with the timing of changes in delinquency has shown that there has been a close relationship between unemployment and rising delinquency. These factors are also responsible for causing delinquency.

Researchers have found the following acts or conditions to be included in delinquent behaviour:

1. Habitual truancy.
2. Incorrigibility.
3. Immoral indecent act.
4. Being beyond parental control.
5. Violation of any law or ordinance.
7. Visiting gambling places.
8. Habitually wandering about rail road yard.
9. Jumping from train or entering power engine.
10. Immoral conduct around the school.
11. Smoking Cigarette (or use of tobacco).
14. Use of intoxicating liquor.
15. Loitering, sleeping in alleys, vagrant.
16. Runaways from home.
17. Engagement in illegal occupation.
18. Driving motor vehicle dangerously under influence of liquor.
19. Use of vulgar language in public.
20. Knowing visitations of a house of ill repute.
21. So reports as to injure or endanger self or other.
23. Use of liquor for illegal influences.
24. Drug addiction.
25. Refusal to obey parents and guardians.

MEASUREMENT OF DELINQUENCY

Delinquency is definitely a social problem and appears to be increasing day by day. Many public and private agencies are making programme for the prevention or reduction of delinquency. There is obvious need of some instrument or device that alone or in conjunction with other can be used for the measurement of delinquency. For the measurement of delinquency source data are required. The most important sources of data concerning juvenile delinquency are the police and the juvenile courts. These source data should be identified, classified and graded. Identification of delinquents at an early age would help in minimising the number of delinquents. Similarly, classification according to the level of delinquency would help social workers to deal with delinquent
children separately depending upon the intensity of the crime. Various efforts have been made for the identification of juvenile delinquents.

Gluock (1956) suggested three diagnostic screening devices based upon the Glueck's social prediction table. She concluded that three groups could be identified by using Glueck's social prediction table. They are:

1. Neurotic and non-neurotic delinquents.
2. Neurotic and emotionally healthy delinquents.
3. Neurotic non-delinquents from non-neurotic non-delinquent.

The delinquents and the non-delinquents can be classified by using multi-variate, statistical techniques of MMPT scale alone or in combination with school data. The technique was employed by Rampel (1958) who could correctly identify 62.3 percent of the non-delinquents and 69.5 percent of the delinquents by using only multiphasic data. A combination of multiphasic and school data record made possible the identification of 74.2 percent of non-delinquent boys and 67.5 percent delinquent boys.

A brief scale consisting of 40 items of true and false was standardized and cross-validated on 781 delinquents by Quay (1959) and 67 percent of the delinquents were correctly classified.

Sandhu (1960) modified socialization scale, a part of the California Psychological Inventory and modified for use in India. The modified scale was validated with the hypothesis that 'those groups which were more processed in criminality or delinquency
would score higher than those initiated in these. The hypothesis was confirmed and it was possible to measure potential delinquent children.

For the detection of delinquency among the university students, the delinquency scale in the Mysore personality Inventory (MPI) was used by Krishnan (1964). It was found that family maladjustment and social maladjustment has high positive correlation with the scale. Other factors which influenced delinquency level were father’s education and occupation, order of birth and urban living.

Khan, Khan and Hussain (1982) have given an inventory for the measurement of delinquency level. It consists of fifty items in English proposed to measure delinquency of the subjects in different spheres of life, such as personal, family, school, peer group and other social spheres this inventory distinguishes delinquents from non-delinquents.

The above mentioned tests and inventories can help in diagnosing delinquency among children. The level of delinquency can in turn help in categorization of the children thus they could be dealt in different way. Appropriate measures can be taken to reduce or check delinquency.

THEORIES OF DELINQUENCY

Various scholars and researchers in the field have studied and put different theories on delinquency and its causation from time to time. Broadly speaking, there are two widely different points of view through which these theories have been presented. Whereas
sociologists have tried to explain delinquency in terms of theories of society and social origin of human behavior. The psychologists have attributed delinquency to personality factors and family influences.

Below is given a brief review of theories developed from the beginning of the present century till date, throwing light on their significant characteristics and pointing out their deficiencies, if any.

