

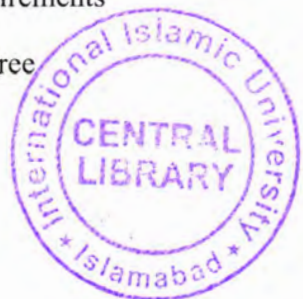
**INTERPERSONAL ACCEPTANCE-REJECTION AND DELINQUENT
BEHAVIOUR AMONG ADOLESCENTS: A CASE STUDY OF SLUM AREAS**

By
SHAISTA ZAFAR

Supervised by
DR. SEEMA GUL



Thesis submitted in partial
fulfilment of the requirements
for the MS Degree



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1. Juvenile delinquency

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"In the name of ALLHA, most Gracious, most Compassionate".

Dedicated to

...My parents for all the sacrifices that they've made so that

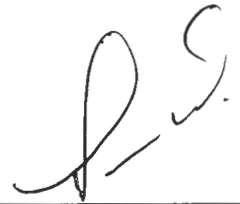
I may pursue my dreams.....

APPROVAL CERTIFICATE

Certified that the contents and the form of thesis entitled, "Interpersonal Acceptance-Rejection and Delinquent Behaviour Among Adolescents: A Case Study of Slum Areas", submitted by Ms. Shaista Zafar, Registration No. 68-FSS/MSPSY/F11 toward the partial fulfilment of the MS degree program has been approved for submission to International Islamic University, Islamabad.

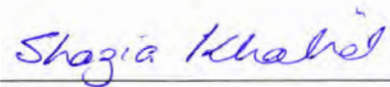


Internal Examiner



Dr. Seema Gul

Supervisor



External Examiner



Dean of Social Sciences

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ABSTRACT

The present study was intended at exploring the relationship between parental acceptance-rejection and delinquent behaviour among the adolescents of slum areas. The study sample consisted of 170 adolescents having an equal number of boys (n=85) and girls (n=85) with the age range of 13-17 years from the slum areas of Islamabad. The study was conducted in two phases. Phase-I was aimed at the adaptation of the Self-Reported Delinquency Scale (SRDS) and the Informant Reported Delinquency Scale (IRDS) for female adolescents of slum areas. The SRDS helps in measuring the delinquent behaviour from individuals while IRDS helps in measuring the delinquent behaviour from the observant point of view. Both scales provide better opportunity to measure the delinquent behaviour. Qualitative interviews were conducted with the girls of slum areas. Committee of experts was also approached in order to critically evaluate the adapted and modified statements. With the recommendation of experts this new scale was named as Self Reported Delinquency Scale-Female Version (SRDS-F) and Informant Reported Delinquency Scale-Female version (IRDS-F). Alpha reliability was calculated for these adapted scales i.e. .82 for SRDS-F and .93 for IRDS-F. Also the reliability coefficient for Child version of Parental Acceptance-Rejection questionnaire was .89 (Father Version) and .90 for (Mother Version). In Phase II, the main study phase, all the hypothesis of the study were tested on boys and girls of slum areas (N=170). A sound reliability was found for all measures. Strong correlation was found between all the measures that were significant at $p < 0.01$. Results suggested no significant gender differences in delinquent behaviour among the adolescents of slum areas. Result also showed significant tendency of delinquent behaviour among adolescents who belongs to single parent families and who perceived more parental rejection. One way Analysis of variance revealed high tendency of delinquent behaviour among first born and middle born as compared to last born and results were significant at $p < .01$ level.

Chapter-I

INTRODUCTION

Family serves as a primary institution and sways greater influence on the development of a child. In a broad way, family is not a separate group; it exists within a social and cultural milieu with wide range of social, political, religious, racial characteristics that equally effects and plays their part in building children's personality. In every society child learns throughout his development from family especially parents have a very important role. Children having good relationship with parents are observed to be more emotionally secure, confident and having healthy social interaction. On the contrary, children of neglectful parents face negative consequences including stress, lack of confidence, disruptive behaviour, and lack of social skills etc. Therefore, socialization of children is crucial phenomenon in this regard. It is a lifelong process for a child of becoming member of social world through learning different moral attitudes and behaviours from his parents that are aligned with the social norms (Calhoun, Light & Keller, 1997).

