

## SOCIO-ECONOMIC FACTORS FUELING JUVENILE DELINQUENCY: A CRITICAL EXAMINATION

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### ABSTRACT

Juvenile delinquency, a complex issue with far-reaching consequences, is influenced by a multitude of socio-economic factors. Poverty, a persistent problem in many communities, is a significant contributor to juvenile delinquency. Children living in poverty often face adverse conditions such as poor housing, inadequate nutrition, and lack of access to essential resources. These conditions can lead to increased stress, frustration, and a sense of hopelessness, which can manifest in delinquent behavior. Furthermore, social inequality, characterized by disparities in income, education, and healthcare, also plays a role in juvenile delinquency. In communities where there is a significant gap between the wealthy and the poor, youth from disadvantaged backgrounds may feel marginalized and excluded. This sense of alienation and lack of opportunity can drive them towards delinquent activities as a means of coping with their frustrations and seeking a sense of belonging. Addressing these socio-economic factors through effective policies and programs is crucial for reducing juvenile delinquency and promoting positive youth development.

**Keywords:** Juvenile delinquency, socio-economic factors, resources, communities, behavior, disadvantaged backgrounds, frustrations, effective policies, youth development

### INTRODUCTION

Juvenile delinquency, defined as any unlawful behavior committed by a minor, is a serious social issue with far-reaching consequences for individuals, families, and communities. While there is no single cause of juvenile delinquency, research has consistently identified socioeconomic factors as playing a significant role in its development. This article examines the socio-economic factors that fuel juvenile delinquency, critically evaluating their impact and implications for prevention and intervention strategies.

Poverty is a significant socioeconomic factor linked to juvenile delinquency. Children living in poverty often experience material deprivation, which can lead to a lack of basic necessities such as adequate housing, nutrition, and healthcare. These conditions can create an environment that fosters stress, instability, and a sense of hopelessness, all of which have been associated with increased delinquency (National Research Council, 2007).

Family structure and parental neglect are also important socio-economic factors that contribute to juvenile delinquency. Children from single-parent households or homes with absent or neglectful parents are more likely to engage in delinquent behavior than those from stable, two-parent families (McCord, 1993). Parental neglect can lead to feelings of isolation, low self-esteem, and a lack of supervision, which can increase the risk of delinquency.

Educational disadvantage is another socioeconomic factor linked to juvenile delinquency. Children who experience academic difficulties, drop out of school, or attend underfunded schools are more likely to engage in delinquent behavior (Loeber & Stouthamer-Loeber, 2008). Educational disadvantage can lead to a lack of opportunities, reduced social mobility, and a sense of disengagement from society, which can contribute to delinquency.

The neighborhood context in which children live can also play a significant role in their risk of delinquency. Neighborhoods with high levels of poverty, crime, and disorder can create an environment that is conducive to delinquent behavior (Sampson, Morenoff, & Raudenbush, 2004). Children living in these neighborhoods may be exposed to violence, substance abuse, and other negative influences that can increase their likelihood of engaging in delinquent acts.

While the socio-economic factors discussed above have been consistently linked to juvenile delinquency, it is important to note that they do not operate in isolation. Rather, they interact with a complex array of individual and environmental factors to influence delinquency risk. Additionally, the relationship between socio-economic factors and delinquency is not deterministic. There are many children who grow up in socio-economically disadvantaged circumstances who do not engage in delinquent behavior.

Addressing the socio-economic factors that fuel juvenile delinquency is essential for developing effective prevention and intervention strategies. This includes:

- \* Providing economic support to families living in poverty
- \* Strengthening family structures and addressing parental neglect
- \* Improving educational opportunities for disadvantaged children
- \* Investing in neighborhood revitalization efforts to reduce crime and disorder

### **Literature Review**

Sampson et al. (2008) examined over 200 studies on the relationship between poverty and delinquency. He found a strong correlation between poverty and delinquency, even after controlling for other risk factors. Further, He suggested that poverty leads to social disorganization and a lack of opportunities, which increase the likelihood of delinquent behavior. Wilkinson and Pickett (2009) reviewed evidence on the association between income inequality and health and social outcomes, including delinquency. They found that higher levels of income inequality were associated with increased rates of delinquency. Moreover, they argued that income inequality creates social divisions and undermines social cohesion, contributing to a sense of alienation and resentment.

Fergusson et al. (2011) conducted a longitudinal study of over 1,000 New Zealand children from birth to age 32. He found that socio-economic adversity, including poverty, unemployment, and low parental education, was associated with increased risk of delinquency. Consequently, he recommended that socio-economic adversity affects cognitive development, social skills, and emotional regulation, which can lead to delinquent behavior.

Rutter et al. (2011) studied research on the role of socio-economic factors in adolescent mental health and behavior. He discovered that socio-economic adversity was associated with increased risk of mental health problems, which in turn increased the likelihood of delinquent behavior. Furthermore, he proposed that socio-economic factors influence the quality of parenting and family relationships, which can have a significant impact on adolescent development.

Flisher et al. (2012) observed the relationship between socio-economic factors and juvenile delinquency in South Africa. He noticed that poverty, unemployment, and low parental education were associated with increased risk of delinquency. Additionally, He advised that these factors create a context of social exclusion and limited opportunities, which can lead to frustration and deviant behavior.

Burke et al. (2014) evaluated research on the role of socio-economic factors in substance abuse and delinquency. He originates that poverty and low parental education were associated with increased risk of substance abuse, which in turn increased the likelihood of delinquent behavior. Moreover, He recommended that socio-economic adversity leads to stress and coping mechanisms that involve substance abuse and delinquency.

Farrington et al. (2016) studied research on the role of socio-economic factors in adolescent violence. He observed that poverty, unemployment, and low parental education were associated with increased risk of violent delinquency. Additionally, he proposed that these factors create a context of social instability and limited opportunities, which can lead to aggression and violence.

### **Research Questions**

RQ1: Are Socio-Economic Factors the Primary Cause of Juvenile Delinquency?

RQ2: Do Socio-Economic Factors Have a Uniform Impact on All Juveniles?

RQ3: Can Socio-Economic Factors Be Effectively Addressed to Reduce Juvenile Delinquency?

### **Research Objectives**

To examine the Primary Cause of Juvenile Delinquency.

To evaluate the impact of Socio-Economic Factors on All Juveniles.

To suggest the Effective ways to Address and to Reduce Juvenile Delinquency.

### **Research Methodology**

Research on socio-economic factors contributing to juvenile delinquency employs various methodologies to investigate the complex interplay between individual, familial, and societal influences. Quantitative studies often utilize large-scale surveys or administrative data to assess the prevalence and correlates of delinquency, while qualitative approaches, such as interviews and focus groups, provide in-depth insights into the lived experiences and perspectives of youth involved in delinquent behavior. Longitudinal studies track individuals over time to examine how socio-economic factors, such as poverty, family structure, and neighborhood characteristics, shape the trajectory of delinquent involvement. Experimental and quasi-experimental designs are sometimes used to test the effectiveness of interventions aimed at mitigating the impact of socio-economic risk factors on delinquency. By combining multiple methodologies, researchers were able to gain a comprehensive understanding of the socio-economic factors that contribute to juvenile delinquency and develop evidence-based strategies for prevention and intervention.

### **SOCIO-ECONOMIC FACTORS BEHIND JUVENILE DELINQUENCY**

The reasons why certain children steal more than others, why some skip school, and why some start fires and injure property have long been points of controversy. Although theories have been put out periodically to explain these events, significant scientific research on these topics has only been carried out in the last 10 or fifteen years. Officers from juvenile courts, child welfare organizations,

educational institutions, and mental health clinics have played a crucial role in compiling a substantial quantity of information about juvenile delinquency, which has allowed for the formation of certain fundamental findings (Anderson & Leonard, 1919).

The definition of delinquency is the inability of a person to adjust socially to unfavorable circumstances. The reasons of delinquency include the factors that lead to these difficult circumstances as well as the psychological and physical factors that impact a person's capacity for adjustment (Salmon, 1920).

Every juvenile infraction stem from a multifaceted collection of circumstances, some of which existed for years prior to the offending, while others were more immediately and visibly connected to the delinquent behavior. It has been shown that every event has a distinct collection of causes. Therefore, it is challenging to identify the set of circumstances that will always lead to a certain infraction (Chamberlain, 2015).

The factors influencing a child's behavior can be complex; many experienced sociologists, psychologists, and physiologists, and others are still unaware of them. Though extra circumstances exist in each case that determine the type of delinquency, it sometimes appears that dissimilar offenses are the result of the same set of causes (Anderson & Leonard, 1919). For instance, a child may be motivated to steal or play truant from school in order to increase his income if he comes from a poor, unhappy home with inconsistent earnings in the evenings. Another boy may be inspired to join a street gang and gamble. In each case, a more in-depth examination would identify the precise factors causing these differences (Leeper, 1926).

A number of characteristics are demonstrated to be common among cases, notwithstanding the extreme range and complexity of delinquent reasons. The variations in offenses are mostly caused by the different mixes of these elements. Therefore, a comprehensive analysis of numerous examples ought to produce a list of conditioning components that encompasses most of the possibilities and from which any set or combination of variables relevant to a particular case can be retrieved. All professionals involved in the field of juvenile delinquency should use this list as a diagnostic tool (Chamberlain, 2015).

The elements that have been found to be active in thousands of cases studied and documented

by different organizations are included in the summary that follows. Six broad categories can be used to group these factors: physical, mental, home, school, neighborhood, and work environment. All elements impacted by the physical and mental conditions of the offender are included in the first two categories (Salmon, 1920). These are the outcome of both environment and heredity. Environmental factors comprise the remaining four groups: adverse circumstances in the child's family and home, as well as unfavorable circumstances in the school, neighborhood, and work environment (Salmon, 1920).

First, an itemized list is provided, and then each aspect is briefly discussed. There is a synopsis of the analysis and details on how each factor could influence delinquency. Since this is a disputed issue and any declaration would be totally subjective, there hasn't been any attempt to evaluate the relevance of the various components (Slawson, 1925). Additionally, as they are the most likely to be overlooked, the less important features ought to be highlighted. The few quotations that follow are merely illustrations of the concepts being discussed; they were selected not because they are from reliable sources but rather because they seem to be true (Chamberlain, 2015).

### **I. Physical Factors.**

1. Food insecurity.
2. Lack of sleep.
3. Developmental abnormalities.
4. Sensory deficiencies.
5. Speech issues.
6. Endocrine diseases.
7. Deformations.
8. Nervous illnesses.
9. Other illnesses.
10. Physical joy.
11. Drug dependence.
12. Effect of temperature.

### **II. Mental Factors.**

1. Mental deficiency.
2. High intelligence.
3. Psychosis.
4. Psychoneuroses.
5. Psychopathic traits, especially emotional instability.
6. Abnormal instincts and emotions.
7. Uneven cognitive development.

8. Excessive imagery and imagination.
9. Mental difficulties.
10. Repression and replacement.
11. The concept of inferiority is complex.
12. Introversion and Selfishness.
13. Revengefulness
14. The potential.
15. Counter-suggestibility.
16. Fatigue and laziness.
17. Teenage emotional instability.
18. Sexual habits and experiences.
19. Habits and associations.

