# Delinquency and Crime in the City of Lubumbashi: Clinical and Psychosocial Perspective

**Kabula Beya François**

Teaching assistant at the University of Lubumbashi at the Faculty of Psychology and Education Sciences

**Abstarct:** *In this research, we talk about delinquency and crime, which is the set of offenses that are committed in a given time and place, in the city of Lubumbashi. Nowadays, the rate growth of street children and unemployed people has caused more cases of theft, rape, massacres and other criminal acts. This observation has attracted our attention to discover what are the factors behind this phenomenon. To achieve this, we used the clinical method, psychosocial survey method and descriptive method associated with techniques such as clinical interview, observation, questionnaire and graphic technique in order to obtain the necessary information to our research. As a result, we met 45 young children between the ages of 9 and 20, and we interviewed three children who participated in our individual and group interviews. These young delinquents gave us their stories of life and allowed us to obtain the results of their behavior through the graph that we presented in this work. The clinical and psychosocial analysis of factors underlying juvenile delinquency in the city of Lubumbashi is the foundation of our research; because this social phenomenon is at the root of many cases of crime and all forms of violence in our cities, neighborhoods and in all our communes we speak about it; in Kassapa Prison there are several delinquent criminals who have been apprehended by the police after stealing, raping and sometimes killing.*

**Keywords:** delinquency, criminality, clinical and psychosocial perspective.

## 1. Introduction

Juvenile delinquency is a complex phenomenon. The latter is linked, among other things, to the development of urban and industrial society, but also to the evolution of manners in the modern world. This crime has been at the heart of public debate since the late 1990s because of its growth in the world. In Africa each country speaks about it. The DRC is not spared from this phenomenon takes the no KULUNA which is a movement of young offenders who steal, rape and massacre innocent by tearing property and other objects. The government is trying to put an end to this difficult situation, which is beyond the control of the anonymity of the aggregates responsible for deviant and criminal conduct.

Delinquency is a concept that interests both the lawyer, the sociologist and the psychologist. The study of this phenomenon responds to a twofold objective: on the one hand, to determine, for the purpose of prevention, the causes that push young people to break the laws of society and to seek the most effective means of organizing the repression of anti-social acts committed by young people. The fight against crime requires the study and analysis of it. And on the other hand, this situation pushes us to ask ourselves the following questions: What are the major factors that are at the base of this social phenomenon decried by all the societies of the world in general and the city of Lubumbashi in particular?

To these questions, we answer them in advance as follows: The major causes that are at the root of this social phenomenon are: Lack of social control and solidarity, Urbanization, Family factors (early divorce of parents) , Decline of the moral rules, Search for the facility, the precariousness of the socioeconomic life.

As Mpala (2001, p.13) says, the method is a set of rules for constructing a reasoning and logically our thoughts. In other words, this is the way to go to achieve the goals we have set.

As part of our investigation, we used the following methods:
- The clinical method that allowed us to apply to the individual case the general information through clinical interviews and clinical observation.
- The descriptive method, it allowed us to make a description of our patient and his disorder;
- The psychosocial inquiry method also allowed us to follow the patient through his story and that of his family.
- Techniques
- To produce the data of our work, we used the following techniques: the clinical interview, the clinical observation and the maintenance guide, and to treat this information we resorted to the following techniques: the graph, the percentage and the discussion of results.

## 2. Theoretical Perspective

Doron and Parot (2011: 189) argue that, in legal terms, juvenile delinquency is the set of offenses perpetrated by minors; his estimate applies only to apparent delinquency, selected and sanctioned and does not reflect the real phenomenon. Self-reported delinquency surveys have shown that illicit behavior is common and widespread during adolescence.

GOMENEZ and BLATIER, say that juvenile delinquency is particularly worrying and the number of juvenile delinquents has increased sevenfold in forty years. It is common to hear that juvenile delinquency is introduced mainly in certain families identified as being multiple problems because of important variations in their configuration. But also, in the family dynamics, it is not easy to isolate certain elements that can constitute a specific factor at the origin of delinquency and thus they determine the following factors:
- Family disadvantages;
- Parenting educational practices;
- The quality of the parent-child relationship;

The authors also find that these factors are at the root of the juvenile delinquency that Lochoise society today deplores.

Michel Born in his book "Psychology of Delinquency" demonstrates that the psychology of delinquency is extremely vast and that the field initially covers the world. In every country today, the rate of growth of this social phenomenon, which has become like a social pandemic, is constantly shouting. Born defines four perspectives namely psychosocial, criminological, developmental and clinical. Using this approach, he has come to affirm that within personality traits, a number of cognitive processes are currently being identified that favor and constitute the passage to the act. Motivations are difficult to establish because some are conscious and rational while others rely on largely unconscious logic that is grounded in personal history and development. The choice of the act is based on a rational process of calculating the cost-benefit of the operation.

