

Delinquency: Tracing through Guidance and Counselling the Causatives Engendering, Persisting and Incubating for Timely Intervention Programme

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Abstract: *“The system blames and punishes the offender, but will not the unchanged circumstances, if ungoverned produce many such....?”* This paper Purposes to explicate and investigate the cognizance of delinquents to adumbrate through rational inferences the causatives that engender the delinquent contributes; the circumstances, the causal agents and the environment factors that holds the delinquent to persist in the situation which they assume and admit as fitting and any correction appears to be intolerable, obnoxious and unwelcome. The existing condition pander’s them to hold to the situation and find consolidation in it. The persons, the conditionses, their participation and strong adherence barricade them to emerge out from incubation, accession and transcendence. The Methodology of this paper acquaints the reader with the unalienable situation of the delinquent break through and the external factors that add to linger in this condition with their self acclamation. These outcomes creates blockages in accepting any assistance from the near ones or any outsider. Counseling, used as a tool to draw out the inferences aided scientific psychological tests, the help of teachers, parents and medical experts. The Finding was highly sensitive, touching and impressive to explore and explain the cognizant characteristics, their budding and growth. The limitations include, accepting counseling as a tool as time consuming, extra burden, interfering and too liberal in practice. The essence that delinquents should be interrogated for their state becomes implausible and arguable. The Implications included support from other sources; psychiatrist, physiotherapist, psychologist and doctors. Display sensitivity towards the delinquent’s problems and intervene at the appropriate statuses by either teacher at school (or) and parents at home to penetrate, arrest and retrovert the problem and resituate delinquents life through discretion, patience, perseverance and prudence.

Keywords: Engendering Factors, Persisting Circumstances, Incubating Causatives, and Timely Interventions.

1. Introduction

“Life’s stage and we all play our roles” (William Shakespeare). There are many attributes to everyone’s role playing a few ascribed and remain unaltered but the achieved ones, accomplished by an individual, depends upon influences at home, neighborhood, friends, school and wider society. In this context juvenile delinquency is defined as, a child with long and problematic history and threat to public safety, laws has been framed in this regard for their rehabilitation or punishment; increasing every year [2], with states spending huge amount of money, manpower, professional services and amending and restructuring the laws. The epochal question is the services aim at what and who; the safety of the better off, or for punishing the worse off? This again gives rise to a series of questions, does amending laws, constructing rehabilitation centers with the best professionals, increase in number of jails and advanced security system solve the problem? The system is preoccupied in shielding the defender and punishing the offender rather than searching measures to reduce or curb crime. In the wake of this state of affairs it becomes an essential prerequisite to understand delinquency the factors engendering, persisting circumstances, and incubating causatives for an effective and timely intervention. The role play and efforts of all individuals and agencies to prepare a stage befitting for a marked role is worth appreciated and examining the problem should be the primary concern. “Is life only to improve on have-nots? Isn’t it about living? Learning? Experiencing?”

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Knowing and Finding, exploring self? Contended & Enjoying; doing what one aims and dreams? After all we live life once”.