### **III. Home Conditions.**

1. Unsanitary circumstances.
2. Material flaws.
3. Excess in material possessions.
4. Poverty and unemployment.
5. Broken homes.
6. Symptoms of mental and physical disorders in parents or siblings.
7. Immoral or delinquent parents.
8. Maltreatment by foster or adoptive parents, stepparents
9. Stigma surrounding illegitimacy.
10. A lack of parental concern and affection.
11. Lack of trust and openness between parents and their kids.
12. Poor and misdirected discipline.
13. Unhappy connection to siblings.
14. Bad example.
15. Foreign origin or parentage.
16. "Superior" education for children.

### **IV. School Conditions.**

1. Inadequate school facilities and equipment.
2. Recreational facilities are inadequate.
3. The school system is rigid and inelastic, known as "the goose-step."
4. Inadequate attendance laws and weak enforcement.
5. Incorrect grading.
6. Unsatisfactory teacher.
7. Negative attitude of student towards teacher.
8. Negative peer relationships and moral standards at school.

### **V. Neighborhood Conditions.**

1. Lack of leisure facilities.
2. Congested neighborhood with slums.
3. The district has questionable moral standards.

4. Proximity to luxury and money.
5. Influence of gangs and their codes.
6. Loneliness and lack of social connections.
7. Overtaxing movies and shows.

#### VI. Occupational Conditions.

1. Occupation is irregular.
2. Occupational misfit.
3. Utilize free time and laziness.
4. Truancy.
5. Factory influences.
6. Monotony and constraint.
7. A decline in the vocational system.

#### 3.1 Physical Factors:

A child's physical state can affect his behavior in one of three ways. First, it could be a direct cause of criminal conduct. Second, it may be a hindrance to the child's achievement or positive relationships with adults and other kids, as in the case of malnutrition and deformities. Delinquency may occur as a kid attempts to compensate for these impairments (Anderson & Leonard, 1919).

Third, body disorders such as specific developmental abnormalities and muscular exuberance may provide an excess of energy that manifests itself in delinquency. The next paragraphs explain the many physical problems of the child that can lead to delinquency (Chamberlain, 2015).

##### 3.1.1 Malnutrition

Possible causes include:

- a) Insufficient nourishment due to poverty or negligence.
- b) Inadequate food selection can result in meals lacking critical nutrients such as proteins, carbs, lipids, salt, vitamins, and water.
- c) Excessive use of stimulants, including tea or coffee, might disrupt proper food assimilation.
- d) Poor cooking can make food unappealing and difficult to digest.
- e) Inconsistent meal timing might lead to poor digestion when meals are too close together or too far apart.
- f) Unpleasant environment for eating. Disgusting physical factors, including dirt, might impede the digestive process by evoking feelings of disgust. Food digestion may also be hampered by unpleasant interpersonal relationships, such as sibling or parent scolding or taunting, which can lead to disgust or rage.

g) Eating an excessive amount of candy in between meals. This can lead to actual illnesses in internal organs like the stomach, intestines, and liver in addition to a decrease in appetite for food during mealtime that is more necessary for the body to receive its full nutrition.

According to Slawson (1925), children may exhibit fussiness or unwillingness to consume specific meals.

This could be due to the causes listed above, pampering, or a desire for attention. Malnutrition can produce lethargy, mental sluggishness, hyper excitability, and anxiousness in children. Any of these factors could lead to delinquency. The child may become a victim of negative suggestions or a tool for his own emotions and impulses. Alternatively, he may compensate for his deficiencies in delinquent activity (Leeper, 1926).

##### 3.1.2 Lack of Sleep.

This could be the outcome of: a) Sleep deprivation from working late hours.

b) Sleep quality is negatively impacted by a crowded bedroom. This might be the result of unclean air and heat from inadequate ventilation, unattended lights, or people's sounds and motions within the space.

c) Sleep issues brought on by environmental, psychological, or physiological variables.

Physical illnesses include diseases of the kidneys, heart, and other organs; they also include minor maladies such as tonsils and adenoids, colds, tense muscles, diarrhea, overactive digestion from heavy meals before bed, and intense hunger, according to Slawson (1925).

Similar to malnutrition, sleep deprivation can induce feelings of inertia and tiredness, but it also increases agitation, restlessness, and anxiety. Feeling disabled, the child could struggle mentally and turn to crime for solace. Alternatively, he might act out of character because of readily triggered impulses that are hard to control when he's overexcited and tired (Leeper, 1926) (Blehar, 2003).

##### 3.1.3 Developmental Aberrations

These may occur in any one or more of the following ways:

a) Unnatural, accelerated, or delayed public development. This may be connected to malnutrition, disorders of the glands, or physical ailments.

b) The structure or organs of the body growing slowly, excessively, or disproportionately. Again,



malnourishment, disorders of the nervous system, or aberrant glandular activity could be the cause of this.  
c) A number of variables, including diet and activity, affect the development of muscle strength.

**Insolvencies** In situations when growth is slow and delayed, the male may try to establish his manhood in the eyes of others while the female tries to establish her womanhood. Such sexual assaults are feasible (Blehar, 2003). Because of the overpowering energy and impulses to action that abnormal growth and development, particularly excessive development and strength, can provide, delinquency can also arise from them. (Esi, Soku, and Gyansah, 2015).

### **3.1.4 Sensory Defects.**

Any of the specific sense organs, such as the eyes, hearing, smell organ, taste buds, cutaneous sensing organs, and kinaesthetic sense organs, may experience these.

- a) Impaired vision, which can result from illnesses, eye diseases, neurological disorders, tiredness, or muscle tension, is one of the main causes of delinquency.
- b) neural disorders, malnourishment, sickness, and neural connections can all result in defective hearing.

Due to these shortcomings, the child will be at a competitive disadvantage both within and outside of the classroom. Through misbehaving, he can attempt to regain self-assurance and a sense of superiority. (Anderson & Leonard, 1919).

### **3.1.5 Speech Defects.**

The following conditions can result in stuttering, lolling, lisping, and stammering:

- a) Congenital abnormalities in the connections between the speech organ and the brain.
- b) Disorders pertaining to speech or neurological relationships.
- c) Illness and overwork.
- e) Inhibitions result from mental anguish.
- e) Neglect and a lack of early education.
- f) Babies' early infancy chatter is accepted by adults.
- g) Mental illness.

Speech issues impede a kid's ability to communicate with others, which is crucial for self-expression and social connection. They also put the child at a competitive disadvantage and may even lead to mockery from others. A child who struggles to communicate may become reclusive and alone as a result of guilt and apathy about improving their

voice. Conversely, he might grow cynical and develop an animosity or "get-even complex," which would lead to antisocial consequences (Salmon, 1920).

### **3.1.6 Endocrine Syndromes:**

The child's physical and mental health are impacted by them. The disease could just affect one or two glands, or it could affect the entire endocrine system and cause dysfunction. The diseases that are most easily identified and frequently cited as contributing to delinquency include:

- a. Hyperthyroidism.
- b. Hypoadrenalism.
- c. Hyperpituitarism.
- d. Hypogonadal secretion.
- e. Inadequate pancreatic production of hormones (insulin).
- f. A persistent thymus.

Stunted growth, a delay in fat development, inactivity, and mental impairment are all results of general deficiency. Delinquency that compensates for such circumstances may arise (Leeper, 1926). Uncontrollably impulsive delinquency can also result from underdeveloped mental abilities. Generally speaking, hypersecretion inhibits the creation of fat, encourages adequate and even excessive development (as in hypopituitarism), and produces a condition of hyperactivity and hyperexcitement (both mental and physical). It results in recklessness and quick, impulsive behavior (Abbott & Breckinridge, 1917).

### **3.1.7 Abnormalities:**

These can include injuries to the limbs or trunk brought on by events that happened before, during, or after birth, genetic causes, or illnesses. Whether or not it is visible to others, a deformity can make its owner feel inferior and ashamed. To cope with this unpleasant (at least to him) reality and make up for the defect, he may turn to criminality. One kind of aberration that could cause this is a noticeable strabismus, or squint (Bingham, 1923).

### **3.1.8. Nervous Diseases:**

These could be many different kinds. In particular, it could be stated:

- a) Chorea is one illustration. This could be the result of unstable neural systems and traumatic experiences.

- b) While genetics plays a major role, excessive emotional stress on a highly sensitive neurological system can also cause this.
- c) Paralysis in infants is a result of poliomyelitis. Nervous disease-related delinquency is typically compensatory, though, as with epilepsy, it can also be the direct result of abruptly abnormal impulses coupled with a diminished ability to control oneself (Beilin, 2016).

**3.1.9 Other Ailments:**

These could include:

- a. Conditions affecting the kidneys, heart, lungs, nose, throat, eyes, and ears, among other body parts.
- b. Imperfect teeth.
- c. Syphilis acquired at birth.
- d. Head or spinal injuries. Any of these elements could impair the child's performance in a typical competition, which would make him turn to crime as a way to relieve the stress in his mind. They might also be the direct cause of some crimes. For instance, intense discomfort can trigger fits of rage and violence (Gyansah, Soku, &Esi, 2015).

**3.1.10 Physical Excitement:**

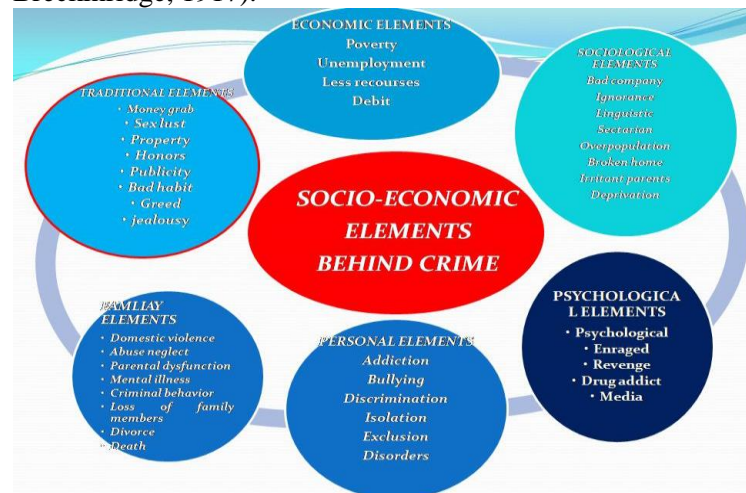
This is a particularly prevalent cause of delinquency in healthy, powerful kids who don't get enough chances to engage in physically demanding activities. Such hyperactivity is often the cause of delinquencies of the adventure, thievery, running out, and stealing types. Specific forms of criminality brought on by physical excitement are known as sex offenses. This is the reason why a lot of young women appear in court. Not only does superabundant energy often accompany high levels of "libido" or sexual energy, but the adolescent female has not yet developed the ability to identify or regulate this energy (Chamberlain, 2015).

**3.1.11 Drug Addiction:**

This does not constitute a substantial factor in juvenile delinquency, but it might contribute to the emergence of criminal behavior later in adolescence, especially in adults. While it is a crime in and of itself, it can also contribute to other crimes like stealing, sexual misbehavior, and disturbing the peace, much like truancy does. Like any other bad habit, drug addiction is impacted by a variety of internal, environmental, and mental factors (Abbott & Breckinridge, 1917).

**3.1.12 Effect of Weather:**

It has been discovered that the weather affects people's attitudes, behaviors, and moods. That being said, there is no solid information regarding the connection between adolescent delinquency and the climate. Undoubtedly, the impact of weather conditions on a child's physical or mental well-being contributes to their "bad days" (Abbott & Breckinridge, 1917).