Roché found that the state organs of repression see their importance declining within the public authorities. The society is characterized by "more delinquency and more social" The delinquency progresses simply because one does not do anything to stop it.

We realize with respect to the observed facts that Congolese society has given up self-defense and citizens are unable to handle situations where they are physically involved. The vast majority of parents try to dissuade their children from giving up the use of physical force. This attitude has the paradoxical effect of making the use of violence more effective. The unlearning of violence among honest citizens is such that offenders rely on the lack of resistance from their victims. If the citizen is physically and morally disarmed, so are the police and the Justice who do not collect the priorities of the rulers. Repression proves to be essential to affirm the values that must prevail in society. If delinquency progresses, it is because neither the social brakes, nor the governmental brakes, are active.

As Ponelle argues, juvenile delinquency is so much a topic today that we often wonder how we got there. For many years we had the impression that our society was one of the most stable and reliable, and suddenly all of a sudden, the scourge that upsets both thoughts and everyday life. Marie-France asks her questions: Who are these young people who very often give us sweats in the back? Where do they come from and how are we getting there?

## 2.1. The Psychosocial Perspective

As Born (2005, p.11) asserts, acts of delinquency are social acts, that is, acts that relate human beings, without necessarily being in an immediate relationship, in here and now. In this set of social behaviors, neutral behaviors, prosocial behaviors, antisocial behaviors, and antisocial behaviors that reflect a negative intention are distinguished.

We elucidate in the following sentences according to the norm, the **normal** and the so-called abnormal conduct, Parot and Doron (2011, p.492) demonstrate that the notion of normality usually designates on the one hand the conformity

to a type-average, on the other hand the absence of a pathology. This absence of pathology is a necessary but insufficient negative criterion. It requires in the psychological field criteria of the pathological proper to found the legitimacy of imposed psychiatric measures. The inadequacy of the adaptation criterion has led to the idea of normativity defined as the ability to set norms, and normality opposes pathology, and both inevitably involve reference to values.

According to Gerrig and Zimbardo (2008: 488) about social norms, there are expectations about the behavior of individuals; however, groups also develop expectations about how their numbers should act. The specific expectations of socially appropriate behaviors and attitudes, found in the implicit or established rules of a group, have been called social norms.

Gerrig and Zimbardo further assert that **conformity** is when one adopts a social role or bends oneself to a social norm. To a certain extent, we meet social expectations. Compliance is the tendency to adopt the behavior and opinions presented by other members of the group. Why do we conform? Are there circumstances in which one chooses to ignore social constraints and act independently? Social psychologists have studied two types of forces that lead to conformity:
a) The processes of informational influence: wanting to be correct and understanding the right way to act in a given situation;
b) The processes of normative influence: wanting to be loved, accepted and approved by others.

Each society or human group in order to regulate the life of its members tries to forge a code of values that regulates the way of life and the harmony of its members. Therefore the normal is the primary principle that everyone must conform to be in harmony with the other members.

To speak of the notion of abnormality is to speak of a social phenomenon and of non-conformity with the social rule of the group code. Thus, this behavior will be treated as deviance from normal.

Akers and his associates (1977) have done work on deviance and social learning, they have arrived at the following results: social behavior is acquired by both direct conditioning and imitation or modeling and the behavior is consolidated thanks to the search for rewards (positive reinforcements) and the avoidance of sanctions (negative reinforcements); it is rendered obsolete by aversive stimuli (punishments) and loss of reward. These rules are applicable as well as to socially conforming behaviors as deviant behaviors, from which there are differential reinforcements.

### 2.1.1. The psychosocial explanatory theories of delinquency in urbanized Western societies
We present at this level, two major factors at the base of juvenile delinquency namely:

### 1) The weakness of social control
Delinquency is linked on the one hand to a decrease in social control and on the other hand to an increase in anomie.

Cusson (2002) defines social control as "the set of means by which the members of a society impose the conformity necessary for life in common", or more simply "the set of means specifically used by men, to prevent or limit the crime. It identifies four elements that can influence social control: the level of social integration, the level of information flow, the level of acceptance of authority, and the level of elaboration of social reaction.

a) The level of social integration which is the quality of the frequency of interactions between members;
b) The level of circulation of information: this level is necessary in the sense that the information circulates quickly and well in the small groups that large and large groups;
c) The level of acceptance of the authority, for this control to be exercised it is necessary that the controlling authority be accepted by the members of the group undergoing the control to the contrary will be the birth of conflicts between the members
d) And finally the level of elaboration of the social reaction which constitutes the base of the control in the sense that it gives an adequation between the gravity of the act committed and the intensity of the social reaction that this act causes. Decreasing social control increases the possibility of delinquency. It can be seen that in families where parents are passive, young people become delinquent and are punished and insulted that relationships with parents and children are degraded than communication between active family members.

