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RESEARCH ARTICLE

SELF-CONCEPT AND EMOTIONAL MATURITY OF DELINQUENCY PRONE AND NON-DELINQUENCY PRONE ADOLESCENTS IN ASSAM

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ABSTRACT

The present paper studied Self-concept and Emotional Maturity of Delinquency Prone and Non-delinquency Prone Adolescents of Secondary Schools in Assam. This study is conducted on a sample of 500 adolescents comprised of 200 delinquencies prone and 300 non delinquencies prone adolescents selected randomly from 12 secondary and higher secondary schools. The descriptive survey method is used for data collection using Lidhoo's Delinquency Proneness Scale (1989), Self-concept Questionnaire (R.K. Saraswat) and Emotional Maturity Scale (M. Bhargava and Y. Singh). The study reported that delinquency prone adolescents have low self-concept and low emotional maturity than non-delinquency prone adolescents. It found positive co-relation among self-concept and emotional maturity.

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INTRODUCTION

The term 'delinquency' has been derived from the term 'de' (away from) and 'linquere' (to leave); the Latin infinitive 'delinquere' translated as to 'emit' in its original earliest sense. It was apparently used in Roman literature to refer to the failure of an individual to perform a task or duty. The first official use of the term '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) has described that the Latin connotation of delinquency ultimately found its way into English literature where William Caxton (1975) used the term 'delinquent' to describe a person "guilty of an offence against the customs". A precise meaning of the concept of juvenile delinquency is difficult to be stated. In the Encyclopedia of Crime and Justice (1983), juvenile delinquency has been defined as "such conduct by children which is either violative of prohibition of the criminal law or is otherwise regarded as deviant and inappropriate in social context". Juvenile delinquency has emerged as a formidable social evil more or less faced by all societies, big or small. Widely ubiquitous a phenomenon, encompassing all strata of the social fabric, its manifestation is related to the nature of the social milieu, pattern of social

health, the way of nurturing the young people, level of tolerance, response patterns towards growth and development of juveniles, intergenerational gap and mechanism applied to norm violators. Today some intellectuals are of the opinion that rapid pace of urbanization and industrialization has a negative impact leading to the increasing rate of delinquent activities in modern age. The wonderful strides achieved in the fields of internet, mobile phones, electronic media have paved the way for escalation of this muddling social evil.

Misra (1991), has maintained that "Juvenile Delinquency encompasses not only violation of criminal law committed by persons below a certain chronological age but, also such acts or courses of conduct that are forbidden for minors such as truancy in corrigibility, association with immoral persons, running away from home, promiscuity, drinking and drug addiction." There are two main approaches in the elucidation of the meaning of delinquency – the psychological and the sociological. The psychological approach emphasizes upon deviant personality aspects, such as emotional instability, aggressiveness and neurotic tendencies. Psychiatric experts viewed delinquency as a particular type of disorder on the basis of which a delinquent could be regarded as a disordered person. They consider delinquency to be an "unfortunate expression of personality." According to Friedlander (1947), delinquency may mean to the offender an attempt (a) to escape from tense

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and unpleasant situation; (b) to obtain social recognition; (c) to provide excitement and thrill; and (d) to seek punishment to shake off the sense conscious or unconscious feelings of guilt. Hadfield (1952) says that the delinquency may be defined as anti-social behaviour. Valentine (1957) says, broadly speaking, the term delinquency refers to the breaking of some laws. We call those children as delinquent, whose anti-social activities take such serious turn that they are to be punished by the law of the land.

From the above discussions we have seen that delinquency has been understood in different ways. In fact, the term 'Juvenile Delinquency' is difficult to define. But there is no unanimity in opinion with regard to some points i.e. the term is used to denote certain behaviour patterns of an individual below a certain age and that these behaviour patterns of an individual are generally viewed as running counter to the prescribed legal declaration of that particular community. Legally speaking, when a child is below 16 or 18 years and becomes the subject of official action, he is termed as a 'Juvenile Delinquent'. Therefore, juvenile delinquents are essentially the criminals who are usually referred to as minors with major problems. They violate the law of the land and commit offences like thefts, gambling, chatting, pick-pocketing, murder, robbery, destruction of property, violence and assault, intoxicating, vagrancy, begging, kidnapping, abduction and other sexual offences.