**Figure 3.1:** Overview of Socio-economic factors in Juvenile delinquency

**3.2 Mental Factors:**

Similar to physical factors, mental factors can have an impact on delinquent behavior in one or more of the following ways:

- a) One possible explanation for delinquency is that it is an outward manifestation of a particular mental condition, such compulsive imagery.
- b) Delinquency may be a symptom of an underlying mental illness, or it may be the expression of uncontrollable thoughts or urges.

Delinquency may be an attempt to make up for or compensate for specific psychological traits. A list of mental factors that contribute to delinquent behavior is as follows:

**3.2.1 Mental Defect.**

In this context, the term "mental defect" refers to a deficiency in mental development to the extent that the impaired person needs continuous social care, which is equivalent to feeble-mindedness (Adler, 1917). The only method used to diagnose feeble-mindedness prior to the development of so-called cognitive tests was rudimentary observational methods. A battery of tests was created in 1908 by

Binet and Simon in order to measure mental development scientifically. Originally, this was done to identify children who were mentally deficient so they could be placed in special schools. However, as time went on and more research was done, the diagnosis of feeble-mindedness was added to the list of uses for these tests. These test results have a strong diagnostic value for certain, but not all, forms of feeble-mindedness and the social unfitness that results from it, according to the link between them and later social failures (Anderson & Leonard, 1919). Since 1908, numerous modifications of the original Binet tests and other mental tests have been created, increasing the certainty of diagnosing a specific kind of feeble-mindedness, specifically that resulting from an intellectual impairment (Chamberlain, 2015).

The percentage of the neighborhood's population that is feeble-minded has been estimated multiple times and published. J. B. Miner claims that this is demonstrated by statistical results of tested inadequacies from various nations. The following 1% of people may be regarded as suspicious cases, with some of them "able to live moral lives, as well as earn their living with social assistance, without being cared for entirely in isolation colonies" (Leeper, 1926). Five percent of people are apparently feeble-minded. (In 1924, Anderson V.) The numerous scientific experts on this topic have quite different perspectives regarding the importance of mental deficiency as a cause of delinquency. The scientists' divergent views on mental illness or feeble-mindedness are most likely to blame for this. Those who restrict the idea to intellectual deficiency or low intelligence as determined by intelligence test scores would surely consider the connection between it and delinquency to be negligible.

Those who define feeble-mindedness more broadly to encompass impairments in any area of mental development are more likely to think that the two are closely related. There are wide variations in the actual correlations reported between test results and delinquency in American juvenile courts, detention facilities, and prisons. According to Anderson and Leonard (1919), mental deficiency is defined as the lowest 1.5 percent of the general population. The estimates of deficit among delinquents range from 75% to less than 10% of the number examined, expressed in round figures.

After examining and comparing these assessments of tested deficiency for more than nine

thousand offenders, Miner arrived at the following conclusions:

1. The delinquent groups under examination are carefully selected from the overall offender population. The majority of them are repeat offenders, and they are all cases involving apprehended delinquents. Research from Chicago, Denver, and Minneapolis has shown that compared to other juvenile court cases, repeat offenders have a higher percentage of mental abnormalities. In traditional judicial processes, first offenders comprise 68–89% of the cases, and 10% of them have mental impairments (Adler, 1917).
2. There are notable variations in the quantity of assessed flaws throughout facilities that handle the same kind of delinquent. According to Miner, this fact has a significant impact on how defective delinquents are treated in different facilities and how well states are able to separate their mentally ill population (Chamberlain, 2015).
3. There is a higher likelihood of mental health problems among women and girls who commit sexual offenses. Though "the little proof we have indicates that as a class, the near-do-wells rank higher in ability than the prostitutes," vagrants are likely the most closely connected class of male delinquents. Undoubtedly, their group is more diverse.

The average IQ of criminals assessed through the Army Alpha intelligence exam is somewhat greater than that of the US draft army as measured by the same tests between 1917 and 1919, according to a study entitled "American White Criminal Intelligence" by Carl Murchison. Additionally, the data in this analysis refutes Miner's assertions regarding the IQ differences between first-time offenders and recidivists. According to Murchison's research, adult offenders who recidivate are only slightly smarter than those who commit crimes for the first time (Anderson & Leonard, 1919). Murchison separates crimes into seven categories and shows that these seven groups of criminals have different IQs.

He says, "Insofar as IQ can be measured by mental exams, it seems that statutory crime and crimes of bodily injury have a causal relationship very modestly to intellect." By Army standards, however, more than half of individuals who commit fraud crimes are superior. Meanwhile, by the same standards, around half of individuals who commit sexual offenses are inferior. A significant portion of



both exceptionally high and exceptionally low people commit crimes of social dereliction." Miner and others' observations (Anderson & Leonard, 1919) (Khan, Shehzad, & Chaudhry, 2008) that convicted sexual offenders had a lower mental condition are corroborated by Murchison's findings.

Delinquency may be assessed using any one or more of the following mental defects:

Through a disregard for moral principles. Normal or odd urges that aren't controlled by caution and consideration for other people and their belongings might lead to crime and delinquency.

a. By failing to remember the lessons learned from past mistakes or the repercussions of one's own or other people's actions.

b. By being unable to hide or avoid being caught engaging in delinquent activities, whether they are self-initiated or unintentionally imitated. This is a chance for adults to become aware of delinquency rather than a cause of it.

c. The incapacity to recognize moral principles and discriminate between good and bad.

d. Inadequate tools, like a lack of creativity or structured hobbies, for expressing mental and physical activity.

e. People may find it difficult to meet expectations from their family, peers, or school. In an effort to make up for his shortcomings and get acceptance from others, the younger child who is less capable could resort to criminal actions. To get away from his issues, he can also sneak out of the house or skip class.

### **3.2.2 Superior Intelligence.**

A gifted child often has no choice but to give up on the little that is required of him at home or at school, which leaves him with no outlet for his gifts and energies. Consequently, he might get into mischief, like trying to break into houses for fun, or he might become ostentatious and careless, or he might start a gang and drag other, less bright kids along for the ride.

### **3.2.3 Psychoses.**

These can be divided roughly into two categories:

a) Psychoses that are organic. These are mental diseases, like senile dementia or widespread paralysis of the insane, that are linked to particular anatomical anomalies in the nervous system.

b) Psychoses that function. These are mental diseases for which there is currently no known corresponding

structural alteration in the neurological system. This category includes the majority of mental illnesses, such as manic-depressive insanity, anxiety, dementia praecox, and so forth.

Frank psychosis cases are not common among young offenders. Out of a thousand instances, William Healy only identified 2% as psychotic. Similar findings have been observed by other researchers. But it seems that these illnesses progress gradually in infancy and adolescence, and that because people are unaware of them in their early stages, they go undiagnosed until later in life, when certain symptoms of the more advanced stages become apparent and are simple to identify.

Many experts think that delinquency is a sign of early-stage diseases like these, indicating that the child is under abnormally high levels of mental stress. Further investigation into the reasons behind children's misbehavior could provide fresh insight into the early indicators of mental illness. The most frequent forms of delinquency associated with psychoses are acts of aggression and cruelty, petty theft, vagrancy, and disturbing the peace. In cases of early dementia praecox, the first three are most common. The last two are more prevalent in psychosis and manic-depressive insanity. The deciding variables seem to be hallucinations, delusions, obsessional images, or strong internal impulses. For instance, in paranoid situations, someone or people connected to the delusions of persecution may be the target of violent retaliation attempts. Part of the reason for such violent or cruel acts could be the patient's seclusion from the outside world. His personal experiences are amplified at this point, and typical feelings of empathy and care for other people are diminished to almost nothing. A further form of fixation has the potential to result in suicide attempts; it is specifically linked to the depressive phase of manic-depressive insanity, a common psychosis among adolescents.

### **3.2.4. Psychoneuroses**

These are functional mental illnesses, meaning there are no observable alterations to the nervous system. Emotional shocks and mental conflicts that affect the central nervous system of the personality can set them off. A sequence of comparable shocks and conflicts that started in early life are what led to the illness. Certain experts believe that inherent deficits in mental synthesis and constitution psychopathy are the root causes of these disorders. The following

psychoneuroses have the potential to cause behavioral issues:

a. The paralysis. Mental pain is linked to obsessions, worries, impulses, or manias, such as suicidal mania, as well as emotions of unreality and inadequacy. It typically results from emotional anguish and repression. 4 As seen in the section on "Obsessive Imagery and Imagination," impulses, fears, and other forms of preoccupation can result in delinquent action immediately.

c. Anxiety neurosis and neurasthenia. Irritation, despair, anxiety, and sensitivity to bright and loud lights are some of these symptoms. Distracting focus and a constant feeling of exhaustion are characteristics of neurasthenia. Similar to psychasthenia, neuropathy and anxiety neurosis are most likely brought on by psychological conflict and repression.

c. Panic attacks. Hysterical fits or episodes, immobility, tics, unconscious conduct, increased suggestibility, skin regions that are sensitive or hypersensitive, blurred eyesight, and nausea are characteristics that set this apart. Most likely, mental conflict, repression, and substitution had a role in its formation. Stated differently, an exaggerated symptom may serve as a stand-in for a repressed drive. Hysteria-related delinquency may be brought on by impulses, compensating for disabilities, or suggesting something while highly suggestible (Blehar, 2003).

### 3.2.5. Psychopathic Constitution (including Emotional Instability).

Psychopathy or "legitimate psychopathic inferiority" are terms that are commonly used by psychiatrists and juvenile court officials to describe delinquent behavior. Although the meaning of these phrases is somewhat uncertain, it seems to include anything that cannot be explained by a mental illness, psychosis, or psychoneurosis. It is mostly characterized by abnormalities in the person's emotional life and feelings. According to Bridges (1927), individuals with psychopathic constitutions can be broadly categorized as follows:

a) A person who is emotionally unstable is erratic and frequently exhibits unusually strong emotions. This includes those whose emotions are easily aroused.  
b. Those who lack emotional intelligence are those who only show emotion in reaction to strong provocation or stimulation.

c. People who are hypersensitive exhibit intense reactions to even the smallest stimuli, including bright lights, loud noises, pain, and strong scents.

d. People who are hyposensitive, meaning they are not impacted by pain or any form of intense sensory input. Psychopaths who are emotionally unstable and sensitive often struggle with social adjustment problems and find it more challenging to overcome them. During the resolution phase, delinquency may result from an uncontrollable eruption during a mental struggle or from a sincere attempt at adjustment, representing the better of many evils. Individuals who lack emotional intelligence and have low emotional intelligence are more likely to commit violent crimes or act in ways that require great bravery. They have no empathy for others or for themselves (Bridges, 1927).

An individual possessing a psychopathic tendency may exhibit psychosis, psychoneurosis, or a "psychopathic personality" contingent on the kind of life circumstances they encounter. As demonstrated above, any of these mental health issues will lead to abnormal behavior and potentially delinquency (Bridges, 1927).

### 3.2.6. Abnormalities of Instinct and Einwtian.

All of us have innate tendencies to respond in somewhat predetermined ways to certain circumstances, such as escaping from peril or engaging in combat with an adversary. Additionally, we are predisposed from birth to experience particular emotions—such as irritation at interruptions or dread of the unknown—in certain, broadly defined situations. Individual differences in the strength of these innate and emotional tendencies determine how forcefully a person may respond in situations that trigger instinctual or emotional tendencies (Bridges, 1927).