In our context, social control is not exercised in the same way with the western context, as soon as the child reaches the age of reason, he is separated from his family and lives next to his peers, sometimes lack of suitable housing or living conditions require parents to release him to sleep outside the parental roof and returns only for food, this freedom gives him access to information and types of ideas that encourage him to commit criminal acts; the majority of young girls and boys are abandoned to their plight, especially today, with the destruction of the basic educational structures that were the foundation of our social life. The absence of the state, the anemic family, the corrupt school and the church concerned with happiness. Where would the young person go? He is alone and doomed to find his way alone.

## 2) The Weakness of the Social Bond

Research on social control finds its culmination in the social connection theory proposed by Hirschi (1969) who considers that the law and the norm are born of the social consensus and therefore delinquency is a violation of this law, offense resulting from a too much low commitment of the individual to compliance, social consensus; this theory proposes a classification of the links which attach the individual to his social environment, thus preventing him from committing non-compliant acts, the more solid the links which unite the individual to the society, the less this individual will have propensity to delinquency; Hirschi identifies four components of the social bond: attachment, commitment, investment, and beliefs;

a) **Attachment**: here, there is the link that unites the individual to the social group to which he belongs with the different interactions and respect the parental rules from early childhood to the current age of the child;
b) **The commitment**: constitutes the rational, cognitive component of the link of the recognition by the subject of its own interests that the passage to the act of the offender risks to question, because one does not know how to predict when the act may or may not be committed; the commitment corresponds to a calculation by the social actor of the advantages and disadvantages of his attitudes;
c) **Investment**: represents the "quantitative" aspect of the commitment. This is the amount of time and energy invested in pursuing conventional goals. A positive experience that gratifies for the individual and the risk of acting out is less;
d) **Beliefs**: It is about the individual's adherence to the values of society and the strength of the credit that this individual gives to rules and norms. The intensity of belief in social values is largely dependent on that of the subject's attachment to the people and institutions that embody and convey them. The great advantage of this theory is that it relies on the analysis of society and its functional foundation, to draw a description of individual characteristics that generate compliance with standards.

### 2.1.2 Family factors at the root of delinquency and crime

Rosenthal et al. (2007) argue that the family is the basis and foundation of social life, of individual and interindividual relationships, of the education of young people, of the preparation for married, professional and spiritual life of the young child, must model their behavior on the model that parents and family members present to them. The effective preparation of the individual for a particular social function depends on the standardized character of the behavior of the members of his society. If a boy can learn to act like a man and become an accomplished man at the right moment, it's because everyone in his society agrees on how men should behave, this is due to the fact that the world rewards or punishes it according to whether it adheres closely to this standard or deviates widely from it. Such standards of behavior, the anthropologist calls them cultural models (culture patterns). Without them, no society could function or survive.

As we say "no smoke without", if there are factors, the causes do not lack, in his thesis research, JP NKONGOLO MUKENDI (1997) added to the crisis of values, the polygamy, witchcraft, and contact with inmates, retirement and transfer of the father, curse and unfavorable attitude towards educational practices.

### 2.1.3. Culture has a responsibility on young people

The concept of culture is so important that translates as the way of life of a society. This way of life includes innumerable details about behavior, but all of which have certain common factors. They all represent the normal, expected response of any member of society to a given situation. Thus, despite the infinite number of minor variations that can be seen in the responses of different individuals or even those of the same individual at different times, it will be observed that most people in a society respond to about the same to a given situation. Such unanimity in behavior and opi¬nion is a cultural model.

Culture as a whole is a more or less organized aggregate of these models.

Hence the term configuration which implies that the different behaviors and behavioral results that constitute a culture are organized into a modeled whole.

Culture is considered a result. The expression behavior result refers to two completely different orders of phenomena: one psychological, the other material. The first includes the behavioral results that are represented in the individual by psychological states (attitudes, value systems, knowledge) will be included under this heading.

As for the material results of behavior, these are the objects usually made and used by the members of a society that have always been recognized as constituting their "material culture" as a whole, and considered as an integral part of their cultural configuration. Participation is the shared and transmitted formula that further delineates the content of cultural confi-gurations. Here sharing must be taken in the sense that the pattern of a particular behavior, attitude, or knowledge is common to two or more members of society. It does not imply any cooperation in the activities or the property. A behavioral detail specific to a single individual may not be considered part of social culture. Transmission is participation in the elements of behavior; it depends on their transmission from one individual to another through instruction or imitation. It provides the child with a series of adaptations to the environment where he must live and fulfill a function.

### 2.1.4. The family as a medium at risk of developing delinquency

VOURC'H and MERIEL (2002) affirm that "Every child must be" humanized ", and it is to this work of accession to the human that are invited adults: his parents, the family, but also all adults, even those who are not explicitly working.