Earlier in the monolithic theory of presentation, it was customary to pinpoint a single uniform factor as the main cause of delinquency. Modern theorists have sought to explain delinquency in terms of a variety of factors. They consider a field or a range consisting of different forces that combine to make the adolescents behave in a manner so delinquent.

Most of the theories dwell on characteristics and changes which are internal or within the individual, but there are factors which are external and which reside in the situations or circumstances related to the act of delinquency. These factors are called extraneous. The relevant theories are as follows:

1. Merton's strain theory

Based on Durkheim's concept of anomies (1898), this theory is known as anomic or strain theory which holds that delinquent behavior is the result of socially induced pressures caused by strain resultant of the gap of anomic disjuncture between cultural goals and the means available for attainment of such goals. The theory maintains that young people belonging to
lower social strata develop frustration and take to delinquent behaviour because of lack of economic progress or because of lack of ability to acquire social prestige or status.

An empirical study shows that though this theory is successfully applicable in the lower strata of society it can not be universally accepted.

2. Sub-cultural theory

Like the anomie theory, this is also a class based theory but differs from it in as much as it does not describe delinquent behaviour as 'deviant behaviour' but holds that delinquency is simply a 'normal' behaviour for a particular sub-culture and may be regarded as constituting an accepted part of social activities of adolescents, because though illegal in character, they are not subject to social disapproval in certain groups.

The theory does not maintain that the delinquents constitute a different or special group in any sense, though it asserts that delinquent behaviour develops in the same way as other forms of social behaviour. But the theory has limitations as it can not explain all delinquent behaviours.

3. Social learning theory

This theory states that the delinquent behaviour is learnt in social environment in the same manner as any other behaviour is learnt. The differences occur because of the dependence on 'learning variables' which exert a major influence on the
acquisition and maintenance of criminal behaviour (Merton, 1937).

This social learning theory does not take into account sex-differences, age changes and other developmental factors. Though complex and broad based, it does not account for the enormous individual differences in criminal behaviours.

4. Social control theory

Hirschi (1937) one of the propounders of this theory states that delinquent acts result when an individual's bond to society is weak or broken. The theory maintains that every one has a predisposition to commit delinquent acts and it is the social control that makes him learn not to commit them.

The social control mentioned in the theory is both direct and externally administered just like restrictions and punishment, as well as indirect or internalized control in terms of affectional identification, attachment to other people, commitment to an organised society and so on.

5. Differential association theory

Sutherland (1965) is the originator of this theory which regards that delinquent behaviour is learnt through the process of association with those that commit crimes. The nature and degree of criminality will depend on the frequency and consistency of person's contacts with criminals.
To some extent this may be true but it is difficult to define what sort of association induces adolescents to engage in criminal activities.

6. Psycho-analytic theory

This theory belongs to the 'Freudian School' which attributes delinquency mostly to the nature of family relationship and upbringing during early years. In such a development, unconscious forces play the central role and in some cases delinquency is the result of the antisocial behaviour of the neurotic conflict in the unconsciousness of the individual. Psycho-analysts maintain that it is the unconscious nature of that mental process which determine their characteristics. The delinquent behaviour is the result of faulty personality development. Some delinquent behaviours have a symbolic meaning in relation to unconscious mental processes which may be totally unknown to the conscious mind of the individual.

7. Biological theory

To interpret delinquent behaviour, several biological theories have been propounded. Quay (1987) says that those who perform psycho-pathic behaviours are born with a nervous system that is hyperactive to stimulation. The child is 'stimulation seeker and experiences hedonic discomfort under circumstances which are adequately arousing for most other children'.
Eysenck (1967) suggests that 'primary psychopathy' is associated with the genetically determined personality dimension of 'Psychoticism' (P) and 'Secondary psychopathy' is associated with genetically determined 'high-extraversion' (E) and 'neuroticism' (N). Eysenck regards conscience as the result of a long process of conditioning and 'secondary psychopathy' as characterised by low 'conditionability' (associated with high E and N). He holds that these dimensions are identifiable in childhood and persist in adult life and that the concepts of 'primary' and 'secondary' psychopathy to much of the delinquent behaviours in the childhood.

