



## IMPACT OF FAMILY DISORGANIZATION ON JUVENILE DELINQUENCY AMONG INDIANS FROM LOWER SOCIO-ECONOMIC GROUP

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### Abstract

A family is the building block of the society and is responsible for developing and carving the character of the child and his contribution to the society. But when this family get disrupted or disorganized then there can be seen a huge impact on the child's behavior and character sometimes making him involve into unfair practices that harm him as well as the society he lives in collectively. Family disorganization like divorce, fights, separation and many other can lead to emotional distress in the child for a long term and ultimately leading him to do unfavorable activities and disrupting the harmony in the environment they exist. For e.g.- school, tuition, society etc. This study aims at studying such behavior and more importantly the effect of family disharmony on illegal behavior of the children especially belonging to the low socio-economic status. This study will further help in researches to find out various means to soothe out such disorganization in family so as to reduce the juvenile delinquency.

**Keywords :** Society, Harmony, Juvenile, Economic Status, Family

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### Introduction

Children are arguably the most disadvantaged people that suffer from chaotic families. Youngsters go to their parents for stability and affection. Their parents are seen as a unit by them. When this partnership is abruptly destroyed by divorce, separation, or abandonment, the world of the children is significantly jeopardized. Detention can have terrible moral and emotional effects, and it frequently results in financial hardship. Many experts think that emotional disturbances in children caused by disturbed psychological states linked to family strife might impact their conduct, their ability to adjust and perform well in school, and how they react to their surroundings. Children's early family experiences are extremely essential since they will most likely impact how their current and future goals and values are formed, as well as the conduct that stems from these values.

In addition to the immediate family, society and its institutions also bear the direct or indirect consequences of family dissolution. Since the family is the main pillar of our society, every issue that interferes with the smooth operation of a family unit is deemed a societal problem. Children, who are most impacted by dysfunctional families, require positive assistance from society's institutions.

### Method

Much of the research related to this study was already known due to the knowledge and observations of residents of

the area (Shastri Nagar Khandari, Agra) and the researcher herself. But, to give it more authenticity the help of pertinent literature was taken.

The children and families put under observation were from Bapu Nagar, Khandari (a slum area), whose children were enrolled in the nearby Aroma Central School, of which teachers help was also taken to observe children behavior and activity pattern

### Limitations

This study was done to reflect light on the issue and does not provide any solution to it.

### Summary

This study sought to ascertain whether Indians from lower socioeconomic classes living in rural areas had any discernible link between juvenile delinquency and broken households. Attempts have been made to demonstrate how far their family environment deviates from what is considered appropriate and how this seems to be connected to their attitudes, emotions, academic performance, and social adjustment. An Indian child from the aforementioned group faces numerous challenges: (1) his race causes people to perceive him as having a different background from the moment he starts school; (2) he feels emotionally stressed out at school; (3) his home environment is not mentally or physically healthy; (4) he feels antagonistic toward society; and (5) he lacks financial security.

### Pertinent Literature

Children rarely get the chance to develop a foundational sense of trust in families that are broken by divorce, desertion and separation, and other issues that demolish the traditional family structure. A child finds nothing to build on when he reaches the developmental period when he should start to feel like a person in his own right. He could experience inner emotional conflict as a result of concern, anxiety, and dread stemming from his desire to become unique. Repression or a "turning in" of oneself could be the outcome, either extremely aggressively or otherwise.

"Until a child is about three years of age the need for both parents is not as great as in succeeding years. The very young are not cognizant of sex differences and do not have a desire for a distinct masculine or feminine personality. The child will probably not be emotionally affected if he has a mother to see that he is well-fed, warm, and loved" (Blaine *et al.*, 1963).

"The children in the lower socio-economic group of Indians on the Fort Peck Indian Reservation often do not have the basic necessities of life for proper growth and development. If a father is not a member of the family, the mother must work to supplement the help received from welfare agencies. The employment she can get is unskilled so the wages are consequently small. Little children are left in the care of older children, if there are any, or in the care of anyone who is willing to be bothered by them. The parent evidently assumes that as long as someone older is with the young child, he will be all right. A certain amount of affection is received by the small child but, due to economic circumstances, the child does not receive the proper foods and other physical care. A high rate of illness exists among these children due to the condition of the homes and lack of hygienic care. Rickets, tuberculosis, and trachoma are common examples of diseases prevalent among the little children" (Irean *et al.*)

"During the infancy period a child's relations with the mother are of great importance. The father's role is that of providing for the mother thus giving her time to care for the infant. She is supported emotionally by the father and this helps her to maintain a contented, happy environment in which the baby thrives" (Bowlby *et al.*, 1952)

"Sexuality exists very early in life. The display of sexuality is much more dependent upon environment than one might expect. Some expression of sex is quite normal but parents should find ways of distracting a child when this expression becomes too pronounced. Without both parents, adverse effects might be expected. The conclusions drawn by the child from his experiences dictate to a great degree his future actions" (Adler *et al.*, 1929)

"There was an Indian woman residing in this area who had eleven children, yet her husband had deserted her before the birth of her first baby. She gave each of the children the last name of her husband. One man or another was always living with the family in their three-room house. Such a condition does not make for a feeling of security in the children but instead develops in them values not acceptable by the society. Often when we inquire into the story of a problem child, we see difficulties in the relation between the child and his mother" (Ansbacher *et al.*, 1956)

"Needy children who are left much to their own devices, and who have great freedom of movement, sometimes take the easiest way of getting whatever is the object of their immediate desires. Children are not born with ready-made adjustments to the conditions imposed on them by their adult human environment. The two-year-old child is not referred to a guidance clinic because he pounds on the wall with a toy car, but by the time a child is six years old such behavior is not expected" (Merrill *et al.*, 1947)

### Conclusions

The study's findings led to the following conclusions:

- There seems to be a connection between juvenile delinquency and lower socioeconomic Indians living in rural areas;
- Many Indian children exhibit behavioral issues prior to starting school, partly because of their poor environments;
- These Indian children bring a great deal of cultural, social, and emotional conflict to school;
- The school, as a social institution, must respond to the situation with compassion and understanding; and
- Adults in the community need to be made aware of the various causes of juvenile delinquency and inspired to assist in resolving them.

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