This community must also be confident, reassuring and "benevolent", by not turning a blind eye to deviant behavior. Not to yield to collective passivity, to the fear of reacting, is the unanimous and mobilizing speech of all the elected representatives who have succeeded one another in speaking on this theme.

In a study conducted by Sheldon and Eleanor Glueck between 1909 and 1950 in Boston, Massachusetts (USA) on the relationship between family characteristics and delinquency; young offenders and non-offenders. They found eight characteristics that contribute to delinquency in a family: stability of residence, quality of housing, economic status, family composition, behavioral characteristics, quality of family life, family relationships and discipline. These various factors demonstrate that the family is currently the focus of juvenile delinquency production. The economic situation that most Congolese families go through with a miserable wage that is irregular, does not allow the family to pay the rent, the schooling of the children, their rations and to provide for the vital and various needs of the family. Following the above, the undetermined mass of young people is on the street. There are families that are made up of many children who do not get all the attention from their parents. A very poor life pushes young girls to prostitution early and young boys to banditry like the kuluna phenomenon.

### 2.1.5. The production of delinquency from socio-economic background

Among several theorizations advanced on this situation, we retain that of Walgrave (1992, p.68). He carried out a study in the United States which shows that a social vulnerability is present in the situation of young people who are at the lower end of social strata in the United States than in Europe. This situation is the same in Africa as in the DRC. Our country why not in the city of Lubumbashi. The socio-economic situation today produces many young delinquents' boys and girls; Walgrave compares the social climate in several schools that are educational structures, finds that young people who are lagging behind in school live in the most problematic families where they live in an unsafe emotional climate, an unstructured educational orientation and intellectual offers not stimulating. Seeing our context, access to education is problematic and the education provided does not help young people to adapt in their living environments, it is an insufficient education that does not contain the basic rules and responsible structures; no models to imitate. Each child chooses a path that is not elucidated by an adult. This is why many lead to early marriages and unwanted workstations.

### 2.1.6. The process of socialization and delinquency

Tap (1988) challenges socialization as a progressive psychic integration of the social. For Richelle and Jalley (1987), socialization is a gradual and cumulative process by which a child, during his development, assimilates behaviors, social values, customs and traditions, norms, codes, roles, conventions and the modes of thought specific to the socio-cultural environment in which he is immersed. As everyone knows that juvenile delinquency and deviance are social unrest due to non-compliance with social rules. That is why Born determines five important factors at this point:

1) **Socialization by ritualization**: here these ritualisations begin from the first relations between mother and child. The mother takes attitudes and cares for the child in ritualized forms that vary from one culture to another. Goffman (1973) states that they operate in several fields;

2) **Social role learning**: The earliest learning of social roles is related to gender roles or gender roles. The child must learn that the world is gendered and that there are differences between people. Martin and Halverson (1987) demonstrate that gender-based self-socialization would begin around the age of two and a half. At that moment, the child would organize everything he learns about sex differences in a gender scheme;

3) Language as a vector for learning social codes: these codes are a set of rather general laws, which make it possible to react verbally appropriately to a social situation. Bernstein (1975) states that there are typical differences between families in the transmission of linguistic codes. In most aggregates of juvenile delinquency, they have certain languages that they themselves cannot understand, because most families do not teach their children the appropriate language, some terms that we encounter in the youth language is stuffed coarse words;

4) Knowledge of the social world: this process leads the child to discover the world and understand it "intellectually". We talk about sociocognition, when it is for the child to understand little by little the components and the functioning of these different are under nested systems that constitute his social world;

5) Moral reasoning: The development of moral reasoning allows the individual, step by step, to understand morality and to be situated in relation to the rules, in relation to good and evil.

### 2.1.7. Psychology profile of parents and delinquency

GIMENEZ and BLATIER demonstrate in their study that some authors have criminalized the psychological profile of parents to explain the emergence of activity in the minor (Farrington and West, 1990, West, 1982). Precarious mental health, especially depression, as well as additive, delinquent or criminal long-term parenting trends, have been particularly studied (Ghodsian, Zajicek, Wolkind, Iannotti, Cummings, Denham, 1990).

In the light of these authors' arguments, the relational components between parents and adolescents seem to be able to mediate between the psychological profile of parents and the development of juvenile delinquency, for example in a family where the mother is depressed, taciturn , introverted and have a weak social relationship, while for the father when he is absent, disinterested, always gone and that the mother is almost there to take care of the children and if they are already teenagers, there is has a high probability of developing delinquency.

The alteration of parent-child relationships and educational practices, as well as the illness, depression, and anti-social behavior of parents on the development of children, would be negligible if they do not affect educational practices and the quality of parent relations. -children as we have indicated in the previous lines. At this level, two dimensions can be represented, on the one hand the educational practices and on the other hand the dynamics of the parent-child relationship.