However Eysenck does not mention how and how much primary psychopathy will be distinguished from the secondary psychopathy. It has been empirically proved to be quite strongly associated with P and somewhat with N and not consistent with E.

Though impaired avoidance learning has been found to cause psychopathy in adults, it is not maintained that delinquency in juveniles is caused by unplanned conditioning. Also though some parts of Eysenck's theory are proved but such is not the case with all its formulations.

Another biologist Robins (1976) has presented a theory explaining delinquency in terms of 'sociopathic personality' by which she means a syndrome made of a broad variety of anti-social behaviour arising in childhood and which she describes as a psychiatric disease state. Her conclusions are based on
such facts as that there is a common set of symptoms with a similar age of onset, that symptoms follow a predictable course, that it occurs in children whose fathers, siblings and offsprings all have a high incidence of the condition and the like.

Though Robins observations may be quite reliable there is no evidence that her 'sociopathic' personality investigations are necessarily follows.

8. Situational factors theory

Modern psychology tries to explain human behaviour in terms of situational factors where the stimuli are seen as basic determinants in place of explaining human behaviour in terms of simple trait theory.

Criminogenic situations are those situations which induce the individual to criminality was emphasized by Hough, Clarke and Mayhend. The major force behind individual's criminal behaviour in a particular situation will however depend largely on the nature of the situation itself. Evidences so far have been found too inadequate to accept situational approaches to delinquency as satisfactory.

9. Choice and rational consideration theories

These theories explain delinquency in terms of choice or rational consideration. They hold that criminal acts are the result of the individual choice made on the basis of rational
considerations - like the benefits the individual will derive from the crime, the chances of being caught or the consequences that would result if caught. The two major elements in these theories are the individual's choice and the element of profit, cost and opportunities resulting from the choice.

It has been found that delinquency can be restrained to some extent by controlling the resultants of the choice. The empirical evidences behind this delinquent behaviour based on choice and economic considerations do not fully subscribe to the theory and hence several objections are often raised.

10. Labeling perspective or 'secondary deviance'

It has been found that by labeling a delinquent as such, the likelihood of the individual committing further delinquent activities increases. Lemert (1951) states 'secondary deviance' refers to a special class of socially defined responses which people make to problems created by societal reactions to their deviance. Researches have shown that the stigmatising label of delinquent as provided by legal processing adversely affects a person's self image and consequently he engages himself in further delinquent activities. Some empirical evidences given where delinquent tendencies have increased after court appearances.

However equally reliable evidences have been produced to the contrary, hence the theory cannot be accepted as universally true.
11. Reactive conception of deviance

Traditionally delinquency is interpreted without any reference to reactions to deviance. However, modern criminologists maintain that deviance is not an inherent property of any act or individual but it is a property conferred by the society and that the delinquent behaviour is taken to by a person as a form of reactive response. The theory is still not enough advanced to replace the traditional theory.

UNDERSTANDING DELINQUENT BEHAVIOUR IN THE LIGHT OF PERSONALITY THEORIES

It cannot be disputed that delinquency is the result of faulty personality development. Personality is the sum total of various traits (Guilford, 1959). These traits develop in an inappropriate pattern due to various factors such as, parental rejection, deprivation, faulty upbringing, unfavourable school and social environment. The personality theories explain how these traits develop and deviate due to environmental factors. Hence delinquent behaviour may be best understood in the light of existing and relevant personality theories.

In the following paragraphs an attempt has been made to explain delinquency taking into consideration important personality theories.
We can classify personality theories into three basic categories:

I. Biological theories.
II. Psychological theories.
III. Sociological theories.

I. Biological theories

These theories explain physical and physiological factors related with delinquent behaviour. Lombrosso (1835-1909), Kretchmer (1925), Glueck and Glueck (1956) associated delinquent behaviour with body types.