William Healy (1920) who may be called one of the pioneers of delinquent study defined delinquency as "one small part of the total stream of individuals life activity and its significance represents, equally with other behaviour, a response to inner or outer pressures. In common with all voluntary activities, it is one variety of self-expression." Cyril Burt (1928) who studied young delinquents defined delinquency as occurring 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 Sex, "Delinquency is any form of behaviour detrimental to the well-being of society." Sandhu (1983) points out some behaviour patterns as delinquent behaviours and suggests making juvenile law in order to prohibit delinquency. These are "running away from home, absenting oneself from school, wandering about rail road yards, visiting places where liquor is used, indulging in sexual promiscuity, associating with criminals or other deviants and smoking cigarettes". Bandura and Walters (1959) defined delinquency as an expression of aggression. Taking this hypothesis as their premise, they attempted to relate delinquency to the frustration of dependency needs which causes aggression. Padmanabhan (1973) advocated that juvenile delinquency involves 'wrong doing' or criminal offences committed by a non-adult who has not achieved maturity of mind and is unable to differentiate between the right and the wrong due to being in the juvenile age range.

According to the sociological approach to define the delinquency, mention may be made of Warren (1962) who says, "A delinquent is essentially a criminal or social offender, viewed as a social type". Diaz (1983) defined juvenile delinquency as the deviant action, inclusive of crime, which is indulged in by a young person above the age of seven. Stegal

and Senna (1981) defined juvenile delinquency to be an act committed by a minor (an individual who falls under a statutory age limit up to 17 or 18 years in most states in United States of America) that violates the penal code of the government with authority over the area in which the act occurred. Philippe Aries (1962) stated that the development of the concept of juvenile delinquency can be traced to the roots of the Anglo Saxon legal tradition. Early English jurisprudence held that children under seven were legally incapable of committing crimes.

In the central children Act (1960), the juvenile delinquent was defined as the child (in certain age range) who has been found to have committed an offence according to the Indian Penal Code. The Section 2 (e) of the same legislation specified that the term 'juvenile delinquent' holds for a boy whose age range is seven to sixteen (7-16) years, and a girl who is under the age of seven to eighteen (7-18). To sum up, it may be stated that juvenile delinquency may be explained in terms of deviant behaviour of a child, statutorily defined to belong to certain age range, in violation of the legal norms and in contravention with the socially and culturally defined behavior-patterns in society, that is, the social norms. Thus, the social, psychological as well as the legal actions are essential to deal with the juvenile delinquents' behavior. Moreover the Reformatory Homes, Remand Homes, Special Schools and Certified Schools have been established in different countries to treat and reform them. In India Observation Homes have also been set up in order to keep the juvenile delinquents there during the tendency of their cases in the Juvenile Courts.

### Review of the Related Study

A study done by Emms, Povey and Clift (1986), investigated the self-concept of black and white delinquents as related to each other as well as to the normals. They used Acceptance of Self Scale (Berger, 1952) – 75 for this purpose. The subjects consisted of 20 black and 20 white delinquent subjects as well as equal number of non-delinquent subjects. The results showed that black delinquents have significantly higher self-concept than white delinquents. Also, it showed that black delinquents and non-delinquents have similar self-concept whereas white delinquents have lower self-concept than white non-delinquents.

Kaplan, Johnson and Bailey (1986), found that low self-concept has a positive effect on disposition to deviance. Hilmi (1988), conducted a study, in which 77 delinquent subjects (average age = 16.27 years) were compared with 99 non-delinquent subjects (average age = 15.31 years). The results showed that delinquency is associated significantly with intelligence, the delinquents having lower intelligence than non-delinquents. Willams and Butcher (1989), in a study of 844 adolescents found that antisocial activities in both males and females were associated with much higher levels of excitation and distraction. Ujgare (1995), conducted a study on The Problem of Juvenile Delinquency with Reference to Its Prevention, Control and Rehabilitation in the State of Maharashtra. The study revealed that poverty, employment of lower class mothers, child labour and overcrowding in small rooms were factors associated with juvenile delinquency.