### 2.2. The Clinical Perspective

In this perspective we will above all understand the person in his internal workings. This study is based on the analysis of a case to draw general hypotheses. This approach integrates both family and individual factors and leads to a reflection on the possible components of delinquent personalities. Favard and Ottenhof (1991: 15) argue that the clinical point of view places the individual at the center of the debate. The clinical term refers to the direct examination of the subject and, more broadly, all the techniques of investigation and knowledge of the individual case. Certainly, to have complete information about this social scourge that today plagues the socio-psychological environment; this perspective brings into play the systemic approach to the modes of communication within the endogenous families of this social phenomenon: Types of relationships between members, child offender and family, child offender and parents, child offender and his brothers and recourse to his different principles that Watzlawick and his colleges (1972) described the family as an open system subject to the principles of totality, interaction, feedback and harmony.

**The totality**: Seron and Wittezaele (1991) call "emergent qualities", the set of individuals that is larger than the sum of individuals. This configuration of the behaviors of members of a society whose similarity of conduct is de rigueur and the communication channels must have the same aim and even ending in the opposite case, the distortion leads to problems.

**Openness**: the family is an open system whose members' behaviors influence the external environment, which in turn feeds on the family, and this mutuality creates homeostasis between the members. But, if this balance is broken towards a member who feels isolated, then the problem begins. The individual will forge his frame, or feels rejected. The consequence is the entry into the offense. This notion is nevertheless influenced by authors such as Fontaine (1985) who specifies that a system cannot be opened or closed at 100%. When it is relatively open and closed, it is semi-permeable, too open; the system slips and loses itself. Too closed, it suffocates. Health lies in the balance between these two slopes. **Clinical criminology** was therefore mainly based initially, on the monographic analysis centered on the observation, the diagnosis and the individualization of the treatment of the criminal and the delinquent. And, this study has largely contributed to clarify some reference criminological tables that have become classic. But currently, this case study is enriched thanks to the development of longitudinal statistical research as well as an analysis of the family structure, the system of social reaction, the legal and repressive system.

Born (2005, p.15). says: "There is nothing new in shaking the numbers in the eyes of parents - fathers and mothers - and other educators by saying that" there are more young people today. offenders than before ". In 1922, Émile Garçon wrote in his criminal law treatise: "The problem of guilty childhood remains one of the most painful problems of the present time. The most reliable statistics, such as the easiest observations, prove, on the one hand, that crime is increasing in alarming proportions and, on the other hand, that the average age of crime is falling a very fast curve;

Statistics hardly escape the temptation of the power in place to build them, to disclose (or not) and interpret them according to their interests of the hour. Applied to "juvenile delinquency", they also refer to "opinion", an area with indecisive limits: that of the reprehensible aspects of the relationship that young people, in all places and at all times, have with discovery and transgressions standards in force, whatever they are fluctuating. One of the functions of education - family, social, institutional - is to explain these norms and to prevent these transgressions by transmitting the sense of values which justify the marks thus instituted. The same is true for our country because the social services responsible for statistics do not have figures of all children in delinquency and if they have, these are poorly mastered figures. This situation makes it difficult for us to present the figures of children in delinquency.

### 2.2.1. Case study

Enunciative support and attribution of reference values to units. Allow us to present and describe the individuals who participated in our research. To carry it out, we made use of the directive interview and the structured interview guide articulated around the small themes which helped us to understand: **the motive which brought the children to live in the street, their mode of survival, relationships with their family members and peers, acts committed and plans for the future**. The aggregate in which we are interested is made up of 45 children whose age varies between 9-20 years, living in vehicles already abandoned.

**Table 1:** The distribution of young offenders by age

| Years | frequency | Percentages |
|---|---|---|
| 9-13 | 20 | 44,44 |
| 14-16 | 16 | 35,55 |
| 17-20 | 9 | 20 |

The observation made on the ground is that there are young offenders divided according to their age, 20 young people whose age varies between 9 and 13 years is 44.44%, 16 young children whose age varies between 14 and 16 years is 35.55% and 9 children whose age varies between 17 and 20 years is 20%.

**Table 2:** The distribution of young offenders by sex

| Sex | frequency | Percentages |
|---|---|---|
| Garçons | 38 | 84,44 |
| Filles | 7 | 15,55 |

The bitter finding is that there are in the middle of these young offenders the presence of young girls, 38 boys which represents 84.44% and 7 girls is 15.55% of children abandoned in the street by their parents.