Lombrosso (1835-1909) emphasized on the biological causes of crime and suggested several criminal types, such as, criminals by passion and occasional criminals. He holds that the criminals are born as such. Kretchmer (1925) mentions mainly three types of physique. The first type is called 'asthenic' and refers to a linear physique; the second type is 'athletic' which is muscular, vigorous physique; and the third type is the 'picnic' physique which is characterized by fat and plumpness. Besides these three types he identifies one more the 'dysplastic' physique. This type show strikingly deviant personalities. They are ugly and are rarely found. In another classification Kretchmer (1925) also identifies body mind type the cyclothymes and schizothyme and believes that the cyclothymes are less serious delinquents and criminal
than the schizothymes. Thus physical aspect of personality also plays a vital role.

A detailed study relating delinquency with body structure was conducted by Glueck and Glueck (1956) and a relationship between the type of a body and the manifested behaviour was found (Sheldon, Strevens and Tucker 1940).

Sheldon (1949) describes three types of human body and their associated behaviour. They are:

1. Endomorph who tend to be relaxed, do slow actions and are sociophillic with emotional tolerance and they do not act impulsively.

2. Mesomorphs are muscular, assertive, adventurous and dominant to face situations and ready to take challenges.

3. Ectomorphs are usually over responsive, hyper attentive and emotionally restrained and extremely reserved.

Delinquents have been found to be mesomorphics and differ constitutionally with non-delinquents and other types of delinquents.

II. Psychological theories

These theories explain various psychological factors associated with delinquent behaviour, such as personality, intelligence, attitudes, self-concept etc. The study of
delinquents have been made by many psychologists and their findings also differ considerably. To name a few of them are Freud (1917), Adler (1927) & Erickson (1966) etc.

A brief analysis of various theories will go a long way in understanding the various aspects of delinquent behaviour from the view point of some of these outstanding psychologists.

Freud (1926) explains behaviour through psycho-analysis. According to him behaviour is determined both by instinctual urges and by pleasant and painful experiences and all the efforts are directed towards satisfying those urges. He further explains that obstructions during oral and anal stage such as maternal deprivation, harsh discipline, improper method of child rearing, incites a feeling of insecurity and inadequacy and may make a child delinquent. This tension is due to repressed libidinal energy and remains in dormant state during childhood, but is aggravated during juvenile age i.e. adolescence, making a child delinquent. During the age from 9 to 12 years or preadolescence, hormonal changes take place. At the same time the child has to behave in accordance with social norms, so he represses his libidinal energy, which again results into a state of tension and frustration in a child and he behaves as delinquent.

According to reality principle, if a child accepts the realities of life, he develops in a normal way, otherwise
becomes deviant. A child has to make balance between his instinctual drives and social norms. A normal child knows the acceptable ways of maintaining balance but a delinquent child does not. The child's personality is always in a state of flux. The libidinal energy motivates him to do either right or wrong. The child who intellectually takes decision and behaves accordingly is said to have normal pattern of behaviour but the child whose libidinal energy is directed towards negative trends becomes delinquent.

Following polarity principle, if a child intellectually takes decision towards desirable pole then he develops normal patterns of behaviour otherwise becomes deviant. The principle of psycho-analysis also explains that a conflict between id, ego and super ego results into delinquent personality.

While summarizing it may be mentioned that the child's personality is an integration of three factors viz. id, ego and super ego. Normal personality structure results if there is proper balance in the various traits of personality but delinquent personality is caused when there is disorganization in the personality traits and improper repression of child's inner drives and needs.

Adler (1927) has explained child's behaviour through his psycho-individualistic theory. He believes that child inherits the feeling of inferiority. When he is born, he feels himself unfulfilled and inadequate. This
feeling of inadequacy and inferiority motivates him to become superior. As the child grows he receives motivation both from inner as well as outer environment. He is also motivated by his family members and the members of society for the achievement of superiority, if he lacks this motivation he develops feeling of insecurity and inadequacy and becomes revengeful towards society. As a result he may develop a different pattern of life which may make him delinquent. Further, he believes that an individual whose style of life revolves around the feelings of neglect and lack of love interprets all his experiences from that frame of reference. Similarly an unloved child feels that all human contacts substantiate his role of being unloved and he develops a feeling of neglect and inadequacy, while other individual whose life style centers on the feelings of aggression and power, considers any display of counter power a challenge to self and in response shows an assaulting and damaging behaviour which declares him to be a delinquent. Sudden change in the style of life occurs due to unfavourable circumstances which may bring deviation in the behaviour.