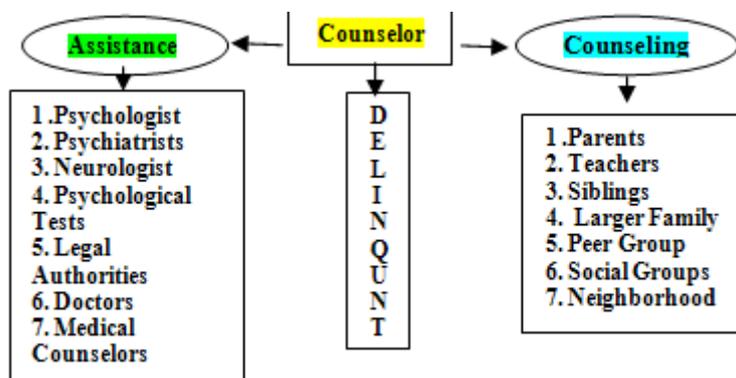
2. Background

For the last three decades professionals from sociology, economics, criminal justice, and psychology have been trying to establish a link between learning disabilities and juvenile delinquency. Research consistently illustrates that poor academic achievement is a major factor in crime and delinquency. (Winters 1993; Rutherford, Nelson, & Wolford, 1986). Among multiple types of risk factors, learning disabilities are closely related to the likelihood of an adolescent becoming involved in the juvenile justice system (Maniadaki, Kakouros, & Karaba, 2009; Maniadaki, Kakouros, & Karaba, 2010; Shelley-Tremblay, O'Brien & Langhinrichsen-Rohling, 2007) .Also Most of the research is related to learning disabilities, emotional problem; broken homes, and psychological disorders, socio- economic and biological factors. But the research pertaining to cognitive tracing of the causes of delinquency is still in infancy stage.

This paper attempts to explore and explicate the cognitive facets slipping in, burgeoning, shaping, mushrooming and sustaining of delinquency. The mental metamorphosis observed, considered and explained to understand the pain, trauma, helplessness and the vulnerability to the existing situations; environmental circumstances which overlap with individual demands. This paper intends to show the insights of the life of delinquents; the needs and their incapacitated problems which demand attention addressable; not huge budgets, skilled professionals to exercise their rich minds, neither heavy handed policies nor legal framework that waits for a pray, the problem can be solved by a need based and timely approach where counseling as a tool can provide all the array of needs that have to be catered in order to frame an effective and efficient timely intervention program at home or (and) at school. *“Pointing fingers is the simplest of all human tasks. But the same fingers joined together and held out is a challenge by itself”*.

3. Counseling for Delinquent

Multidimensional Perspective: Counseling involves the of identification, assessment and evaluation of factors accountable for the development of an anti social personality, [2] which fails to conform to societal rules and norms, which drives to breach, to afflict, kill, without any mentation of; good or bad, right or wrong, the lacuna and paucity of reasoning and judgment, the destruction of feelings of sympathy and empathy not merely for others but even for own family members and the most conspicuous fact being to inflict pain to others for self gratification without any consideration of guilt and audacity. Counseling as a tool can be very effectively used to not only fathom the cognitive aspects surrounding the anti social aspects in a delinquent but also understand the transcend from being a normal individual to escalating as an offender, finding conformity to existing posit and the acme of all this; willing to stay in the present state without aversion and resisting to terminate. Through guidance and counseling [4] these facets surface eventually with the help of various techniques; a skilled counselor who can plunge the world of delinquents to find the unexploited fecund skills which can be manipulated, focused and attended to obviate from worst occurrences, this multidimensional perspective of counseling include the assistance to resolve the delinquents issues and restore normalcy and can be of great help to policy framers and intervention program me [2] designers. A holistic model as shown in figure below,



Identifying through counseling the circumstances leading and supporting to enter a different world and mind set thereof, unambiguous desire to move in the direction and prepare for persisting in the same state

and acclaim, justify and defend the same [1], explain the various factors that take closer and develop strong bond along with conformity to the values of this world, describe the factors responsible for the situation and the effort at this point to avert them mostly goes in vain. Point out the sensitive areas that can be manipulated and effectively help to avert the situation and help in designing intervention program [2]. Reckon the state of the delinquent and the factors and circumstances, at home or school which , conduce to perversity and this grotesque nature of the delinquent necessitates to tap the critical areas and work on them so as to help restore normalcy is the , chief purpose of counseling. When the intent of the problem becomes clear then the solution also becomes visible. The internalized feelings, emotions and perturbations visible in behavior are traced; the influential agents need to be examined and worked upon for intervention [4] program and policy making decisions. Counseling provides an insight of the causatives and constituents to mitigate the problem of delinquency.