Broken homes due to death, separation, divorce and desertion, or when children were deprived of family attention were factors also associated with juvenile delinquency. Defective disciplining due to faulty parental supervision, families with vices and immoralities, parents with criminal records, school atmosphere, truancy, peer group, mass media, psychological and physiological factors were other major reasons for incidence of juvenile delinquency.

Heaven (1996), assessed self-concept with self-reported delinquency. The results showed that low self-concept was responsible for very few percentage of delinquents while the actual factors were something else. He further reported that delinquent behaviour was predicted by high neuroticism and extroversion in the personality make-up of high delinquency prone adolescents. Dodge *et al.* (1997), in their study found that delinquents, due to social information processing errors, are easily distracted and do not pay much attention to their surroundings. Rucklidge and Tannock (2001), studied 107 adolescents from Southern Ontario aged 13 to 16 years and found that adolescents with attention deficit were at a greater risk of psychological impairment and thus leading to delinquent and deviant behaviour. Asthana (1961), conducted, "A comparative study of the Rorschach responses of the delinquents and the non-delinquents" on 24 delinquent and 24 non-delinquent boys of identical age (age ranging from 12 to 18 years). He used Rorschach Test. The responses were scored on R, F, plus, F minus, W, C, M, S and morbid responses. Rorschach test was found capable of revealing differences between the delinquents and non-delinquents. It was also found that non-delinquents gave higher number of responses on F plus, W and C than the delinquents who scored high on F minus, C, S and morbid response categories.

Majumdar and Roy (1962), conducted an interesting study on, "Latent Personality Content of Juvenile Delinquents". Their sample was comprised of four groups of delinquents based on different types of crimes, namely, juvenile offenders charged with repeated theft and pick pocketing, sex and related offences; illicit liquor and allied offences and petty offences like breaking, obstruction in the public places etc. Group II consisted of five subjects and in the remaining groups there were 8 in each. The age ranged from 10 to 16 years for all the groups except group IV, wherein the subjects were below the age of ten. They used Rorschach test and the Neurotic questionnaire as tools of research. Their findings reported the common signs of delinquent personality which were present in all the cases: (a) High F% particularly F minus; (b) Increase in Ad. Responses; (c) Decrease in W responses; (d) FM predominated over M; (e) High 'A' %; (f) Low 'H' % and (g) Increase in d, dd, ddd responses.

Srivastava (1963), published his study on "Juvenile Delinquency: A Sociological Study of Juvenile Vagrants in the Cities of Kanpur and Lucknow." The study revealed that delinquency is highly associated with sociological factor that is the lay out of the city, the type and nature of business, and majority of the vagrants were from rural areas and also from broken families. Attar (1964), studied juvenile delinquency under the title 'Juvenile Delinquency A Comparative Study', He dealt with juvenile delinquency from remedial and

preventive points of view and examined the implications of the Bombay children Act of 1924 and 1948. He compared the methods of disposing the delinquent cases and treatment of the delinquents of Bombay and England.

Muthayya and Baskaran (1964), study on "Some Factors of Juvenile Delinquency and Sibling Position" was conducted as 172 delinquent boys with the age 12 plus to 18 plus. They used Bhatia's performance test of intelligence, direct interview, and interview schedule for data collection. They found, (1) The number of delinquents in the age group 14-15-16 was relatively more than in other age group; (2) There were more delinquents in age group 14-15-16 of the intermediate sib ship position; (3) There were more delinquents occupying intermediate sib ship position than the other position and the number was more in the family sizes 4 to 8, both inclusive; (4) A majority of the delinquents (50%) were remanded for theft; (5) Disturbed homes could be a cause for delinquency and it had gravely affected those who were either only child or last born; (6) There was a trend showing that an increase in the educational level brought about a decrease in juvenile delinquency. The results were not conclusive. (7) The intelligence level of the delinquents was in between the level of intelligence for literates and illiterates. The intermediates were slightly better than the delinquents of other sib ship position; (8) The number of delinquents from the city was relatively more than the number of delinquents from towns or villages.