Insolvencies Abnormalities of instinct or emotion can lead to two different kinds of outcomes: 1. individuals driven by an uncontrollable urge that they barely comprehend as their goal. the urge to take action regardless of the results or long-term effects. Excessive natural inclinations are the cause of these delinquencies. Strong feelings could have a similar outcome. These bursts of activity could be an action associated with the impulse in the person's experience, or they could be the direct expression of the dominant instinct. Healy, for instance, lists instances of theft for which the cause was found to be a high need for sex that showed up as behaviors

associated with sex. The connection between the two had grown out of their shared physical immorality and theft with other prisoners.

2. Delinquencies brought on by abnormal feelings or instincts. The most common deficiencies are a lack of empathy and fear. The former usually leads to audacious acts such as arson or theft. The latter in particular contributes to numerous delinquent actions and is a major cause of cruel acts.

Some of the most fundamental human urges and feelings are listed below, along with the kinds of delinquency that can result from either an excess or lack of them:

a. Self-affirmation and display. When these tendencies are overused, they can show up as theft, being late, running away from home, severe delinquencies, and general irresponsibility to attract attention. Every child requires an ego boost if they don't grasp something at first.

b. The innate ability to acquire and nourish. To get what they want, excess might result in pickpocketing, gambling, burglaries, theft, or forgeries.

c. Anger. Any of the previously listed delinquencies, as well as carrying a concealed weapon, making up accusations, acting incoherently, assault, and violence, might result from excessive behavior.

d. A fear. Addiction to drugs, the use of concealed weapons, murder, suicide attempts, and deception are all possible outcomes of excessive conduct. Delinquencies like violence, "delays," some sexual offenses, taking, incorrigibility, skipping school, and running away from home can all be caused by deficiencies.

e. Sexual. A multitude of sexual offenses and perversions, such as prostitution, assaults, lying excessively, and stealing, can result from excess. Prostitution, drug abuse, alcoholism, and sex perversions are other consequences of deficiency.

f. Adventure and curiosity. Excessive conduct can result in many criminal activities such as gambling, stealing of any kind, running away from home, vagrancy, and some sexual offenses.

### **3.2.7. Uneven Mental Development.**

People who have uneven personality development—that is, who leave some characteristics unregulated and unaltered—are more likely to develop social delinquent tendencies. It is possible to identify three distinct forms of unequal mental development

(Abbott & Breckinridge, 1917; Gyansah, Soku, &Esi, 2015).

a. A lack of intellectual growth that leaves an individual with irrational and reckless desires and emotions that could lead them to ruin.

b. Inadequate development of emotional regulation, which is the incapacity to transform and arrange instinctive impulses into socially acceptable emotions (interests and affections). When emotions are aroused without such adjustment and control, they assume their most fundamental and frequently anti-social form. Either a fundamental inability to control feelings and emotions, or experience gaps and inadequate teaching regarding emotional matters, can be blamed for emotional development failure.

c. A highly developed mind coupled with a relatively immature emotional life and set of feelings. This syndrome results in a particular kind of delinquency: the well-thought-out, potentially cruel kind, whose execution calls for a great deal of skill, tenacity, and foresight and whose evidence is usually neatly hidden.

### **3.2.8. Obsessive Imagery and Imagination.**

Psychosis or psychoneurosis is probably present in a person who is troubled by sounds, thoughts, or visions of other persons acting. The frequency and severity of obsessive episodes determine whether the disease is categorized as moderate or progressed. An individual may act criminally as a result of such obsessions, seemingly out of the blue. Strange conduct that may be criminal in nature can be directed by a voice or performed in the likeness of a vision (Gyansah, Soku, &Esi, 2015).

To use a colloquial phrase, obsessive imagery can also "drive an individual distracted," compelling him to commit a crime out of self-defense or to get rid of the unsettling thoughts or visions. These fixations could impose themselves on the person when he is working, or they could emerge in the form of reveries during downtime, ultimately culminating in criminal activity (Anderson & Leonard, 1919). Before learning to distinguish between fact and fiction, a toddler with a vivid imagination may grow up to tell fantastical tales and make untrue accusations. When toddlers display such inventiveness, adults often call them "terrible liars."

### **3.2.9. Mental Conflicts.**

When someone is inclined to act in two or more contradictory ways simultaneously, it can lead to a mental conflict. The act is always accompanied by some degree of emotion, whether it is an overt action or a moral decision or judgment. Everyone experiences it; however, in some cases, it can be considered abnormal. These include situations where it persists for a long time without a resolution, is accompanied by strong emotions, or manifests in a way that is harmful to the welfare of the individual or the society as a whole. Childhood experiences give rise to mental conflicts, which then occur in three different situations:

- a. While the child is adjusting to reality and is experiencing physical limitations on their enjoyment from the outside world.
- b. When the child is adjusting to authority and is faced with societal restrictions on what they can enjoy.
- b. The youngster has to face his own limitations and enjoyment restrictions during the self-adjustment process. The conflict could be as simple as having to choose between two foods that you either like or don't like. More complex and emotional examples include a young child having to choose between two evils, receiving criticism for not finishing an assignment, or running the risk of being caught mimicking the responses of the boy next to him. It could also be incredibly complicated and emotionally charged, like having to decide between a deeply held goal and personal loyalty, affection, and the memories that go along with it. Conflicts between socially desirable and socially undesirable impulses or courses of action are usually the most significant and challenging (Gyansah, Soku, & Esi, 2015). A mental struggle could lead to a socially and personally fulfilling deed. Formally speaking, this option—known as sublimation—is the most enjoyable. Anti-social urges that directly contribute to delinquency, such as stealing, assault, sexual offenses, and so on, may also win this war (Khan, Shehzad, & Chaudhry, 2008).

In the end, the battle might triumph for the tendency to behave in a way that is acceptable to society while totally suppressing a drive or urge to conduct in an unsuitable way. Subconsciously held in check, the suppressed activity will eventually manifest in an abnormal way, as uncontrollably violent outbursts of delinquent behavior. On the other hand, it might cause a physical or mental

ailment that turns into criminality. Undoubtedly, poorly managed or unresolved mental health issues play a substantial role in all types of criminal activity. Abnormally acute mental conflicts are more common in people who exhibit psychopathic tendencies (Bingham, 1923).

### **3.2.10. Repression and Substitution.**

The term "repression" was introduced by Freud to denote the act of suppressing unwanted desires, thoughts, or feelings. As previously indicated, it is often linked to the repression or inhibition of an impulse as a consequence of an uncomfortable or protracted conflict. It is a conscious erasure of the disagreeable. Other ideas associated with the bothersome idea or occurrence are often pushed aside from consciousness; if they were allowed to stay in consciousness, memory's associative connections would inevitably bring up their disagreeable companions. The immediate manifestation of these suppressed ideas and desires can take the form of unconscious criminal activity. They could even substitute a related activity as an indirect means of expressing themselves. Therefore, if the two behaviors are associated in the person's experience, sex activity may manifest as aggression or theft (Bingham, 1923). As was previously shown, hysterical and other psychoneurotic symptoms are frequently perceived as activities that take the place of suppressed needs. They can also serve as triggers for delinquency by acting as unconscious wishes or compensating reflexes.

### **3.2.11. Inferiority Complex.**

It is possible for a "feeling of inferiority" to be fully conscious, partially conscious, or unconscious when it comes to any aspect of human nature. The phrase "inferiority complex," coined by Alfred Adler to describe only this kind of feeling when it is suppressed, is now widely used to describe inferiority complexes in all three situations. The person with the inferiority complex protests against his own inferiority in every scenario, which is accompanied by strong emotional accompaniment. When asked to join in a musical chorus, for instance, a man can flush and seem quite uncomfortable because he is aware of how untrained and unmusical his voice is, and his innate egotism detests having to admit this weakness (Bridges, Factors Contributing to Juvenile Delinquency, 2014).



When playing bridge with people who display a "complex" constitutes a repressed system of connected thoughts and emotions that play out more skillfully than him, one person may become extremely tired, get a headache, and feel overall awful. He might be partially conscious of his own inadequacy in this scenario, but he's probably not aware of the connection between his physical problems and his bridge competency. A child in a similar position can be the one who is always too tired to play games with his peers (Bridges, Factors Contributing to Juvenile Delinquency, 1927) (Beilin, 2016).

A boy who naturally gravitates toward bullying a smaller, smarter boy in his class is an example of the unconscious complex. Unaware of why, the young bully could grow to despise the smarter youngster and use any opportunity to "get a rise out of" him by pulling practical jokes, stealing his belongings, or ruining his practice books. This is a compensatory mode of expressing feelings of inferiority. The child is trying to make a name for himself in ways other than academic success. This compensatory response, which follows the customary view in the male as the dominating sex, is referred to by Adler as "a masculine protest."

A perceived deficiency or a physical or mental impairment can both give rise to an inferiority complex. In the latter case, naive or careless mothers, nurses, teachers, or playmates often create the impression that a youngster is inherently less than because of his suggestibility. A child who has been called dull in class may act foolishly for no other reason than that. He won't bother trying something that seems pointless. Therefore, an inferiority complex can be expressed in two ways:

- a. A direct declaration, similar to the example above, in which the child declines to address his real or imagined inadequacy. He is reticent, timid, and depressed. Because he lacks the will to change his ways, he could turn criminal. He might resort to petty theft, skipping school, becoming homeless, and similar behaviors.
- b. A retaliatory response, like the youngster's "masculine protest." His little ego, which in some ways is incapable of accepting loss, tries to express itself in the most straightforward way possible, which is usually criminal activity.

The boy who is not as good at sports as other boys, the boy who has less pocket money than other boys, or the boy who has been spoiled at home and is called

"sissy" by his playmates may attempt to prove himself a hero in their eyes by robbing things, breaking into things, and so on. A dumb boy may often turn into an incorrigible to get the attention he would have otherwise received if he performed exceptionally well in his classes. A "flight into disease" is another type of compensatory behavior, a means of escaping the harsh truths of life. As mentioned before, the illness usually presents as a psychoneurosis.

### **3.2.12. Introversion and Egocentrism.**

The term "introversion" describes the inward concentration on one's own desires, emotions, and dreams. Excessive contemplation turns it into morbid thinking. When one dwells on issues and misfortunes, they expand in the mind and seem worse than they truly are. A child's attention may be gradually diverted by a physical disability, the shame of poverty, an unfair teacher, and other circumstances. As a result, the child may feel compelled to act violently in order to get what they want—cheating, stealing, running away from school, or becoming unruly in class—until they can no longer bear it. Someone who is viewed by elders as a well-behaved child could be an introverted person who develops criminal tendencies out of the blue. These kids tend to be reserved, enjoy playing alone, have little interest in playing games in groups, and hardly ever laugh or converse with others. They might become sullen and depressed or they might start to have their own unique brand of dry humor. Children who have experienced extreme pampering at home, who differ significantly from other children they must interact with in one or more ways, or who lack opportunities for enjoyable leisure activities are the ones most likely to become introverted and egotistical personality types (Chamberlain, 2015).

In every instance, the child's focus is drawn inward, he loses awareness of the outside world and grows less compassionate as a result, and all of his thoughts and emotions are consumed by his own issues. Healy observed that children who were "pathological liars" tended to be egocentric.

Masturbation and other unwanted sex behaviors are likely to develop addictions for the introverted and self-centered child. Because the altruistic sentiments are not matured, he can also engage in delinquent behavior such as cruelty to animals or other children (Anderson & Leonard, 1919).

### 3.2.13. Revengefulness (get-even complex).

When stoked and denied a release, strong inclinations due to societal taboo, feelings of pugnacity and self-assertion may be repressed subconsciously but may still be present as an aggressive "get-even complex" or attitude, fear of punishment, or both. When an older brother teases and treats him badly, a child may not kick the brother as much as he would like to because he fears getting beaten by his father, but he may harbor resentment toward the brother in order to subtly avoid getting disciplined (Bingham, 1923).