3.1. Stage I Ingenerating of a delinquent: factors that aid engender, persist and incubate: Engendering factors

The cognitive paradigmatic shift of person suffering with problems at home, school, neighbourhood, friends or personal learning or emotional disturbances constitute as the escalators for commencement of digression; this phase of engendering comprise fault finding, tracing the problems, assessing the weak areas, looking upon the child as problematic, labelling, anxiety, and trying to improve the child in the direction of their weakness; all these factors are focused on improving the negative traits and child is continuously under pressure with the persisting feedback that they need to improve by parents, siblings, teachers and friends which effects their self confidence, self respect and the outlook that they cannot overcome the problem takes a stronghold in them and all the energy is diverted towards worrying about not being able to do what all want them to do which clouds and blocks the other fecund areas with a sense of worthlessness. As a result comparisons (with siblings, neighbours, friends and others), taunts on their problems and rejection becomes a breeding ground for the emergence of a personality; revolt, refuse, kinder jealousy, loose temper, annoyance, domination, hate people who speak on their weakness, fight, argue, show lack of respect, and try to prove to be strong by pointing others weaknesses verbally and nonverbally create fear in others and prove others wrong and find fault with them, these traits satisfies their ego as it is a kind of revenge that they take on those who are unlike him and at this critical juncture if he meets the like minded subjects then it becomes nutrition for the growth of delinquency. As he has the support and conformity from the group for all the acts and they find solace and satisfaction in the gregarious company; fact someone is like them and for them. This pulls to stay, follow, and adhere, to stand for and regard the group and any comment against him or the group results in revolt and violent action and this becomes an achieved trait and germinates with occurrence of similar circumstances.

Case Study (1): Jagan, In Hyderabad, Andhra Pradesh, India, Year 2001. Case study conducted during Bed internship. Jagan: twelve years old lived with his mother and step father after the death of his father when he was five years old, his step father did not like him and wanted to get rid of him and always insisted that he be sent to government hostel. But Jagan wanted to stay with his mother but he mother was beaten up and tortured by the husband and Jagan was sent to hostel but this child became emotionally disturbed and carved for mother but the hostel authorities did not understand the problem and mocked at him, along with other boarders and teachers failed to understand why the child was reluctant to read and write and he was beaten and abused. One night he hit fellow boarder with stone causing serious injuries on his head for teasing him and talking ill about his mother the child was admitted in juvenile jail for this act. After which the step father never allowed Jagan's mother to meet him.

Case Study (2): for Raman education is really frustrating especially when being labeled as poor performer(s) by teachers, classmates or school. He thinks there is hardly anything to gain from school and thus feel worthless .The teacher and school instead of mounding, charged him for his impertinent behavior and finally expelled him. All these provide emotional heightened sensation resulting in truancy. Once a child gets labeled, he starts thinking that this is what he is and therefore begins to look for his counterparts. When this hostility to education reaches its climax coupled with failure to live to the expected standards of society and passion for life ,his innate urges him to outbreak all the norms , begins to choose and tread the path of delinquency.

3.2. Stage II Persisting circumstances

In this second phase if the problem is tackled realizing the needs of the disturbed students the efforts become fruitful. But if badgering, with high and speedy expected recovery and if pressing continue the case becomes worst. The individual now carries a tag of being different from others wants to improve but fails to do so. This can be due to dearth of people who fail to understand them and their wants? All the efforts are adjusted to bring desired changes and expectations rise high at schools from teachers, and parents and siblings at home and the child's failure in coming up to their expectations causes agony in them and the full possibility of losing patience mounds high and they scold, abuse, insist, and use coercive and deterrent measures along with threatening of an ominous future in case of failure to improve. The fact of helping rather becomes causing more damage to the child. Even the other acts and works of the child look condemnable and the child is in a confused state and he further thinks strongly about being nugatory. The newly found friend circle draws him closer and he moves to it and all the acts performed by them give pleasure, relief, solace, alternate to the trauma he is going and a better off situation is voted to the worse off which he is passing through at school and home. This new world discovered is not demanding, expecting results, not pointing out mistakes', and hammering about future life. Relief is found in watching movies, smoking, consuming alcohol, drugs, prostitution (In case of females) to overcome the pain of worthlessness and to prove the strength, dominated by robbing, teasing, insulting, fighting and arguing; derives pleasure, satisfies the ego and revenge is taken on all those who look down on them. Any amount of counseling from the family, school and others to leave the group in which they find comfort will be a vain effort as long as the aim targets the group they belong; leaving the friends, staying away from them and anything spoken against them further adds fuel to the problem. Everyone who does this becomes a villain and his attachment becomes further stronger. This also irritates the parents, teachers and others to lose patience and they become tired and start neglecting them (*how long? What can we do? It's their fate? It's enough. It's your life.*) As a result the persistence of delinquency takes strong hold. There are cases where parents abandon children, send them out of home and stop caring about them. The delinquent is at crossroads with an uncongenial, stringent, objurgating and highly exceptional situation which perpetrate to turn of events as a delinquent. *"Changing to desired extent is accordant but twisting by obtruding; there is full possibility of braking, do we really require change to this extent"?*