**Table 3:** The distribution of young offenders according to their level of study

| Level | frequency | Percentages |
|---|---|---|
| Unschooled | 36 | 80 % |
| Primary | 6 | 13,3 % |
| Secondary | 3 | 6,66 % |
| University | - | 0% |

In this table, we present the level of study of our subjects, several young offenders have not had access to schooling, we have 36 young people, 80% of children who have not studied, 6 six children only 13.3% who had access to primary school and 3 children or 6.66% who had access to secondary school, but without going very far with it and still no academic. To gather the necessary information from our subjects, we organized individual and group interviews; five individual interviews with each of three subjects we chose in the group to participate in our study due to their level of study and three group interviews to confront their ideas to allow each subject to feel the pain of the other and thus promote an emotional discharge.

**Table 4:** Interview Guide and the Respondents' Responses

| No | Interview guide | Answer to topic A | Answer to topic B | Answer to topic C |
|---|---|---|---|---|
| 1 | Are parents alive? | Yes, are alive | Je ne sais pas | Seule la mère |
| 2 | Your siblings are made up of how many children? | 6 children | Je ne sais pas | 2 enfants |
| 3 | Are you a date in the siblings? | 2nd of 6 | Je suis seul | 1$^{er}$ sur 2 |
| 4 | Where are your other brothers and sisters? | At home | A la maison | Chez les grands-parents |
| 5 | What is your level of study ? | I limited myself in Secondary III | 2$^{ème}$ secondaire | 2$^e$ secondaire |
| 6 | How did you end up on the street? | Return from home | Abandonner dans la rue | Après la mort du père |
| 7 | What are the acts that you have already committed since you were on the street? | Vol, massacre, viol, ravissement de biens et objets | Vol, massacre, viol, ravissement de biens et objets | Vol, massacre, viol, ravissement de biens et objets |
| 8 | Do you ever think of your family? | Non ils m'ont laissé | Bcp des jours, j'essaie de me représenter | J'en pense, mais ma mère est partie ailleurs |
| 9 | Do you spend in your family | Papa n'aime pas | Je n'ai pas de famille | Le grand-père n'aime pas |
| 10 | What are the reactions of members of your family? | Tjrs mauvaises | Je ne connais pas | Très mauvaises |
| 11 | Is there a good atmosphere in your family? | Non | Non | Non |
| 12 | What are the origins of your parents? | katangaises | kasaîennes | kasaîennes |
| 13 | If you were asked to regain your fault, can you go? | Pas question | S'elle existait | Non pas là-bas |
| 14 | If you are placed in another family or organized environment can you go there? | Là-bas oui | Je préfère cela | Ce possible |
| 15 | If you were taught a trade you can give up your life today? | Je serai content | Je préfère cela | Cela m'aiderait |
| 16 | What are you doing to eat? | Je vole, arrache le bien | Je me débrouille de ma manière | Je transporte de charges ou vol |
| 17 | Are you comfortable here where you are? | Je ne suis pas à l'aise, difficile | Non ici c'est le calvaire | C'est pénible, difficile de vivre |
| 18 | Have you ever been arrested by the police? | Plusieurs fois, mais on me libère | Tris fois, après les fouets je suis sorti | Plusieurs fois et parfois je m'en fuis |
| 19 | What do you think of your life? | Je n'ai pas d'avenir avec cette vie | Je ne sais si cela changerait ou ce finit pour moi. | Que Dieu m'aide, je préfère avoir un bon |

| | | | | avenir |
|---|---|---|---|---|
| 20 | Do you prefer to leave this life? | Oui je préfère | Oui je préfère | Oui je préfère |
| 21 | Whose fault is it ? | Ce sont les parents qui sont responsables | C'est moi le responsable, je ne pas demander de naître | Ce sont eux qui m'ont abandonné |

This table summarizes the different reactions of young offenders interviewed during our field survey, we divided the questions into five individual sessions, to collect the different individual information and then confront the subjects in a general discussion to allow an emotional discharge and observe the different reactions of our subjects during group discussions. It is not easy to have the information in an orderly way especially, when they are already drugged. We went out of their way to collect and order these received data.

## 2.2.2 Results discussions

The data obtained come from 8 individual and group interviews conducted face-to-face with the subjects who took part in the study and the different observations made during the individual clinical interviews to listen to each subject, his problem, his difficulties. , the reason for his presence in the street, the number of years already carried out in the street, the criminal behavior committed as well as the prospects for the future. With regard to the group interviews, we confronted the different points of view and perceptions of life in the street, the various criminal behaviors committed by the latter in order to evaluate their degree of appreciation of the situation as Ligia says. COSTA Leite, the children of the street present a double being: the wretch and the destroyer who could beget the evil in society if we could not retain him; the in Vivo exposure of mischief should evoke feelings of guilt and questioning of their behaviors to facilitate an emotional abreaction and finally model them.