A thwarted "ego" aroused and checked rage are the root reasons of many of the offenses that are brought before the juvenile court. A boy may get resentful of his teacher because he feels like he wasn't treated fairly in class and develop a "get-even" complex. He might destroy or steal the instructor's belongings, or he might skip class in retaliation. When well-intentioned but indiscreet adults compare a child negatively to other children, the child may become resentful of them. In the later instance, the urge for self-assertion is what has been cranked up and so provides the higher motivating force, whereas in the former example the boy's pugnacity had been stimulated with regard to the instructor and had not found a stronger motivator (Anderson & Leonard, 1919) (Murchison, 1924).

### 3.2.14. Suggestibility

This is the propensity for someone to adopt and model their own ideas, values, attitudes, behaviors, and beliefs from other people. A person's suggestibility is determined by how easily they may be persuaded or led. Children are more suggestible than adults, according to observation and experimental data, and some kids are far more receptive to suggestions than others—notably, a large number of kids with dull, borderline intellect are particularly suggestible. Therefore, it makes sense that kids who are inherently well-behaved and whose parents or friends engage in criminal activity will also inevitably make poor decisions. The kids may be utilized as spies or they could just imitate the others on their own; all they have to do is know that the others are robbing or picking pockets (Phyllis, 1921).

A youngster's hyper suggestibility alone is insufficient to lead to criminal activity; a delinquent act must be performed in front of the child, narrated

to him as a story, or shown to him in a movie for him to be persuaded to act in that specific manner. Additionally, suggestibility behaves selectively, meaning that a youngster is more susceptible to the influence of some people than others, particularly those that he likes, respects, and has many positive associations with. Because of his innate tendencies or personal preferences, the youngster will also be more receptive to some suggestions and influences than others (Leeper, 1926). A child possessing a strong pugnacity impulse, for instance, is more likely to become angry and engage in physical altercations (Slawson, 1925):

- a. Elderly people, particularly older kids.
- b. People who are esteemed, adored, or admired.
- c. Organizations, particularly gangs, formed play groups.
- d. Captivating scenes, novels, movies, or stories, particularly those that are instinctual or emotional in nature.
- e. Any impact that arises when a child's vitality is diminished, such as when they are tired, unwell, anxious, etc.

### 3.2.15. Contra suggestibility.

A youngster may either naturally be resistant to suggestions and stubborn, or he may develop a predisposition toward contra suggestibility, or the tendency to act in opposition to expectations or desires. It might emerge as a safeguard against his own suggestibility, a protest against the unwarranted influence of authority, or a unique response to negative influences (as perceived by the youngster) and to people he despises. Therefore, a child raised in a very religious home and constantly forced to do things against his will may rebel against the parents and purposefully become delinquent, disobeying all of their requests (Anderson & Leonard, 1919).

For a variety of deeply ingrained causes, a boy or girl in a foster family may grow to detest one or both of the guardians, particularly if they are misinterpreted or do not receive empathy and loving care. Such distaste might manifest as obstinacy and resistance to anything the guardians ask, desire, or recommend about the child. Eventually, this can result in legally punishable delinquency, such as late-night partying, school absences, gambling, or small-time stealing. Numerous other aversions that kids could form include a hate of the neighbor, the policeman, the Sunday school teacher, any family member, or any other comparable person. These

dislikes can also be used as indicators of criminal behavior due to their negative suggestibility. The previously mentioned "get-even complex" could be the cause (Leeper, 1926).

### **3.2.16. Lethargy and Laziness.**

Certain types of delinquency are just the inevitable result of unbridled natural drives and emotions, as has already been stated. A child may act in a way that is socially unacceptable when their conscious awareness and control are compromised due to a physical or mental ailment. This is one way that apathy or a lack of energy could contribute to criminality. Such a state of lethargy can be caused only by physical factors, such as physical exhaustion, disease, malnourishment, auto-intoxication from poor hygiene, or malfunctioning organs or nervous system. There's also a chance that some of the causes are psychological, such as mental illnesses, mental conflicts, mental exhaustion, denial of reality, and so on. Lethargy and lack of energy are typically accompanied with disinterest, disregard for other people, and occasionally even a lack of self-respect. Careless behavior develops, old habits replace more current and unstable ones, and delinquencies like stealing, lying, and vagrancy may occur (Murchison, 1924).

As with lethargy, laziness might have causes that are outside of an individual's conscious control, just as malingering can be a sign of a mental or neurological illness. Without a doubt, a lot of the child sloth that adults detest is of this type. Conversely, there is the apathy of the spoiled child who has never had to learn to take charge of his life or control his impulses. His instincts are still primal and unsocial, and his character is still underdeveloped (Phyllis, 1921).

The child is so used to having his self-serving desires satisfied that he will do anything to get what he wants for the least amount of trouble, whether or not he is a delinquent. If he is unable to get his hands on the toys, he will steal them. The boy will avoid the problem if he is older and refuses to work at school or at any job he has taken up. A young adolescent or even an adult who is too lazy to work hard for a living could end up as a vagrant, hobo, or burglar instead (Addams, *The Spirit of Youth and the City Streets*, 2005).

### **3.2.17. Adolescent Emotional Instability.**

Adolescent males and girls' hyperemotional state frequently cause them to make regrettable decisions later in life. They experience intense emotions that drive them to act before they have time to think through their behavior and identify any socially unacceptable aspects of it. "This is particularly true for boys and girls who don't have many opportunities for vigorous outdoor activity and who haven't received any education in controlling strong emotions like anger or sex desire through stories, role models, or other visual aids. Hatred, fear, obsession, or jealousy (Alfred).

A psychoneurosis, or even a psychosis, may emerge during this brief time of emotional instability and may continue into adulthood, making the person either a criminal, a mental invalid, or both. Only when the boy or girl is forced to deal with an exceptionally challenging personal or societal issue throughout the adolescent stage does such a disordered condition develop. This challenging issue is partially or completely avoided and forced out of consciousness (repressed), where it is a source of ongoing suffering and neurotic symptoms until it is fearlessly and fully confronted by the person and reasoned through. Such a protracted response can occasionally be brought on by a loved one's death, adultery, or parents' refusal to approve of an engagement (Bingham, 1923).

Adolescence is a time when people experience new emotions and intensify old ones when triggered. It's also a time when newly acquired social habits of control and moral behavior weaken due to the mental stress involved. There is a resurgence of old habits and emotional relationships from infancy. The boy's "Oedipus complex" and the girl's "Electra complex," which Freud called their attachments to their mothers and father, respectively, could resurface and clash with newly emerging feelings. Similar to this, early self-interest and a love of enjoyable experiences can resurface and significantly obstruct the growth of positive, selfless love thoughts and actions. Unbeknownst to them, this is undoubtedly what has transpired in the case of certain homosexual individuals (Blehar, 2003).

### **3.2.18. Sex Habits and Experiences.**

Masturbation and other unlawful sex practices are examples of sexual habits that might have negative effects or result in more sexual delinquencies. William Healy has demonstrated that the much-

despised sex impulse can take on a replacement form of expression when it is suppressed and associated with another activity. As was previously indicated, Healy cites numerous instances of theft as being primarily driven by a suppressed sex urge. This repression is the result of a culture that encourages shyness, false modesty, and ignorance as well as prudish or uncaring parents who fail to provide their kids with appropriate sex education.

A youngster who has experienced abuse and is reluctant to talk about it with friends or family as an adult may exhibit a morbid sex interest that leads to sexual misbehavior, perhaps the triggered impulse could turn into suppressed and manifest itself in another form. Again, social and family taboos around sex issues contribute to misbehavior. Similarly, the mystery, superstition, and unreasonable condemnation that surround masturbation pose the most risks to a child's health and behavior in the future (Edith, 1917). By repression, concern, and brooding, adult culture nearly forces the youngster into delinquency. However, aside from the impact of taboos, it is likely that sexual behaviors and experiences maintain the child's focus on problems of sex, so enhancing the sex desire and the ensuing mental struggle. Thus, there is a greater propensity for sexual behavior and other types of criminality (Bingham, 1923).

### **3.2.19. Association and Habits**

Habit is the most powerful and challenging inner factors contributing to criminality. Once a delinquent act is committed, whether due to suggestion, a transient urge, a brief loss of control, or another reason entirely, it may be almost automatically repeated out of habit. When an action has mostly positive results and few negative ones, a habit is formed. The habit becomes more ingrained the more times the unlawful behavior is done and the more positive situations surround it. This delinquent behavior could continue long after the initial trigger has vanished. For example, a psychiatrist might identify and truly eliminate the factors that caused a guy to steal, pick pockets, lie, etc. (Anderson & Leonard, 1919).

From a psychological perspective, habits arise from the formation of associations between the stimulus and the reaction. Similarly, associative links bind the many components of a setting together; A cushion reminds one of a sofa, a chair of a table, and so forth. If one part of an experience is linked to a habit,

another part of the same experience may also set off the habitual response. One individual may, for example, have a habit of turning on the electric light automatically when he enters his bedroom during the day. In all cases, the habit of turning on the light automatically occurs when the person enters his bedroom. According to Anderson and Leonard (1919), in certain cases of delinquency, a behavior pattern, especially a habit, is triggered by the stimulus of a related experience. The aforementioned instance, in which stealing was linked to and eventually replaced by sexual activity, exemplifies the strength of unconscious association, which is completely outside of an individual's control (Abbott & Breckinridge, 1917). When a person is generally aware of their conduct, associations might also have an impact on it. For example, a youngster who reads a lot of cheap mystery and detective novels or who spends most of his free time watching movies may grow up thinking that crimes are synonymous with bravery and manhood. He might believe that he needs to commit a burglary or "hold-up," take a big car, or at the very least flee his house to be a hero and a "live wire" like the man in the story. In the event that delinquent adults become respected adult relatives or elder friends, a similar correlation between delinquency and admirable qualities like courage and manhood may emerge (Salmon, 1920).

### **3.3 Home Conditions**

Only circumstantial factors at home may contribute to delinquency. They respond to changes in the child's body and mind, influencing his conduct, which is influenced by his mental and physical health. The family dynamic and home environment have a bigger influence on a child's mental health than their physical health may even be more significant contributing factors to delinquency than their physical health (GLADYS R.N., 1925).

Even though both children come from similar homes, one child may grow up to be a mischievous person, and his sibling might develop into a sharp thinker or reformer. This is undoubtedly due in part to the two children's different native endowments, but it could also be because the two children's "apparently the same" family environments were very different from one another. Each child may have had the same exact physical, economic, and social circumstances, but their psychological circumstances may have differed greatly. One youngster might have succeeded better in games, gotten more support and praise from his



parents, and been looked up to by his younger siblings and playmates. It's possible that one youngster lived in a bubble of success and acceptance while the other was dogged by doubts about his abilities, failure, and parental dissatisfaction. Furthermore, variations in the neighborhood and school environment may also have an impact on the conduct of each boy. The following are a few household circumstances that could lead to delinquency (Beilin, 2016):

### 3.3.1. Unsanitary Conditions.

Both the child's physical and emotional health are compromised by these, albeit indirectly. They weaken his vitality and his ability to regulate his actions. It is important to mention the following conditions:

- a. filth, unhygienic waste disposal, inadequate restroom facilities, and so on.
- b. Insufficient ventilation, heat, and light.
- c. Packed quarters, particularly in the bedrooms.