Transition from childhood to adolescence is a very critical time for a human being. Children with unresolved behavioural and emotional issues strongly influence their personality in adolescence. As the adolescence phase is an intermediary period of maturity from childhood to adulthood with evident biological and emotional changes. These changes sometimes bring conflict between parent- adolescent relationships. Disobedience and trialling is very ordinary during adolescence. Youngsters usually analyse their limits put on them by their parents and other authority entities in school or at home. On the other hand, some of them frequently take part in bungling activities that has negative influence on their personal, social, academic, and family functioning. Because of these problems they give great distress to both the family and society (Shoemaker, 2000).

Quality of parent-adolescent relationships is very important throughout the development of children. This quality of relationship can be characterized as the collection of thoughts and feelings that has been corresponded from parents towards their children all through their relationship (Darling & Steinberg, 1993).

Researchers indicated that adolescent delinquents are categorised into two onsets: early onset and late onset. In the early onset child usually shows the symptoms of delinquency and possess aggressive and violent tendencies. It is evident more in boys. Usually 'Attention Disorders' exemplify by number of symptoms prominently impulsiveness and 'Oppositional and Defiant behaviour describe by aggressive and law breaking acts are related with early onset of adolescent delinquents. The source factors that may includes ineffective social skills, bad company of peers, family conflicts and low socioeconomic status are often related with the cause of delinquency in early age. Whereas the late onset delinquents are characterized by those adolescents who remained involved in delinquent acts during their teenage years but rarely continue this behaviour afterwards. The leading factor is indicated to be the peer influence and permissive parenting. On the other hand, late onset refers to those unlawful symptoms that arise in childhood, which effect both boys and girls but they respect to societal norms, have peer pressure, family conflicts, will be less inclined to commit delinquent acts, not likely break laws as an adult (Steinberg, 1996). These early onset delinquents have conflicts within family and adjustment difficulties with school situations (McCord, 1991).

Therefore, it is apparent that family is an important groundwork of human culture. Children who lives in conflicting environment and faces rejection from their parents are more likely to become delinquent (Wright & Wright, 1994).

Juvenile Delinquency

The construct "Juvenile Delinquency" has been studied widely and researchers are still doing work in order to understand what makes an adolescent to plunge in crime world. Some researchers consider juvenile delinquency as the execution of anything (such as: alcohol use, drug abuse, robbery, murder, physical and sexual abuse) that diverge an adolescent from following the norms of his social system (Wichstrom & Pederson, 1993).

Delinquency is a most important problem in many societies as it leads sufferers, perpetrators, and society to stress and destruction at a larger extent. Delinquency includes a variety of norm-breaking behaviours for which adolescents are illegitimately responsible; drug use, violent acts against other persons and carrying weapon are some example of delinquency (Marte, 2008).

Some researchers has been agreed to the fact that children's socialization ultimately influenced by his family background. It is family that endow child with basic skills and other social and behavioural abilities that foster him to adapt to social relationships effectively. Likewise, family environment also contributes in the character building of children and rag environment engenders aggression and violence where parent themselves are involved in antisocial activities and it consequently leads to drug use and other delinquent behaviours (Dahlberg, 1998). Many studies indicated different perspectives in this regard.

Juvenile justice perspective. According to this perspective, "antisocial behaviour", "delinquency", and "criminality" are considered to be same terms. Delinquency refers to an act that breaks the rules of social system many of which go unreported by police (Connor, 2004).

Legal perspective. Legally delinquency refers to an involvement of a minor in illegitimate means under the age of 18 (Siegal, Welsh & Sena, 2003). From this perspective delinquent behaviour has two dimensions: "status" offences which includes truancy, running away, alcohol use, curfew violations and other is "delinquency" offences which incorporates destruction of property, weapon possession, purchase and sale of drugs (Federal Bureau of Investigation, Washington, 1999).