## 2.2.3. The proposal of Approaches to use for psychotherapy

### 2.2.3.1 Supportive therapy

Supportive psychotherapies are psychotherapies with no specific theoretical reference or specific technique. It is a set of procedures that aim to quickly help the patient overcome a crisis and restore the broken previous balance. Whatever the techniques used, the focal element as to suggest the concept of support resides in the relation which is established between the therapist and the patient, this one going somehow to lean on the person of the therapist. It is for us to bring help to our subjects using, at best their own repair capabilities. The purpose of this study is not to look for delinquent subjects, but to determine the causes that cause these young people to break the laws of the Republic and disturb the tranquility of peaceful citizens; being a clinical psychologist our interviews were already a form of therapy undertaken.

### 2.2.3.2 Occupational therapy

Occupational therapy is very necessary for these young adolescents to occupy them with a job that should help them to organize their future.

### 2.2.3.3 The systemic system

The systemic system is very important for preparing institutional environments capable of organizing their rehabilitation for good social rehabilitation.
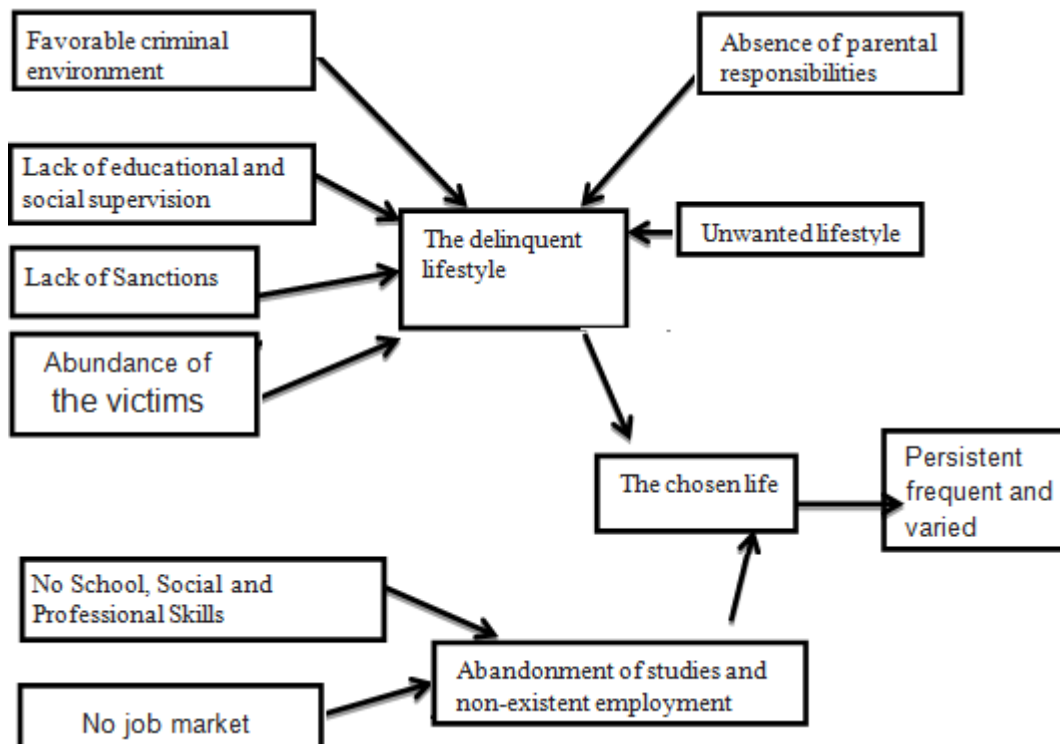


**Figure 1:** The factors that lead to the choice of delinquent life, by our subjects

In this Figure, we show here that the social environment becomes criminal, when there is no valid educational supervision, no sanctions for criminal acts and if there are plenty of victims, renunciation of parental responsibilities because of an undesirable lifestyle these factors engender the delinquent lifestyle that becomes a chosen life; the lack of academic, social and professional skills and the job market these lead to the subject of choosing this delinquent life which then becomes frequent, persistent and varied.

### 2.2.3.2 Intervention strategies

At this point we propose appropriate strategies that can allow the authorities and all involved in this matter to fight against delinquency and crime of young adolescents to know:

- Create institutional environments in which many children will be supervised in the exercise of certain professions;
- Allow those who are still of school age to return to school;
- Look for leaders or family members for their reintegration;
- Eliminate any possibility that may allow these young people to act out;
- Create the job market for those who are old enough to practice a profession;
- Occupational therapy is necessary in this type of situation;
- Train the intervention police and strengthen social control;
- Create favorable socio-economic conditions for many unemployed families and this will allow a good family care of young people. Sanction severely any offense or conduct our disruption that is observed in our city and living environment.