Because of their immature understanding, youngsters in crowded families may be exposed to conversations and scenarios between seniors that could distort their perspective on life and encourage misbehavior (Salmon, 1920).

### 3.3.2. Material Deficiencies.

A child's physical well-being is determined by material elements, but these things also have a significant impact on the child's mental development. They assess his capacity to restrain his natural impulses as well as his sense of self-respect and confidence in the company of his peers. Here are a few potential material inadequacies and the impact they could have on a child (Salmon, 1920):

A. Not dressing appropriately. The youngster may get sick and feel weak if their clothing is too flimsy or sparse. As a result, he will miss school and perform worse academically than his peers. He might then make an unwelcome attempt to make up for it. The child may grow self-conscious, shy, and reserved if his clothing is not the same as those worn by other kids in the neighborhood (maybe as a result of other kids laughing at him), and as a result of his isolation, he might pick up bad behaviors (Alfred).

- a. Insufficient pocket money. A modern child who doesn't have pocket money lacks freedom, feels inferior to his playmates, and—most importantly—can't learn the value of money or become financially

capable. He might try to make up the difference by stealing or gambling.

b. Insufficient space, playthings, and amenities. A child who isn't given enough opportunities to play loses out on the essential emotions and inherent tendencies to be exercised and disciplined. Children's constructive tendencies are encouraged by toys, which also impart some education and appropriate discipline. Playing games, especially in groups, helps kids form social skills and provides them with acceptable social outlets for their aggression (Salmon, 1920).

c. Absence of private property. This prevents a child from expressing his inclination toward acquisition and his desire to own goods. Consequently, he can resort to stealing to obtain a small valuable that he can claim as his own. Proper evaluation and appraisal of belongings go hand in hand with the typical manifestation and subsequent growth of this acquisitive drive (Phyllis, 1921).

### 3.3.3. Excess in Material Things.

Absence of private property. This prevents a child from expressing his inclination toward acquisition and his desire to own goods. Consequently, he can resort to stealing to obtain a small valuable that he can claim as his own. Due assessment and appraisal of possessions accompany the typical manifestation of this acquisitive urge and its subsequent growth (Phyllis, 1921).

For a child like that, the novelty of everyday things wears off. He needs to achieve something greater, more thrilling, and more audacious than other kids if he wants to experience any true delight. His naturally occurring egotism is encouraged and strengthened by his supposedly superior position. Just as in the previously cited situation of poverty, his appreciation of the value of property remains undeveloped. These details could all lead to the youngster turning into an unruly and delinquent adult who commits crimes ranging from minor theft, property damage, and arson to murder and other serious crimes (Edith, 1917).

### 3.3.4. Poverty and Unemployment.

These reasons alone determine a host of other issues, such bad health, crowding, neglect, irate parents, and so forth. "Fifty-five percent of juvenile offenders in London originate from households with incomes below the poverty line," claims Cyril Burt. The natural need for clothing, food, and shelter combined

with the envious yearning for a portion of life's little pleasures result in thefts of many kinds. The state of affairs caused by unemployment is similar. Big city statistics show that during hard winters and downturns in the economy, there is an increase in the number of robberies, "hold-ups," and thefts (Beilin, 2016).

### 3.3.5. Broken Homes.

As noted by Healy, Burt, Leeper, and others, there is reason to believe that this illness plays a significant role in delinquency.

In the case histories, Healy records 45–52% of delinquent cases, Lorenz 59%, and Leeper 79% where the phrase "A disturbed home during the person's early years appears. Statistics from Shawbridge's Boys' Farm revealed that sixty percent of the juvenile offenders originated from dysfunctional households. A house may be damaged due to:

a. A parent or parents have passed away. Most cases appear to belong to this category. Healy discovered that almost 62% of the troublemakers from dysfunctional households had lost a parent or both. According to data from Shawbridge, in 72% of cases from broken homes, one or both parents were deceased; the father was deceased in 50% of instances and the mother in 22% (Addams, *The kid, the clinic and the court; a set of papers*, 1925).

b. Either the parents are divorced or separated. Cases of desertion would fall under this category. Healy discovered that in sixteen percent of cases involving broken homes, a parent had abandoned their child.

In any of the aforementioned situations, the child could not be receiving the appropriate guidance, affection, or punishment to support his full moral and personal growth. The youngster may develop delinquent behaviors of the compensatory or uncontrollable impulse kind, depending on whether the child receives excessively lenient or unduly harsh treatment. According to an analysis of the Shawbridge data, father absence from the home appears to be a more common cause of delinquency than mother absence (Alfred).

### 3.3.6. Mental and Physical Abnormalities of Parents or Siblings.

These causative elements can be loosely categorized as follows:

a. A mental flaw. Inadequate or misdirected discipline and instruction, the example of a

delinquent child, or other disparities in the home life brought on by the parents' flawed intellect can all have an impact on a child's conduct.

b. An illness of the mind. Depending on the type of mental illness, this cause will define the type of delinquency. If the parents exhibit violent behavior, lying, or other delinquent behaviors, the child may imitate these behaviors and develop comparable ones (Khan, Shehzad, & Chaudhry, 2008). In other situations, the child can experience a disgusting reaction or grow hostile toward his house, at which point he might flee or become involved in the neighborhood's street life.

c. Psychopathy combined with anxiety. Depending on the particular type of the parents' psychopathy or anxiety, either condition may lead to spasmodic or inconsistent punishment, a mood of melancholy and depression, or a nagging and irritable atmosphere. We shall address the impact of inconsistent discipline on the child in a different section. A depressing, demanding, and irritable environment causes the child to feel miserable at home. His pursuit of pleasure elsewhere and potential harm could result from this (Khan, Shehzad, & Chaudhry, 2008).

d. Alcohol abuse. Through parental suggestion and imitation of undesired behavior, this may have a direct impact on the child's behavior. Alternatively, it might identify his bad behavior through brutality, ill-temper, and neglect.

e. Amorphous defects. In addition to feeling ashamed of his appearance, his own ignorance, a physical defect, or his lack of pocket money, a youngster may also feel ashamed of his parents, siblings, and sisters. Many things that seem insignificant to adults "count" with him in his partially developed world of values. Any of his parents' disqualifications, including those already mentioned and physical deformities, may be among these. A youngster may flee out of humiliation and a sense of dehumanization. Alternatively, due to the unresolved tension between acknowledging this truth and satisfying his own ego, he can resort to another type of delinquency (Adler, 1917).

### 3.3.7. Immoral and Delinquent Parents.

Delinquent parents have the potential to influence their child to behave in a similar way due to the youngster's innate suggestibility and tendency to copy. However, this does not mean that offspring of immoral and delinquent parents are inherently

delinquent. The kids could stop loving and respecting their parents and become resistant to their influence or suggestions. They might grow to love people outside of their family, which makes them more susceptible to outside influences than parental ones (Salmon, 1920).

#### **3.4.8 Abuse at the hands of guardians, foster parents, or stepparents.**

It will be challenging for foster parents, stepparents, or guardians to support a child's social development if the child feels different from other kids and resents having to have them. Their power to influence others through their work or example diminishes as a result of this animosity. The child's inherent suggestibility cannot be used to gently and unintentionally lead him down the path of good behavior. Alternatively, the youngster can grow obstinate and reject all of the guardians' suggestions that are meant to support his social and personal growth and welfare (Salmon, 1920).

Whether or not there is initial animosity, it will undoubtedly grow as a result of mistreatment and a lack of love and care from the guardians or stepparents. The child's stubbornness will shield them from the positive effects of setting a good example and from the advantages of receiving only a small bit of discipline from their parents. He will continue to be essentially a prisoner to his own feelings and instincts, which could lead to him being a delinquent. Simultaneously, he might try to avoid going home, a location linked to unhappiness, and instead "get in with a rough gang" that will get him into trouble (Bridges K. B., Factors Contributing to Juvenile Delinquency, 2014).

#### **3.3.9. Stigma of Illegitimacy.**

Some youngsters accept the fact of their illegitimacy more readily than others, depending on how the knowledge was initially presented to them, how adults felt about it, and how their younger peers and neighbors felt about them (Leeper, 1926). A child who is made to feel ashamed of a fact, receives unjust treatment from adults because of it, and is made fun of by other kids is likely to grow up to have an inferiority complex and exhibit strange behavior. He can get melancholy and reclusive, give up on trying to be decent since he is already so awful, or try to become a "hero in crime" (Bridges K. B., Factors Contributing to Juvenile Delinquency, 1927).

#### **3.3.10. Lack of Parental Care and Affection.**

Just as a child's body requires sufficient sustenance for optimum development, so too does his feeling side of the personality. A youngster who lacks empathy and loving care from their parents loses out on their opportunity to learn empathy, excellent manners, and consideration for others from their early example. He misses the brief respite and release from personal accountability that is so invigorating and essential for him to assume his fair part of societal obligation, both as an adult and as a child among his playmates. He is missing the empathy that enables him to face his challenges head-on. He lacks motivation to put in effort and self-assurance. He misses the comfort of personal comfort and the release from the emotional burden of social interactions. He also misses the external stimuli that would direct his focus away from himself and toward a caring, responsive person, ideally his or her parent, and eventually toward the wider world (Bridges K. B., Factors Contributing to Juvenile Delinquency, 1927).

Without all of this, the youngster can grow up to be indifferent to others, withdrawn, unaware of social obligations, egocentric, and inconsiderate. He might start acting alone, antisocial, and even cruelly. Alternatively, he can exhibit unusual pleasure-seeking behavior or persistently seek sympathy for himself. He can become delinquent because to a lack of self-control, an attempt to make up for the unhappiness in the household, or a desire for worldly comforts. There are several reasons why there might not be enough love and attention from parents (Bridges K. B., Factors Contributing to Juvenile Delinquency, 1927):

- a. A mother at work.
- b. The mother is involved in social events.
- c. d. A lack of understanding and interest; the mother's attention is stretched thin since the family has too many children. This might take place if the child was a "not wanted baby." It may also occur if there are mental health problems for either the mother or the child, or if their temperaments and personalities are so different from one another that neither can understand the other. According to Bridges J. W. (1931), there is an equal chance of it occurring if either the mother or both parents lack the instinct and affection of a parent.

### **3.3.11. Parental and child lack of honesty and confidence**

The following are possible manifestations of this, either one or both:

a. About minor personal preferences. Every child requires some level of affirmation and support, as well as a chance to shine, "think aloud," and talk about issues with more experienced individuals he may confide in. If a youngster is unable to establish a friendship with their parents and discuss their interests, they may try to find friends elsewhere, sometimes with unfavorable people, or they may withdraw and become reclusive. Either way, he will grow apart from his parents and lose contact with them (Khan, Shehzad, & Chaudhry, 2008).

b. About topics of sex. The mystery surrounding sex-related issues, the false beliefs that persist among the ignorant, why it is particularly crucial that parents and kids be open about sex-related issues because of the intense feelings that these topics evoke in growing boys and girls, emotions that are ready to be expressed in one way or another. If there isn't a good opportunity for an honest discussion, a child could feel guilty for months or even years about having sex. This conflict may have been brought up by the emergence of an abnormal and unhealthy attitude toward sex or by the ingestion of false information from an outside source. The child may become delinquent out of relaxation from stress, as a form of retaliation, or just out of ignorance. Lack of honesty between parents and children is linked to a number of sex-related problems, including delinquent behavior and theft. This unwholesome attitude in turn causes the child to pick up inaccurate information and develop concerns related to sex. The absence of candor itself may indicate that the parents have a bad attitude about sex, which the youngster may emulate (Beilin, 2016).