While concluding, it can be said that individuals are born with a feeling of inferiority, but strives for superiority. They develop their style of life according to their experiences and accordingly construct their creative self.

Erickson (1966) considered ego to be an important determinant of personality. He explained behaviour through
eight stages of ego development and concluded that every individual has to pass successfully through all these stages and that failure at an early stage jeopardizes the full development at a later stage. A normal behaviour pattern develops if a child passes through all these stages without any obstruction otherwise his behaviour deviates and he may become delinquent.

III. Sociological Theories

Sociological theories emphasize the role of sociological factors in the development of delinquency, such as family and its structure, school and other social institution. The social analyst who have analysed delinquent behaviour in the perspective of social factors are Fromm (1941), Horney (1945), Sullivan (1953) and others.

Various socio-psychologists have also explained delinquent behaviour in the light of social factors causing delinquent behaviour. Among them, Fromm (1941) analyzed behaviour and believed man to be a history made animal, primarily the product of social influences. The child achieves behaviour through learning and reasoning and gains experiences from his fellowmen and family members in developing social character. He further claimed that family is an overpowering and extremely strong force which may or may not convert a child’s behaviour delinquent.
Another psycho-social view was given by Horney (1945) who described that a child develops basic anxiety when he feels himself isolated and helpless in the potentially hostile world. He further added that the need for love, independence and power should be fulfilled, otherwise child develops inner conflict. These conflicts are avoidable if the child is raised in a home where there is security, trust, love and respect. If these factors lack in his environment, the conflict arises which converts the child, delinquent.

Inter-personal psychologist, Sullivan (1953) emphasized that society is the creator of man's personality and that man can change, man does change and man has to change his basic personality pattern as he grows into maturity. Further he revealed that inter-personal relationship is the foundation of personality. Faulty inter-personal relation may develop anxiety and directs the child towards delinquent behaviour such as assaulting, stealing, murdering etc.

Thus it can be summarized that delinquent behaviour is the result of instinctual and acquired traits of personality and the influence of family and society are of paramount importance.
PERSONALITY

CONCEPT OF PERSONALITY

Man's personality is the total picture of his organised behaviour and is characterised by his fellowmen in a consistent way. Difference in personalities is due to physical, social, intellectual, emotional and/or sexual variations. Personality has been analysed and defined by various psychologists. A few have been mentioned herewith:

Freud (1917) considered personality to be the product of three major systems id, ego and super ego. But to Adler (1927) personality is a unique configuration of self entity, motives, traits, interest and values. A detailed expression is given by Allport (1937) who believed that personality is the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment. In the words of Cattell (1946) personality is concerned with all behaviour of the person, overt and covert, under variety of environmental situations, which permit a prediction of what a person will do in a given situation. He views personality as a complex and differentiated structure of dynamic traits. But Eysenck (1967) believes that personality is the sum total of the actual or potential behaviour patterns of the organism, as determined by heredity and environment. It can be concluded that personality is the individual's unique pattern of traits, which distinguishes him as an individual and accounts for his unique and relatively consistent ways of interacting with his environment.
As mentioned, personality is a combination of inherited and acquired traits. Traits have been defined in many ways. Allport (1937) defines, 'Trait as a neuro-psychic structure having the capacity to render many stimuli functioning equivalent and to initiate and guide equivalent forms of adaptive and expressive behaviour'. But for Cattell (1946) 'Trait is a mental structure, and inference that is made from observed behaviour to account for regularity or consistency in this behaviour.

Various characteristics of traits which directly or indirectly affect child's personality are as follows:

1. The trait is an aspect of personality and not the personality itself. Traits integrated into a pattern are influenced by the center of personality i.e. self or consciousness.

2. Traits are product of learning but the level of it depends on the character of nucleus that exists at birth.

3. Traits are individual in nature i.e. they differ from individual to individual.

4. Consistency of traits decides that a person behaves in approximately the same way in similar situations, under similar conditions, as when he has already acquired some learning or skill.