Rajeswari (1964), conducted a study on level of aspiration of delinquents and non-delinquents. The sample consisted of 100 adolescent boys (50 delinquents and 50 non-delinquents) of the age group 13 plus to 15 plus. The data were collected by administering Bhatia's intelligence test and Rotter's level of aspiration Board. The findings reported that the mean GDs was highly positive for NDs compared to that of Ds, the mean difference being significant at .01 level. The height of aspiration on the average was greater among NDs than the Ds; mean difference being significant at .01 level. The non-delinquents had a higher mean goal tenacity score. Flexibility measure (shifting of aspiration level) was found to be more for delinquents compared to that of non-delinquents. The number of shifts were greater for the delinquents. Similarly, the number of atypical shifts (raising the score after failure and lowering of scores after success) were greater among the delinquents. The non-delinquents showed greater rigidity than the delinquents. No significant difference existed between the performance score of delinquents and non-delinquents.

Govindarajan (1966), conducted, "A study of juvenile delinquents and their position in the family." He found that in two-child families, the chances of the first-born to become a delinquent were greater. In 5-, 6-, 8- child families, the chances of the second born to become a delinquent were greater. As the family size increased the chances of first born and last born to become a delinquent were more. Theft and family size had no relationship but numbers of cases were reported from 3-4-5-6 family size groups. The probability of destitute coming from four-child families was greater than from other family size groups. In the 5-6 child families the chances of the 2<sup>nd</sup> born to commit theft were greater than other children. In the 7-child families the probability for the 4<sup>th</sup> -born to commit theft was

greater than others and in the 8-child families the probability was greater for the 2<sup>nd</sup> born as well as for the 4<sup>th</sup> born to commit theft. Order of birth had no relationship with destitution.

Another study conducted by Mathur *et al.* (1967), on the topic, "A Study of Delinquent and Non-delinquents through the Children's Apperception Test". The study was conducted on 15 subjects from the Pilot centre in Ranchi for education of delinquents. Non-delinquents were selected from other schools of Ranchi, with age bracket of 10-11 years. They used Children's Apperception Test (CAT) for knowing the behavioral characteristics of our children. They found that the delinquent group usually spoke of animal figures more personally and their identification was more complete whereas in the case of the non-delinquents not a single subject spoke of animal figure. Dominance, obedience, activity, acquisitiveness, aggressiveness, dependence were the qualities under which they are classified. It was found that delinquents were aggressive, dominating, acquisitive, less active, and less friendly. Non-delinquents were more conscious of discipline. They were also dominated by their super-ego.

Based on 60 delinquents Pathak (1967), published a work entitled "Social Background of the Delinquent Children". In his study he suggested that the entire social and cultural background of the delinquent behavior could be its causative factors. It also revealed the importance of the community institutions and agencies in moulding the behaviour of a child. Pathak also emphasized community planning as means of social control as well as preventing delinquent behaviour. Varma (1969), conducted a study on 300 Juvenile delinquents belonging to lower class in Lucknow and published the work entitled, "The Young Delinquent : A Sociological Inquiry". This study revealed that family background, economy, companionship, illiteracy were major causes of delinquency.

In a study conducted by Mitra and Chatterjee (1970), entitled "A comparative study of some of the environmental conditions of delinquent and school going children," found that low income, unfavourable environmental conditions, lack of parental love in such and care etc. are the reasons which encourage the children to get involved in such antisocial activities which brand them as delinquents. The delinquent children coming from families with high income and with high level of education usually do not stay in such type of detention homes.—**Omer Sayeed** (IBSA 2:652)