### **3.3.12. Deficient and Misdirected Discipline.**

The most obvious and common reasons of delinquency are listed here, while there are many more ways that family discipline can go wrong.

a. Coddling and excessive indulgence. This usually exacerbates a child's innate antisocial tendencies instead of calming them down. Additionally, he might receive disdain from his playmates or classmates as a result, which might push him to engage in criminal activity as a way to make up for his lack of status (Gyansah, Soku, & Esi, 2015).

b. Excessive restriction and harshness. This could turn the child into a recalcitrant and pessimistic person who is resistant to regular discipline. In response, he would start to disagree with his parents on everything. Excessive limitation could perhaps heighten the young person's inclination to engage in prohibited activities until their desires overpower them. Severity can also make the family so unpleasant that the youngster looks for comfort elsewhere, possibly in delinquency (Leeper, 1926).

d. The parents' lack of collaboration. When parents cannot agree on how to punish their kids, the outcome is frequently almost the same as if there was no discipline at all. It is possible for one parent to establish a healthy behavior habit, but the opposing effect of the other parent may impede its growth, leading to an undisciplined youngster despite the child's sporadic efforts to the contrary. When a youngster has two options on how to behave in order to get their parents' approval, they will probably go with the simplest one. Furthermore, he is prone to form a dishonest habit in order to avoid receiving criticism from one parent when he is chastised for doing something that the other permits him to do (Gyansah, Soku, & Esi, 2015).

d. Unreliable authority. The result is essentially the same as when both parents disagree on subjects of discipline when one parent applies discipline inconsistently, i.e., scolding a child for doing something he was permitted to do the previous minute. The child accepts his punishment as it comes because he doesn't know how to please his parents and instead pleases himself. Almost no association is formed in his thoughts between the penalty and the action it is intended to correct (Edith, 1917).

e. Terrifying and bothersome. Any child would find it unpleasant to associate dread and nagging with their home. Naturally, he will avoid a location with such associations for as long as he can. Furthermore, nagging frequently takes the form of a string of careless directives known as "don'ts," which the child is utterly unable to comply with (Leeper, 1926). His instinct is to act, and the first action that usually comes to mind is the one that the nagging voice in his head tells him not to do (GLADYS R.N., 1925). He might defy out of stubborn mischief or because he can't resist it. However, he might appear to be able to follow the many instructions to check. Despite common usage, frightening a youngster is harmful to both his physical and emotional well-being and has questionable value as a form of discipline. Because



fear is "inhibitory," it affects digestion, circulation, and other bodily processes. According to Gruenberg, it "results in discouragement, timidity, secretiveness, and anxiety" and paralyzes endeavor. Fears experienced as children have been linked to phobias, which are prevalent in psychoses and psychoneuroses. When a youngster is terrorized for deterrent purposes, it merely keeps him from doing the right thing while also cementing the wrong thing in his mind, where it will always be a source of haunting anxiety that he might try to run away from by engaging in further criminal activity. Should the fear be intense enough (Edith, 1917).

f. Disturbances from other family members. Other family members may inappropriately use their influence over youngsters. By offering pleasures and ideas that go against the parents' discipline, they may weaken it or drive the kids crazy with too harsh punishment (Charles, 1923).

g. Injustice and partiality. In a family, favoritism can lead to "grudges" being developed by the less fortunate member or members toward the parent who is the target of the favoritism. Delinquency of some kind may result as a way to exact revenge (Leeper, 1926). On the other hand, children who do not receive their due amount of attention or praise may become hopeless and lose their self-confidence, which might lead them to engage in criminal activities. A child who experiences injustice of any kind, like the one described above, or who receives harsh punishment for little infractions will come to despise those in positions of power and will frequently turn to antisocial means of recompense (Chamberlain, 2015).

### 3.3.13. Unhappy Relationship with Siblings.

According to Bridges J. W. (1931), the following types of unsatisfactory relationships have been linked to delinquency: Bullying and taunting. Sibling bullying stemming from feelings of inadequacy or defect, or for any other reason, encourages children to exercise their natural tendencies toward pugnacity and self-assertion. In the event that they are not satisfied (Blehar, 2003).

b. Jealousy: A youngster with strong self-assertion and obtaining instincts is prone to become jealous. This can be aimed at any member of the family who has an innate talent, gets parental favor, or gains advantages from other sources. A child who is jealous may turn to crime to make the target of his resentment uncomfortable, or he may steal or commit

other crimes to get something for himself to make him feel right (Leeper, 1926). c. Antagonisms: A child may grow to hate one or more of his siblings, which could ultimately cause him to turn criminal. The hostility may stem from stories said, insults, jeers, sly behavior, or harm to him or his belongings. Anger can also originate from jealousy (Bingham, 1923).

### 3.3.14. Bad Example.

It is possible to argue that what has already been discussed regarding suggestibility and the role that immoral and criminal parents have in determining delinquency also applies to the poor example set by any seniors or siblings. If the youngster in issue regards them highly, their effect will be larger (Khan, Shehzad, & Chaudhry, 2008).

### 3.3.15. Foreign Birth or Parentage.

The causes of delinquency may include issues that arise in immigrant families. When a family tries to uphold its original norms and traditions, many conflicts are likely to surface in the brains of the children involved, which may lead to mental illness or crime. Unaware of what norms to follow, A small toddler can become unruly, while an adolescent may lose it due to a conflict between principles and commitments. It is unknown how closely the issues of delinquency and immigrant adjustment are related. However, Jarrett and others have tried to demonstrate the existence of this kind of interaction (Beilin, 2016).

### 3.3.16. "Superior" Education of Children.

Children who receive superior educational possibilities than their parents and learn to despise them may develop a kind of intellectual elitism. According to Hamilton-Pearson, "Consciousness of greater knowledge in one direction, to a mind unchastised by the hard facts of experience, breeds the belief in greater capacity in all directions (Leeper, 1926)." Consequently, a child can become immune to parental discipline and run afoul of the law. Nonetheless, it is evident that no educational program that encourages a snobbish mindset in students has the right to be referred to as "superior" (Beilin, 2016)."

### 3.4 School Conditions

Although the primary root of the problem may be found in either, school and home environments can both be seen as secondary causes of delinquency. Delinquent behavior is actually caused by the impact that these situations have on the mind and body of the individual youngster. The following are school-related factors that lead to delinquency (Anderson V., 1924):

#### 3.4.1. Inadequate- School Building and Equipment.

These could be the main reasons behind schoolchildren's often uncontrollable behavior and unwell bodies. It is nearly impossible for students to maintain excellent health and discipline in overcrowded, poorly ventilated classrooms that are maybe also poorly heated and lit (Leeper, 1926). When there is not enough staff present and the required materials and equipment are not provided, the majority of the time, children's time is only partially occupied, and even then, it's probably in a way that they find quite boring. They have plenty of time to plan and carry out their naughty schemes thanks to their forced or stolen idleness (Alfred).

#### 3.4.2. Inadequate Facilities for Recreation.

Absence of a playground, gym, or other recreational spaces denotes a lack of the current methods of social expression and instinct training. These shortcomings also deprive the kids of an important preventative strategy for mental and general hygiene. In eccentric education, the playground and the game teacher are arguably just as crucial as the classroom and the teacher in academic education (Leeper, 1926).

#### 3.4.3. Rigid and Inelastic School System, "the Goose Step."

An overly inflexible educational system could work against its goals and breed future rebels. The following list includes three elements of such a system that could lead to delinquency (Adler, 1917).

- a. Superficial and pointless rules. Children are quick to pick up on this and become resentful. Youngsters may dissident against all regulations in general and turn into delinquents as a form of protest against unfair rules.
- b. Static course plans. When curricula aren't tailored to students' interests and talents, some of them may feel bored and skip class, or they may get into other

problems in an attempt to avoid the tedious and annoying work.

c. Ignorance of the individual. A youngster in a huge school that follows a set curriculum may lose the encouragement and advancement that come from a personal interest that every child deserves. Furthermore, the overall lesson plan might not be appropriate for his specific needs. If the work is too difficult, he can get discouraged and lose interest in it, and he might turn to delinquency in order to feel more satisfied. However, if the assignments are too simple, he can get into trouble to pass the time (Addams, *The Spirit of Youth and the City Streets*, 2005).

#### 3.4.4. Poor Attendance Laws and Lax Enforcement.

Due to the numerous exemptions from attendance requirements found in attendance rules, disobedient, adventurous, or rebellious children have plenty of opportunities to skip school and escape punishment. He is always able to come up with a good reason to miss school. The same is true of loose enforcement of attendance regulations, which facilitates a child's ability to play hooked. Although truancy is a form of delinquency in and of itself, it frequently creates a window of opportunity for even more serious transgressions. Among others, Healy, Abbott, and Wallace provide proof of this (Abbott & Breckinridge, 1917).

#### 3.4.5. Wrong Grading.

Delinquent behavior may result from this in two ways:

- a. A grade that is higher than mental. A youngster experiences academic failure, negative peer comparison, and potentially even disciplinary action from their instructor as a result of this. As a result, he can become extremely anxious, have trouble sleeping, and exhibit signs of mental instability and "nervousness." He might turn to criminal activity as a substitute for attaining "success" among his peers, or he might descend into careless criminal action out of pure dejection (Adler, 1917).
- b. Receiving less than a mental pass. This indicates that the child is finding the work too simple. With less effort than the others, he completes his responsibilities ahead of schedule. As a result, he has an abundance of extra time and energy to dedicate to naughty activities (Murchison, 1924).

#### **3.4.6. Unsatisfactory Teacher.**

A child's decision to become delinquent can stem from an inadequate teacher in at least three different ways (Beilin, 2016).

a. an absence of restraint. If the teacher cannot keep all of the students happily engaged, allows them freedom one minute and is strict to them about the same things the next, expects mischief and asks the students (consciously or unconsciously) to defy control and order, or is generally incompetent in his job, then at least some of his students will definitely end up as delinquents (Salmon, 1920).

b. Ineffective as a teacher. Similar to an incapacity to maintain classroom order, ineffective teaching generally results in students having little regard for their teachers. Those who are bolder and more aggressive will seize the opportunity to control the circumstances. Ineffective teachers may also design boring or challenging classes that kids will do anything to avoid (Leeper, 1926).

c. Unwanted personal qualities. Students might copy these, or they might incite disobedience or a coping mechanism in the kids. The following are some repercussions that students may experience from professors who exhibit poor character traits:

Some students may become rebellious and contrarian while others may become discouraged due to unfair teaching. Teachers who lack empathy may struggle to pique students' interest and inspire their loyalty to their classes or institution. Children raised by sarcastic teachers may develop aggressive, timid, or rebellious behaviors (Leeper, 1926). Teachers who are too talkative might incite commotion, hostility, and even violence. Children who have unkind teachers may become fearful and apprehensive, or they may become angry and pugnacious. Teachers who are anxious or psychotic may cause symptoms in their students that mirror their own. While theft and other misdeeds may be indirectly linked to these reasons, general incorrigibility, truancy, lying, and fighting may be the direct results of any of these circumstances (Salmon, 1920).