Case study (1) continued.Jagan did not meet his parents (mother and step father). He had a carving to meet his mother but she was not allowed to meet him by his step father. He was an average child in studies but the teachers at the school did not take the efforts and pain to find out his problem. He slowly crept into a gang of delinquents. This was more than a reason for the step father to abandon him completely. The school authorities suspended him from the school as the pressure from the parents community was mounting on the Head Mistress. The subject was losing ground and slipped in to the world of delinquency. There was no choice left but find comfort with the other fellow delinquents. All the doors closed; confused, deprived, alone, carving for support, help, love, respect, and finding comfort without intended perching in an anonymous tangled world of delinquency. The gap between expectations from the environment and desires within the individual gets wider and steeper. *"Help should be held out when needed, if otherwise; does it really mean help when not needed"?*

Case study (2): an unsympathetic teacher asks Raman, the student to solve the problem on the board. Raman is as good as any other student. Noticed that almost every time Raman stops after half problem is solved, the teacher believes he does not concentrate and therefore always humiliates Raman. This prevents him from gaining sympathetic friends and hence becomes an object of ridicule in his class. All these provide emotional, heightened sensation resulting in truancy making pathway to forbidden activities.

3.3. Stage III Incubating factors

The delinquent leads life of freedom on their own terms without those interferences, nagging, expectations and controlling situations. It is pleasance that he gains as a boss of his own life. He branches out further and finds extreme levels of self-complacency without thinking about the pain inflicted to others. The self irrupts out like lava from the volcano; least bothered about impact, damage and destruction all around. The normal act include robbery, theft, cheat, fight, quarrels for the fulfillment of the needs like smoking, drugs, alcohol, conspicuous lifestyle and gambling which become more intense as needs become uncontrolled habits which turns towards murders, rape and smuggling. The concept of fear of the law is almost absent. The single minded aim of life becomes self gratification and self satisfaction. The concept of God is completely lost and in cases they blame God for making them so. They aim to avoid suffering, keep away pain, going in and out the jails becomes normal. The concept of fear becomes extinct. Negligence from

parents, shunning from society and distances from previous relations becomes an incubating ground and development in this direction exceeds without thought. This struggle and suffering is the product of missing link in the early stages, a *no turning back situation*. Some lucky ones who get required help and guidance and are willing to change are a different case but most of them end up as vagabonds. Guilt is present but not shown outwardly, regret for misdoings is there but not confessed and pain is definitely fathomed that hardly emerges, it takes age to confess after all is lost. Tears flow but the timing is wrong and repentance might come off late but unfruitful. The value of freedom is realized only from behind the bars. If possible the billions of dollars spent, the professional help given, the rehabilitation work intensified, if parents seriously realize, society understands and schools use effective tools and techniques and laws are prepared for compulsory early intervention; situation might improve to a greater extent.

Case study (1) continued: Jagan today is behind bars, hates his mother, father and siblings and keeps a negative feeling for education system and teachers. Still regards his other offender friends as helpful and respects them. No regrets from life but would like to have a loving and caring mother in the other life if any.

Case study (2) continued: Once a child who presents specific learning difficulties goes undiagnosed and experiences repeated academic failures, he or she may avoid school effort in general and enter a vicious cycle where specific learning difficulties causes abstinence from school and abstinence of school aggravates learning difficulties (Wang, Blomberg, & Spencer, 2005).

4. Potential targets for timely interventions

Every child is special and different and has talents and abilities. It is detached and deprived circumstances that account for their deviant behavior. Family is the world of the infant and they grow in it and shape up the way they are treated. The warmth, love, affection, attention, security, concern, principles, morals, values and the difference between good and bad, right and wrong are the basic foundations laid by the family and remain till the end. In the absence of all these attributes how wise it would be to expect normalcy in an individual's life and behavior. Family is the *prima facie* target for timely intervention programs. Secondly the school is responsible for breeding as well as curtailing delinquency. With trained teachers and counselors and psychologists the problem can be uprooted with a network of parents at home, teachers and counselors at school to understand the problem and work on it for a fecund lifestyle of the individual and society.