In Assam, Das (1974), conducted a study on juvenile delinquents and found that 66.4% of the delinquents studied were involved in property crimes and 33.3% were from broken homes. Das's study is only reported study (unpublished thesis) on delinquency not only in Assam but also in the other states of North-Eastern region. Upamanyu, Upamanyu and Vasudeva (1980), tested 100 male students to find out the correlation among extroversion, neuroticism and emotional maturity. The results showed that extroversion and neuroticism were positively related with each other and inversely with emotional maturity. Nirwani (2006), conducted a study on Mental Health, Emotional Maturity and Cognitive Factors in Delinquency Prone and Non-delinquency Prone Adolescents. In her study

she found that (a) Delinquency prone subjects are less emotionally mature than non-delinquency prone subjects, (b) Non-delinquency prone subjects have significantly better mental health as compared to their delinquency prone counterparts, (c) Non-delinquency prone subjects tend to be more intelligent than delinquency prone subjects, (d) Delinquency prone adolescents get distracted easily as compared to non-delinquency prone adolescents, (e) Delinquency prone adolescents are high on cognitive distortion as compared to non-delinquency prone adolescents.

Another study conducted by Shivakumara and Halyal (2010), on An Empirical Study of Self-concept among Delinquent Adolescents and Normal Adolescents. The findings of their research revealed that the delinquent adolescents have lower level of self-concept than the normal adolescents. It was also found that domicile had no significant influence on self-concept of the delinquent adolescents and the normal adolescents.

Dutta, Jadab *et al.* (2014), conducted a study on "A Comparative Study of Delinquency Prone and Non-Delinquency Prone Adolescents with regards to Self-Concept, Emotional Maturity and Academic Achievement in Assam". This study is conducted on a sample of 500 adolescents comprised of 200 delinquency prone and 300 non delinquency prone adolescents selected randomly from 12 secondary and higher secondary schools. The descriptive survey method is used for data collection using Lidhoo's Delinquency Proneness Scale (1989), Self-concept Questionnaire (R.K. Saraswat), Emotional Maturity Scale (M. Bhargava and Y. Singh), and the Students Performance Record from the School. The study reported that delinquency prone adolescents have low self-concept, low emotional maturity and poor academic achievement than non-delinquency prone adolescents. So, the study shows the positive co-relation among self-concept, emotional maturity and academic achievement.

### Significance of the Study

It is seen from the earlier discussion that various factors influence an adolescent to become a delinquent. The juvenile delinquents are also found to differ in their self-concept and emotional maturity. Many studies have established positive correlation between self-concept and emotional maturity which if studied in the context of delinquency proneness will help in understanding further the characteristics and causes of delinquent behaviour of particularly in adolescence period. For many, adolescence is a period of storms and stresses and of instability of emotions, impulses and interests. The increased energy of sex drive reinforces aggressiveness and accounts in some measure for the unruliness, difficult behaviours and even delinquency. It is a period of difficult adjustment within self and in relation to others. From an educational and social point of view adolescence is considered to be a period of great importance. This period is also critical one for the development of criminality and juvenile delinquency. Delinquent behaviour encourages absenteeism, truancy, stealing and other indiscipline problems in the class. Survey of literature shows that a very few studies are conducted on juvenile delinquents in relation to their self-concept and emotional inability

particularly in Assam. It is this intention which motivated the investigator to take up a comparative study of delinquency prone and non-delinquency prone adolescents in relation to their self-concept and emotional maturity.

### Statement of the Problem

The problem of the present study has been stated as follows: "Self-concept and Emotional Maturity of Delinquency Prone and Non-delinquency Prone Adolescents in Assam"

### Objectives of the Study

The study is designed with the following objectives:

- (i) To find out delinquency proneness among adolescents.
- (ii) To compare the self-concept and emotional maturity of delinquency prone and non-delinquency prone adolescents.
- (iii) To compare the self-concept and emotional maturity of male and female delinquency prone adolescents.
- (iv) To compare the self-concept and emotional maturity of male and female non-delinquency prone adolescents.
- (v) To compare the self-concept and emotional maturity of delinquency and non-delinquency prone male adolescents.
- (vi) To compare the self-concept and emotional maturity of delinquency and non-delinquency prone female adolescent.
- (vii) To suggest remedial measures for checking the delinquent behaviour among the adolescents at the school stage.