#### **3.4.7 Unwanted Attitude of Student Toward Instructor.**

A child may grow to have an unhealthy attitude toward his teacher, which could cause him to react strangely to his school environment. The teacher's unfairness or the child's misconception of the teacher's self-perception could be the source of the

attitude. It may arise from suggestions made by other kids who don't like the teacher, or by parents making foolish criticism of the instructor in front of the youngster (Leeper, 1926). A child with such an attitude would try to "pay the teacher out" or run away from school. He might engage in delinquencies with other kids as he would be free from the teacher's discipline.

#### **3.4.8. School Bad Companions and Moral Codes.**

Children make groups in school for a variety of reasons, including shared interests in games, hobbies, schoolwork, or entertainment; personal or temperamental appeal; proximity to home or age group; and probably other factors as well (Gyansah, Soku, & Esi, 2015). They can gather together with noble intentions or to encourage one another to commit evil. However, regardless of the reason or objective behind a group's formation, each member will affect the conduct of the others through suggestibility, which amplifies in a group setting (Leeper, 1926).

If the group's sole goal is mischievousness, then suggestions and examples of delinquency will quickly "catch on," as the gang would say. However, a child with a bad moral code and uncontrollable impulses can still lead others even in a group of schoolchildren who are not trying to cause trouble (Khan, Shehzad, & Chaudhry, 2008). Children who lack the ability to distinguish between good and bad behavior, have not had proper training, or don't give a damn about their parents' or instructors' praise are the ones who are most susceptible to this kind of influence (Phyllis, 1921).

#### **3.5. Neighborhood Conditions**

Similar to how home and school environments can influence a child's behavior, neighborhood factors can also have an impact on a child's mental and physical health. The following can be listed as contributory variables to delinquency that have their roots in neighborhood situations (Leeper, 1926):

##### **3.5.1. Lack of Recreational Facilities.**

Investigators have shown us that the vast majority of crimes are committed during spare time, or time spent away from work or school (Khan, Shehzad, & Chaudhry, 2008). Without recreational facilities in schools, children have little to no socially acceptable outlet and means of disciplining themselves for normal or abnormal impulses while they are in

school. Thus, it is far more serious for a child to attend a school devoid of these amenities than it is for him to live in a neighborhood devoid of clubs, play areas, or gaming facilities of any kind, even though, as previously established, the latter lack may have consequences of its own.

### **3.5.2. Congested Neighborhood and Slums.**

For the same reason that crammed homes and classrooms can contribute to delinquency, so can congested communities and slums. Additional contributing reasons to slums may include wet, gloomy, and poorly ventilated homes, nearby factories and noisy machinery that emit a strong odor, and close proximity to unpleasant neighbors who may be immoral or delinquent (Bridges J. W., 1931). While kids are less inclined to cause trouble when they're by themselves, when they form gangs—which is more common in crowded neighborhoods—they become stronger from one another and are willing to take on any challenge. A other heading discusses gang influence in more detail (Leeper, 1926).

### **3.5.3. Disreputable Morals of the District.**

These can affect a child's behavior by making him susceptible to what he hears and sees at home and on the streets, or by having an impact on him through the influence of his specific neighborhood friends (Charles, 1923).

### **3.5.4. Proximity of Luxury and Wealth.**

Kids with relatively low-income parents who live close to a wealthier neighborhood may grow up with attitudes of dissatisfaction or a desire for other people's luxury, to the point that they turn to crime as a way to exact revenge or satiate their financial desires. When their pals are from wealthier families, the less fortunate kids could steal to get acceptance from their younger peers (Leeper, 1926).

### **3.5.5. Gangs Influence.**

One of the most notable aspects of "mob psychology" is the enhanced suggestibility of an individual within a group of individuals. Additionally, if the group is formed with a specific goal in mind, each member is more susceptible to ideas or deeds that are related to the group's objective. In the case that a gang is established with the intention of engaging in practical pranks, every suggestion made by one member of the group for

mischief will be promptly adopted by the others, perhaps leading to more serious offenses (Anderson V., 1924). As Puffer and others have noted, a child in a gang will be coerced into actions that he may shun at the mere thought of committing on his own.

A gang's presence not only increases suggestibility but also weakens sense of responsibility and self-control. As a result, gang members are more likely to follow examples and ideas that are simple and instinctual. A group that started out with innocent intentions has every chance of turning into a violent and dangerous gang. Of course, an even more hazardous group are gangs that form specifically to breach the law, steal, or carry out "hold ups," like those that occur in big cities. However, a gang fosters values like cooperation and loyalty that can be developed for the good of society, as is the case with girl guides, boy scouts, and other organizations (Beilin, 2016).

### **3.5.6. Loneliness, Lack of Social Outlets.**

A child may be more likely to become delinquent if they are an only child, kept apart from other kids due to illness or lack of play opportunities, neglected by parents or guardians, or placed in a strict environment without adequate play opportunities (Anderson & Leonard, 1919) (Leeper, 1926). He lacks the means to indulge his innate gregariousness and his social impulses. Additionally, he lacks socially acceptable outlets for his intense inclinations toward sex, rivalry, self-display, curiosity, and adventure. He will therefore have to find a way to let go of these bottled-up feelings, even if it isn't one that is acceptable to society. He can start having inappropriate sexual practices, become uncontrollable and rude, flee, or steal (Gyansah , Soku , & Esi, 2015).

### **3.5.7. Overstimulating Movies and Shows.**

Many young criminals have been discovered to be avid moviegoers and vaudevillians. These latter are viewed by Cincinnati Judge Hoffmann as extremely potent deterrents against adolescent crime. It is believed that television programs and motion pictures arouse children's primal urges for exploration, and provide ideas for the active manifestation of these impulses in a criminal manner, which the kids may eventually act out (Alfred).

Because some children's minds are still developing and cannot differentiate between what is morally right and wrong, or between what is lawful



and illegal, they run the risk of unintentionally committing social offenses if they replicate what they see. (Anderson & Leonard, 1919). Those who are mature enough to understand right from wrong could be persuaded to commit crimes by the show's audacious recommendations and heightened feelings of exhilaration. However, a lot of socially acceptable behavior is suggested in movies and television shows, and these suggestions are presented in a way that makes them more likely to be implemented than unfavorable ones. Additionally, watching an exciting show might be a fantastic way to replace emotional and instinctual behavior from a basic state, and in certain situations, it might even be a preventative strategy rather than a contributing factor to delinquency (Khan, Shehzad, & Chaudhry, 2008).

### **3.6 Occupational Conditions**

Another source of external reasons of delinquency is the child's environment while they work in a wage-earning industry. Among the work environments that could encourage delinquency are (Beilin, 2016):

#### **3.6.1. Irregular Occupation.**

The young worker is placed in a challenging scenario where they alternate between having too much and too little money due to irregular, seasonal, and non-steady income jobs (Phyllis, 1921). A child who earns large amounts of cash and has plenty of expenditures during one season but none at all during another may feel pressured to steal during these "off" times. He can turn to theft in order to maintain his good looks and reputation with his friends or to satiate his thirst for the luxury he developed during the prosperous times. Extra time gained from an unusual job schedule is taken into consideration separately and may contribute to delinquency (Beilin, 2016).

#### **3.6.2. Misfit in occupation**

Young girls and boys who work in jobs that aren't a good fit for their physical attributes or aptitudes may grow up to be unhappy, restless, irritable, tense, or depressed. They might also become physically ill and overtired. Because of these circumstances, kids might turn to delinquency as a kind of recompense or because their ability to resist and exercise control has been severely diminished (Anderson & Leonard, 1919). If their interests and inclinations are not being expressed in their profession, they may look for other, sometimes unwanted, outlets for expression.

Typically, truants and deserters are "misfits" at work (Adler, 1917).

#### **3.6.3. Idleness and Spare Time.**

A young person may have free time if his work takes up a little portion of the day. He might be shifting jobs all the time because he can't seem to find one that suits him, which leaves him unemployed for periods of time, or he might be working a seasonal job that gives him weeks off. He might engage in some type of delinquency during this free time for his personal enjoyment and fulfillment, or he might join a gang and become involved in illegal activities (Anderson & Leonard, 1919).

The bulk of youth infractions are committed during free time, outside of employment or school, according to statistics. A significant amount of free time is required for relaxation and leisure; nevertheless, free time that isn't devoted to socialized pursuits like games, hobbies, etc., opens the door for negative ways that innate urges and energy to manifest. It gives room for daydreaming, which can breed morbid thoughts, delusions, and obsessions as well as introversion (Abbott & Breckinridge, 1917).

#### **3.6.4. Truancy.**

Absence from job or school gives a plentiful opportunity and free time for misbehavior. It typically occurs at a time of day when desired playmates or other companions are unavailable (Phyllis, 1921). After that, the absentee must choose to spend his time alone or with other juvenile or adult offenders. Either way, he might get into further trouble. According to statistical evidence provided by Healy, Abbott, Wallace, and others, truancy plays a role in more than half of juvenile criminal cases (Salmon, 1920).

#### **3.6.5. Factory Influences**

In a factory, older men and women may bribe or set an example for the younger employees, leading them to commit social crimes. The latter could be done for profit or for their own reckless delight. Additionally, the child might hear discussions that encourage him to engage in delinquent behavior (Murchison, 1924).

#### **3.6.6. Monotony and Restraint.**

It might be too much for the developing boy (or girl) to adjust to the confines and routine of the factory environment. Because of this, he can turn to

delinquency as a way to release his pent-up tendencies and feelings (Slawson, 1925).

### 3.6.7. Apprenticeship system Decline

Practical learning in a trade is the best teacher of self-reliance, self-control, and self-assurance, according to Hamilton-Pearson. The discipline of learning a craft took the role of school discipline when a boy graduated. "The tumultuous phase of transition between childhood and adulthood was effectively bridged" (Anderson & Leonard, 1919). Currently, there is no support for this risky transition time other than an extra year or two spent in school studying impractical subjects in which most people have lost interest, if they ever had it in the first place." The elimination of the apprenticeship program, with its widely recognized system of discipline, opportunities for the formation of interesting hobbies, and beneficial organization of youth activities, looks likely to have contributed to some of the recent increase in juvenile criminality.

### 3.7 Conclusion

Therefore, elements that lead to delinquency can be discovered in an individual's past and present settings in addition to his mental and physical makeup. Early life adversity and unwholesome influences are likely just as significant contributing factors to delinquency as current circumstances. They might possibly be more crucial. It is therefore imperative to conduct a thorough examination into the individual's past and present lives as well as his mental and physical makeup in order to identify the underlying causes of every specific case of delinquency before beginning treatment. This is probably too much for one person to handle alone because it will require a thorough assessment of the case's mental and physical health as well as previous and present circumstances at home, at school, in the neighborhood, and at work. Without sufficient understanding of the root reasons of the issue, a case cannot be handled well. This cannot be discovered in a brief discussion with the juvenile offender or through multiple interviews with him alone. Since no one person can witness the whole truth—not the mother, teacher, employer, or the offender himself—a history of the case must be assembled from a variety of sources, and statements made may not always be accurate.

Finally, it cannot be overstated that the elements listed in this synopsis are merely contributing reasons to delinquency. It's unlikely that any of these

by themselves would result in delinquency. No two combinations of components are found to be the same, and the cause is always a combination of them. For example, a mental impairment alone does not create delinquency; nevertheless, it may contribute to the problem in conjunction with other factors such as emotional instability, a strong ego impulse, and inadequate education. It might also be a contributing element when combined with an adventurous mindset, a lack of fear, and subpar play areas, among a plethora of other combinations. Furthermore, neither mental illness nor any other single condition alone is necessarily a contributing factor to criminality. There are numerous and varied combinations of causative elements that result in delinquency.

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