5. Conclusion and Suggestions

Strong families are the centre for peaceful and safe communities. Parents have a critical role in teaching their children. Respect is all important, and this is missing in families that behave dysfunctional (Home Office, 2003, p.8). Home is primary learning institute for a child, the foundation is laid for the rest of life; morals, ethics, values, traditions, care, respect, love, honor, sacrifice, safety, principles, aims, aspirations and living cordially with all. Punish (for correction) if they are wrong which would be the best and desirable option because punishing them for antisocial and criminal charges later would be better if we do the same in a light and dignified manner at this early stage. When we exalt and individual with a reward should we not punish for mistakes? This is the reason mistakes are taken for granted which branch and flourish as crime. Parenting is an encompassing and endless task that fosters caring for others opinions and feelings. The parents play the role amongst the family which the child learns and passes on to generations and society is formed and functions amicably. Any dearth should be filled by the schools; teacher by teaching and correcting at right time and involving parents. Teachers have more experience and knowledge and therefore should teach the qualities that foster coexisting living and respect for others.

These two foundation stones will give a strong base for a healthy lifestyle and a potent and impregnable future, imbibed diligently and persistently in the child and encourage them to practice, mould their minds with the instruments of self-reliance and individualism and provide moral training rather being authoritative. Developmental prevention is new frontier to crime prevention ((Farrington & Tonry, 1995, p. 10) With the emergence of modernization, family break up, increase in divorce cases, single parenting, weird lifestyles, materialization and commercialization, parents are in the race to fulfill needs and the child is worst affected, neglected and lack of time to teach, talk, spend with child effects. Parents becoming engrossed with their own problems and relationships so much that they fail to exemplify and portray a healthy lifestyle, the result being the child possessing; the qualities of being self exalted and problems like psychological, emotional, disabilities, fear, frustration, aloofness and lack of understanding of self and others crop up. The school adds

to the problems; the children who have difficulty in reading, writing, understanding, adjusting and coping up are not empathized by the teacher and peer groups. The teachers should locate the problem and try to help the child by supervising monitoring and preparing intervention classes. But the case is so that they blame, abuse, discourage, label abuse and insult the child for their deficiencies and complain the parents the same and the parents vent their anger and frustration in the same direction. The result is a situation engulfed with pain, anger and worthlessness coiling relations and lives.

The two major life directing and molding institutions fail to understand the child. This is pessimistic situation and who now would help? Guidance and Counseling fathoms the problems out and the reasons and causes from various sources and angles. If caretakers become gateway to criminality and anti social shapers: the indispensable question logically thought and sensitively investigated will be, *“if criminal is punished shouldn't the postulated be made equally liable”*? The child is a plain paper if it is blotted isn't the spoiler to be blamed? Has the law missed on this? Is the system punishing right people and justice done? Testimony; during Counseling; there are lot of men like me on death row-who felt to the same misguided emotion, but may not have recovered as I have. Give them a chance to undo their wrongs, a lot of them want to fix the mess and start but don't know how” (5). *“The spoilt is visible the spoiler isn't”*.

Precaution is always better then cure, spending billions of dollars on rehabilitation centers, juvenile homes, prisons, officers, security system, skilled professionals, amending and restructuring laws are worth as they show that we are indeed functioning and doing our jobs. But not solving the problems, are we really? Aren't we punishing only the one who is visible and caught and leaving the creator of culprit, the designer and the causative? Testimony: “he sees it in the juvenile street gangs, who live in the fear of death and who propagate fear by inflicting death to banish fear. And he sees it at its worst, as the result of violent emotions bursting into the minds and erupting from the hands.....” Ed McBain Quotes. We would fail in future attempts to control, if seriously and sensitively do not consider the problem then we would produce more such. *“When the problem of administration and predisposition is solved, the problem of delinquency might not arise. If we let the child grow in a healthy atmosphere for a productive, meaningful and decent life where the values of trust, care, share and tolerance are taught and practiced the society rests peacefully”*

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