### Hypotheses of the Study

The hypotheses are stated as under:

- (i) There is no significance difference on self-concept between delinquency prone and non-delinquency prone adolescents.
- (ii) There is no significance difference on self-concept between male and female delinquency prone adolescents.
- (iii) There is no significance difference on self-concept between male and female non-delinquency prone adolescents.
- (iv) There is no significance difference on self-concept between delinquency prone and non-delinquency prone male adolescents.
- (v) There is no significance difference on self-concept between delinquency prone and non-delinquency prone female adolescents.
- (vi) There is no significance difference on emotional maturity between delinquency prone and non-delinquency prone adolescents.
- (vii) There is no significance difference on emotional maturity between male and female delinquency prone adolescents.
- (viii) There is no significance difference on emotional maturity between male and female non-delinquency prone adolescents.
- (ix) There is no significance difference on emotional maturity between delinquency and non-delinquency prone male adolescents.

- (x) There is no significance difference on emotional maturity between delinquency prone and non-delinquency prone female adolescents.

### Methodology of the Study

The Descriptive Survey Method is used in the study. The present study is a comparative study of delinquency prone and non-delinquency prone adolescents with regard to academic achievement in Assam. Keeping in view the nature of study, the survey method was found to be more suitable.

### Population of the Study

The population of the present study constitutes all the secondary school students studying in class IX who are the delinquency prone and non-delinquency prone adolescents of Sivasagar district of Assam.

### Sample of the Study

The sample is of small number of representative individuals from the population. The study is conducted on a final sample of 500 adolescents comprised of 200 delinquencies prone and 300 non delinquencies prone adolescents selected from 12 secondary and higher secondary schools. The final sample is selected after administering the delinquency prone scale.

### Tools Used

The data for the present study were collected from two sources i.e. primary and secondary. The following tools were used for data collection:

- (i) Lidhoo's Delinquency Proneness Scale (1989)
- (ii) Self-concept Questionnaire (R.K. Saraswat)
- (iii) Emotional Maturity Scale (M. Bhargava and Y. Singh)

### Statistical Techniques Used

To meet the objectives, different descriptive and inferential statistical techniques such as graphs, measures of central tendency and dispersion, independent sample t-test, chi-square test are employed. The calculations are done by using SPSS package.

### Findings and Conclusion

After testing the hypotheses and analyzing the data, the following conclusions were arrived at:

1. In case of hypothesis-1, it is found that out of 500 adolescents; 200 adolescents are found delinquency prone and 300 adolescents are found non-delinquency prone. Out of 200 delinquency prone adolescents 126 boys (49.80%) are found delinquency prone and on the other hand 74 girls (29.96%) are found delinquency prone. Therefore, it is seen that delinquency among male adolescents are significantly higher ( $P\text{-value} < 0.05$ ) than female counterpart. Thus, it is found that male adolescents are more vulnerable towards delinquency proneness than those of females.

2. In the total sample it is observed that average level of self-concept and emotional maturity among delinquency prone adolescents is quite low than those of non-delinquency prone adolescents.
3. It is found that female adolescents with delinquency proneness reported a significantly higher level of self-concept but low level of emotional maturity than that of male counterparts.
4. The gender comparison of non-delinquency prone adolescents shows that males are found to possess higher and better level of self-concept but poor emotional maturity than that of females.
5. The comparison of delinquency prone and non-prone adolescents shows that both males and females separately belonging to non-delinquency proneness are found to have higher level of self-concept as well as emotional maturity than that of delinquency prone adolescents.

For testing the null hypothesis 1 to 10, independent sample t-test is used. The means of scores of different comparison groups together with standard deviation, standard error of mean are presented along with the values of the t-statistics and p-value. The major findings are:

1. There exists a highly statistically significant relationship about self-concept among adolescents with respect to their delinquency proneness. The level of self-concept is high among adolescents with non-delinquency proneness than that of those who has proneness to delinquency. Therefore, the null hypothesis formulated here is rejected.
2. The self-concept of female adolescents who have proneness to delinquency is comparatively higher than male. Therefore, the null hypothesis is rejected.
3. The level of self-concept is found better among male non-delinquency prone adolescents in comparison to female. So the null hypothesis is rejected.
4. The non-delinquency prone male adolescents possess better self-concept than delinquency prone one. So, here also the null hypothesis is rejected.
5. The non-delinquency prone female adolescents possess better level of self-concept than delinquency proneness counterpart. Therefore, the null hypothesis is rejected.
6. The delinquency prone adolescents possess a lower level of emotional maturity than non-delinquency prone counterpart. So, here also the null hypothesis is rejected.
7. The emotional maturity of delinquency prone female adolescents is comparatively lower than male counterpart. Therefore, the null hypothesis is rejected.
8. The level of emotional maturity is found better among female non-delinquency prone adolescents in comparison to male. So, the null hypothesis is rejected.
9. The male delinquency prone adolescents have a lower level of emotional maturity than the male adolescents with non-delinquency proneness. So, the null hypothesis is rejected.
10. The female adolescents with non-delinquency proneness possess a better level of emotional maturity than delinquency proneness counterpart. Therefore, the null hypothesis is rejected.

### **Educational Implications**

Juvenile Delinquency is a burning issue of our present day society. Our students, both adolescent boys and girls, are the

future of our country. It is a matter of great concern when these youths who are backbone of the country indulge in hooliganism and stand as a great stumbling block themselves. On the contrary, the progress of the country is ensured if our adolescent boys and girls become refined in taste, discipline conduct and faithful in service. Therefore, with a view to achieving all round development of our students as well as the greater interest of the country, it is urgently necessary to curb the menace of lawlessness, indiscipline and criminal offence prevalent among young people. So some suggestions are offered in this regard:

### **1. Home Environment**

The saying goes, "The home is the seed-bed of a child." Naturally, a child's growth, both physical and mental, is greatly influenced by its home environment. The seeds of indiscipline or misconduct are generated and nurtured at home and the parents or other members of the family become aware of the immoral or antisocial activities of their wards before they create nuisance at school or in the society. Parents and guardians should not encourage their wards to lead an easy life. They should understand the dignity of labour. The stress should be more on meeting the urgent needs. From study, it is found that there are differences among delinquency prone and non-delinquency prone adolescents in respect of self-concept, emotional maturity and academic achievement. Because of the low standing on these variables, the adolescents turn out to be delinquents. The other factors such as parent's behaviour and attitude, socio-economic factors, caring pattern including the absence of any parent and school environment may also add to the problem of delinquency.

Sweetness of behaviour and understanding each other's should prevail among the elderly people of families. There should not be hot exchanges nor there self-interestedness and immorality. There should be no quarrels; and if any arises, it should be settled through discussion and tolerance in the congenial family environment. Discrimination is a bad policy. Both boys and girls should receive equal attention and treatment. Guardians must not interfere in the activities of their boys and girls, who may thwart their development for make them fury; and at other times, it may make them rebellious, which may lead to their antisocial behaviour. Moreover, unsought for interference may adversely affect them and make them lose self-confidence and may help developing negative self-concept and deter them from gaining emotional maturity.

Guardians should give freedom and allow their wards to solve their problems themselves. That way children will cultivate and grow self-confidence and become emotionally matured. Parents and guardians should adopt measures to tell stories and moral related activities to their children, provide them with children literature, magazines to facilitate their moral growth. Guardians must be aware of the influence of the peer groups on their children. They should try their best to see that their children do not associate with bad company, form bad habits and indulge in wicked activities. With a view to developing a sense of responsibility, guardians should provide ample scope to their children to co-operate with other siblings and peers in the neighborhood.

## 2. Role of Schools

For the all-round development of the students the school authority must provide every facility. They should be provided play-ground, a rich library, separate boys' and girls' common room to spend their leisure time meaningfully with co-curricular and extra-curricular activities.