Traits get modified because of social reactions if a particular trait does not satisfy the needs of a child, he tends to change constantly and such a change brings change in the personality of
child. There are certain traits which are basic and deep rooted to the personality structure but other factors go on changing as he grows and matures, and finally his needs, desires, temperament, attitudes etc. undergo modification and determines child’s behaviour.

MEASUREMENT OF PERSONALITY

Personality is a complex term which includes all types of traits. As it is possible to measure achievement, intelligence, special abilities, interest and attitudes, it is also possible to measure personality. Various methods of personality assessment are as follows:

Behaviour studies

In such studies, the behaviour of individuals is assessed through observations, interviews and rating devices. In observation method individual’s behaviour is observed in controlled and uncontrolled situations and there after analysed while, in the interview method questions about various aspects of behaviour are asked and the individual has to answer. But in rating scales individuals assign a numerical value on a rating scale. In personality inventories personality characteristics of the individual are assessed. Personality inventories are referred to as the objective measures of personality. These inventories consists of items concerning personal characteristics and behaviour. A respondent has to mark those items which he judges to be descriptive of him and in this way his personality characteristics are measured.
DETERMINANTS OF PERSONALITY

Determinants of personality affect the core of the personality. Various determinants are as follows:

1. Early experiences:

Rank (1929) claims that 'birth trauma' or psychological shock results when the infant is separated from the mother. This 'birth trauma' has a lasting effect on his personality, as it develops a sense of insecurity. Freud (1963) has found that many deviated personalities have unhappy childhood experiences. Hence, it may be mentioned that early childhood experiences are highly influential because they leave an indelible impression on the child's self-concept.

2. Cultural influences:

Our civilization is what we have, our culture is what we are. The culture demands a typical personality pattern which must be followed by all children. The way the children are brought up, determine the kind of personality patterns they are going to develop. As they grow up, peer group and adult social group outside the home supplement family and school pressure and thus the child learns to behave in a way that is socially approved in his culture.

3. Physique:

Physique or body built influences personality both, directly and indirectly. Directly, it determines what children can or
cannot do, indirectly it determines how children feel about their lives.

4. Physical Condition:

General health and physical defects are the two factors which affect child's personality. If a child's health is good he develops desirable personality patterns otherwise he develops a feeling of inferiority and martyrdom (Mattson, 1972).

5. Attractiveness:

Clifford (1973) and Kleck (1974) as well as U.S. News and World Report (1976) maintain that those who are attractive have more desirable personality characteristics than those who have not. As a result attractive children are more self-confident, more relaxed and more friendly than the less attractive children (Dion, 1974).

6. Intelligence:

Children with high or low intelligence feel themselves different and develop different types of personality traits.

7. Emotions:

Emotions are either out-bursted or repressed. These emotional expressions influence individual's self-concept. Emotions directly or indirectly affect child's personality.
3. **Names**

Names also have effect on individual's self-concept. If names are liked by others they develop favourable self-concept and if not they develop unfavourable self-concept.

9. **Success and failure**

The self-concept is greatly influenced by whether children regard themselves as successes or failures. This in turn influences their personal and social adjustments. Success results in favourable personality development while failure leads to unfavourable personality development.

10. **Social acceptance**

Every child desires to develop socially approved personality traits. Young children are anxious to have the approval of their parents, and peers. Adolescents want approval from their peer groups and social members. Social acceptance plays a vital role in the development of the self-concept. Children who are accepted in the peer group and social group develop self-confidence and pride, in contrast, unpopular children feel inferior and irritable and in turn, are not able to develop personality traits that may improve their acceptance.

11. **Status symbols**

If children become aware of the symbols that are valued and acceptable by the social group they develop positive traits of
personality and are able to adjust properly otherwise it adversely affect them.

12. School influences:

The school, influences the child's developing personality. The teachers may have direct or indirect influence on the personality of child.