## 3. Conclusion

In this research, our goal was to make a clinical and psychosocial perspective of delinquency and crime (all offenses that occur in a given time and place) in the city of Lubumbashi because, nowadays, rate growth street children and unemployed people caused more cases of robbery, rape and other criminal acts, so this caught our attention to find out what are the factors behind this phenomenon; To achieve this we used the clinical method, psychosocial survey method and the descriptive method associated with techniques such as clinical interview, observation, maintenance guide and graphic technique in order to obtain the information needed for our research, we met 45 young children between the ages of 9 and 20, and we interviewed three children who participated in our individual and group interviews. These young delinquents gave us their information and allowed us to establish the results of their behavior through the graph that we presented in this work.

## References

**Works**
[1] AEBI, M. (*2006), comment mesurer la délinquance, Paris : Armand Colin ;*
[2] BALIER, C. (*1988), psychanalyse des comportements violents, Paris : PUF ;*
[3] BARIL, M. (*2002), L'Envers du crime, Paris : Harmattan ;*
[4] BAUER, A. et al. *(2005), Violences et insécurité urbaine 2é éd. Paris : PUF ;*
[5] BEBUYST, C. et JOOS J. *(1971) Enfants et adolescent voleur, Paris : Charles Desserts ;*
[6] BERTAUX, D. *(2006), Enquête et ses méthodes : le récit de vie, Paris : Armand Colin ;*
[7] BORN M. *(2003) psychologie de la délinquance, Canada : De Boeck ;*
[8] BORN M. (*2007), psychologie de la délinquance, Canada : Larcier ;*
[9] CHARTIER JP (*2011), Adolescents difficiles, Paris : Dunod ;*
[10] CUSSON, M. (*2000), prévenir la délinquance, éd. Paris : PUF ;*
[11] CUSSON M. (*2002), Prévenir la délinquance, les méthodes efficaces, Paris : PUF ;*
[12] DEBUYST, C. et al. (*2003), Histoire des savoirs sur le crime et la peine, Canada : Larcier;*
[13] DELAMOTTE, D. et TOURNEBISET. *(2O12), Face à la délinquance, Paris : Harmattan ;*
[14] FAGET, J. (*2013), Sociologie de la délinquance et de la justice pénale, ERES ;*
[15] FILLIEULE R. (*2001), Sociologie de la délinquance, Paris : PUF ;*
[16] LEITE Costa L. (*1998), Enfants des rues du Brésille, Paris : Harmattan*;
[17] Moro, M.R., (1994), « *Les méthodes cliniques* », in Cours de psychologie, base méthodes, épistémologie, (sous dir), Paris : éd. Dunod,.
[18] GERRIG, R. et ZIMBARDO, P., (2008), psychologie Paris : 18° édition, Pearson éducation France ;
[19] GOMENEZ et BLATIER, Bulletin de psychologie/tome 60(3)/489/mai-juin 2007
[20] RUBBERS B., (2007), Enfance et délit social, Bruxelles : édition ULB,;
[21] SENON, J.L, (2008), psycho-criminologie, clinique prise en charge expertise, Paris : éd. Dunod.
[22] SZABO, D., (1970), Déviance et criminalité, Paris : édition Armand Colin,
[23] VAN CAMPENHOISDT L ; (2009), Introduction à l'analyse de phénomènes sociaux, Paris : édition Dunod.
[24] WILMOTTE, J., (1993), Prophylaxie criminelle au niveau individuel, Bruxelles : édition PUB;

**Dictionary**
[25] GUILLEMOT, M., (2013), le petit Larousse de psychologie, Italie : édition Pieltello ;
[26] Doron, R. et Parot, F. (2011), dictionnaire de psychologie, Paris : éd. Quadrige, Puf,

**Webography**
[27] http://www.fnb.to/FNB/Article/Bastion_61/Jeunes.htm.
[28] http://www.etudier.com/dissertations/Les-Mineurs-Delinquants-Qui-Sont/170.html

Annexe 1

| N° | Interview guide |
|---|---|
| 1 | Are parents alive? |
| 2 | Your siblings are made up of how many children? |
| 3 | Are you a date in the siblings? |
| 4 | Where are your other brothers and sisters? |
| 5 | What is your level of study? |
| 6 | How did you end up on the street? |
| 7 | What are the acts that you have already committed since you were on the street? |
| 8 | Do you ever think of your family? |
| 9 | Do you spend in your family? |
| 10 | What are the reactions of members of your family? |
| 11 | Is there a good atmosphere in your family? |
| 12 | What are the origins of your parents? |
| 13 | If you were asked to regain your fault, can you go? |
| 14 | If you are placed in another family or organized environment can you go there? |
| 15 | If you were taught a trade you can give up your life today? |
| 16 | What are you doing to eat? |
| 17 | Are you comfortable here where you are? |
| 18 | Have you ever been arrested by the police? |
| 19 | What do you think of your life? |
| 20 | Do you prefer to leave this life? |
| 21 | Whose fault is it ? |

NB: given their level of study and their reactions to the questionnaire, we divided these questions into five sessions with each topic while leaving everyone free to express themselves freely because they are questions of the interview clinical.