- i) In case of absence of some teachers, the school authority should adjust the classes so that the students may be kept busy in learning. The irregular students with poor attendance, without home-work and with poor achievement must not be punished straight. Rather, the reasons behind should be investigated and necessary steps should be taken to motivate them.
- ii) The school authority may call guardian meeting to deal compassionately with the performances of the students within and outside the school campus as well as their house-hold behaviour.
- iii) The school must have a guidance and counseling cell to motivate and guide the wicked students to bring them back to right track. The Head master as well as the other teachers should be ideal in their behaviour to be worthy of becoming role model for students.
- iv) The school administration should neither be stern nor sloppy. The regular and sincere students may be encouraged by offering rewards.
- v) Observing the remarkable days of the year, the students should be encouraged to celebrate these under the guidance of teachers.
- vi) In case of solving the delinquency problem, the teachers must investigate and organize such guidance programme which can cater to the needs of the students. The students should be trained-up for self-discipline.
- vii) The role of teachers as an architect of human resource is of immense significance. They may take many responsibilities to attract the students. To deal with the delinquent students, the teacher must be patient and sympathetic. Their modest behaviour may motivate the students to be noble and just. Students should not be condemned in front of other students. Rather, they should be consulted in separate room.
- viii). To get at the cordial teacher-student rapport, the teachers should inspire the students for taking part in co-curricular and extra-curricular activities like picnic, excursion to bring students closer to them. For such students, some proficient and trained resource teachers should be involved to take up this challenging task.
- ix) The youths should be trained up to control their emotions and to divert their minds towards constructive activities. This will automatically make them tolerant, co-operative and self-confident. The adolescents should be encouraged to transform their pent-up emotions to constructive efforts through open conversation.
- x) The delinquents who are beyond control should be counseled separately to arouse their conscience by any means, so that they will not feel insulted or hurt in front of their friends.

## 3. Role of Voluntary Organizations

The voluntary organizations can play a vital role in solving various problems of the society. The fast growing delinquency

among the students can be eradicated by adopting various measures under the banner of such organizations. The NGOs can play a significant role such as:

- (a) To create an ambience for regular playing, literary and musical exercises and competitions to draw out the dormant qualities in children and youths.
- (b) To hold religious meetings, talks and workshops to train up the children and youths to mould their moral character.
- (c) To provide free education and medical aid to poor students.
- (d) To sensitize them with the national and inter-national problems like environmental pollution, unemployment problems, population explosion, illiteracy etc. by holding seminars and workshops and to involve them in discussion.
- (e) To provide easily accessible library facilities for intellectual growth and updation of knowledge through books and newspapers.
- (f) To inspire the students for social responsibility by plantation in the institutions and the streets and to support the wretched families who have no male members.
- (g) To encourage them in observing the significant occasions like – Independence day, Republic Day, Gandhi-jayanti, the birth days of great men etc. and also others like world AIDS Day, World Health Day, Teachers Day etc. and to arrange awareness programmes against some sensitive current social issues.
- (h) To arrange training for youths to enhance self-confidence and leadership qualities so that they will be interested in active participation and feel involved.

## 4. Role of Government

Of late the unrest among youths poses a burning problem. As the govt. is guardian of the people, so it has got great responsibility to solve it before it is too late. suggestions may be made in this regard.

- (a) Creation of child-care centers for poor children to provide them with proper care nutrition and education. All adolescents must be provided opportunities for education. It is only proper education which can transform them into productive citizens.
- (b) Through media, the govt. may make people aware of population explosion, unemployment problem, health awareness and social problems etc.
- (c) By drawing funds from various international financial corporations, the govt. can provide the youths for self-employment and other development Guidance and Counseling centres can also be set-up to activate various programmes.
- (d) To spend the leisure time properly, the government can set up playground, park, community hall, library etc. in each and every area/block.
- (e) The government can also set up the Observation Home in every district to monitor and to take necessary measures to the problem of delinquency.

## Suggestions for Further Study

Based on the findings and educational implications of the study the following suggestions can be put forward for further research:

- 1) A study of delinquency and non-delinquency children on a larger sample at the state level as well as national and international level for a wide generalization.
- 2) Similar study on senior secondary students will be a significant area of research.
- 3) Comparison can be made between delinquency prone and non-delinquency prone students in relation to other variables like personality, intelligence, level of aspirations, attitude and creativity.
- 4) Impact of Parental attitudes and socio-economic background of the delinquents can also be considered for further research.

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