13. Family influences:

Among all personality determinants, the family is the most influential and affects personality to much extent.
INTEREST

NATURE AND MEANING OF INTEREST

Interest also plays a vital role in deciding an individual's behaviour. It is said that concentration depends upon attention and attention on interest. Interest thus determines what a child will do and how well will he do it. Interest is learned motive which drives a person to pre-occupy within an activity when one is free to choose what one will do. Eysenck (1967) considered interest to be a tendency, a behaviour oriented towards certain objects, activities or experiences. This tendency varies in intensity from individual to individual.

DEVELOPMENT OF INTEREST

The child is not born with any ready made interest, he develops them as a result of learning experience. There are certain fundamental facts which describe how, why and when interest develops.

1. Interest depends on child's physical and mental development. Children who are physically strong choose those interests which require physique, such as sports, adventurous activities etc.

2. Interest depends upon opportunities to learn. The development of interest depends on one's environment and the interest of the people, both children and adults, with whom the one is most closely related. Amatora (1959) concluded that children brought up in large families develop more interests than
children from small families because of the greater contact with different family members.

3. Interests changes with age. Physical and mental growth bring change in interest. Previously the child enjoy games with few rules and regulations but afterwards he takes interest in highly skilled movements of body and mind in various games. Strong (1958) believed that when growth slows down and a matured level of development is reached, interests normally become more stable.

4. Interests are closely related to abilities. Studies support that interest related to abilities are most satisfying. It has been observed that children who have aptitude for mathematics would show stronger and more persistent interest than if it were forced upon them by social pressures. Thus the interest should be developed according to aptitude of the children.

TYPES OF INTEREST

Interest usually takes its shape during adolescence. Ryan (1966) pointed out whatever the chronological age may be, the interest, attitudes and habits of earlier years will remain fundamentally the same. Hence during adolescence, many of the childhood interests wane and are replaced by more mature interests, but fundamentally they remain the same.

There are various types of interest. They are as follows:

1. Recreational, includes those co-curricular activities which provide entertainment to the child.
2. Social interest includes activities which involve social participation.

3. Personal interests are those related to individual's self.

4. Educational interest refers to those activities which are related to field of education.

5. Vocational interest includes those fields which individual wants to accept as vocation.

6. Religious interest refers to activities which are related with religions concept and religiosity.

7. Interest in status symbol - These refer to those activities which make child's standing or identify in the social status.

   Adolescents take interest in various fields depending on their individual characteristics, environment and experiences.

   They are greatly influenced by identification with some one who admires. Vocational interest is made between 9 to 18 years of age. Various factors which influence vocational interest are as mentioned below:

1. Parental wishes.
2. Family relations.
3. Family status.
4. Prestige value of occupation.
5. Admired people.
THEORIES OF VOCATIONAL INTEREST

There are various theories of vocational interest. They can be divided into two categories:


1. Non-psychological theories of vocational interest

These theories stress the importance of environmental factors which are responsible for vocational choice. Various theories are propounded as: (i) Accidental theory, (ii) Economic theory, (iii) Cultural and sociological theory.

(i) Accidental theory

It refers to the chance factors which decide about the choice of vocation. Chance factors are unpredictable and unplanned and suddenly occur in the life of an individual. This chance factor motivates individual to accept a particular vocation.

(ii) Economic theory

According to this theory an individual gives more importance to advantage. He observes the merits and short comings of the employment and accordingly chooses the one
with greatest advantage. Smith (1937) believes that before entering an occupation, an individual gives importance to 'net advantage'.

(iii) Cultural and sociological theory

This theory emphasizes impact of culture and society upon the goals and objectives of the vocation. Several society systems directly or indirectly influence an occupation (Crites, 1969) Similarly the culture or the sub-culture, i.e. the social class of the individual, community, school, family, etc. impinge upon the choice of an individual.

2. Psychological theories of vocational interest

The psychological theories of vocational interest give importance to individual’s psychological factors which determine his choice of vocation. According to this theory, characteristics and functioning and less importance is given to the environment in which he lives. Various psychological theories are as mentioned below:

(i) Trait-factor theory

Man is equipped with different types of traits, such as interest, aptitude, intelligence and personality. Various types of vocations require different types of traits and factors, an individual selects a vocation of his choice