Parents Perspective. Parents may believe delinquent behaviour as defiance, combating with siblings, destroying or damaging property, robbery or threatening parents with violence.

Educational Perspective. Sometimes school authorities may observe delinquency as that disturbs the class room by violating the school rules that menace the security of teachers and other students.

Psychoanalytical Perspective. According to this perspective delinquency is the deficiency of super-ego (Robin & Printz, 1997). In other words it can be explained as delinquent fails to integrate societal rules and feel blissful in violating the moral values. In these individuals super ego is weak that make him unaware of right and wrong and eventually results in developing antisocial behaviour.

Mental Health Perspective. According to mental health professionals delinquency is a wide umbrella which covers range of troublesome behaviours like aggression towards others, smash up of property, theft, truancy and other violations (Lutz & Riera, 1999).

Delinquent Behaviour

Delinquency is separate from crime in a way that a crime is an act that breaks the society's written laws refers as criminal code whereas delinquency refers to those acts that

are deviant to cultural laws or standards. Delinquency can also be explained as an individual's state of social and personal dysfunction as a result of continuous exposure to bad experiences. These incidents contribute in originating behavioural and emotional issues which in turn lessen the personal and social control (Kratcoski & Kratcoski, 1996).

Delinquent behaviour is also be defined as "behaviour committed by a minor (under the age of 18), that violates the penal code of the governing jurisdiction in which the act is committed" (Bartollas, 2000, p. 174). Violence is also a one type of delinquent behaviour. It is defined as behaviour that purposely pressurizes or actually causes physical harm. Environment of an individual is extreme important besides his own characteristics in the context of delinquency. Therefore, delinquency is considered as intense behaviour that remains in conflict with lawful practice (Reiss & Roth, 1993).

It is generally believed that problematic behaviours can be identified by the two years of age. Resistant behaviour towards parents and angry acts with other children is considered to be a normal part of child development (Loeber & Hay, 1997). Clash with authority figures, inflexibility and disobedience with parents, omitting classes in school, escaping from home are all the ways of breaking the laws of society. The covert person acts by means of lying, property damage (it includes vandalism and fire-setting) burglary etc. While overt person acts by means of bullying others, gang fighting, attacking others with weapon and sexual assault (Sommers & Baskin, 1992).

Since childhood an individual undergoes various psychological and behavioural alterations. The most suitable way to foresee future delinquency in children is come out to be his aggressive behaviour (Tremblay & LeMarquand, 2001); the age ranges of 6 to 13 continuous presence of aggressive behaviour strongly dominate delinquency characteristics among males later on. More researches indicated that early inception of violent behaviour or

aggression leads to more chronic delinquency (Tolan & Thomas, 1995). It is mentioned in Diagnostic and Statistical Manual of Mental Disorders-IV that if child is diagnosed either with conduct disorder or oppositional defiant disorder his probability of developing antisocial behaviour increases (American Psychiatric Association, 2000). Conduct disorders (CD) are moderately related with delinquency due to its similar symptoms like indulgence in drug business and frequent involvement in antisocial activities in short time span. Oppositional defiant disorder (ODD) is associated with delinquency because sufferer of ODD has disturbance in his interpersonal relationships and is actively involved in argumentation and his attitude is rebellious towards family and peers. In a study similar findings were estimated that low concentration or impulsivity, and hyperactivity leads to future delinquent behaviour (Hawkins, et al., 1998).

It is commonly assumed that delinquent behaviour occurs in boys usually in a sequential manner from least to most serious problems. There are different developmental pathways through which an individual progress during life course including: conflict with authority figures like defiance attitude and running away from home, covert actions like lying, stealing, and overt actions like aggression and violent behaviour. In more simple words delinquency is an act in correspondence with age and situation that is prohibited by law. In cultural context the word 'delinquency' sums up all the circumstances describing the behaviour in opposition to given cultural laws (Shield & Clark, 1995).

Theories of Delinquency

Social Disorganization Theories. According to this theory all delinquent adolescents obeys the deviate values of the society in which they are living. Areas of low delinquency rates are well-known by the consistency and compliance of traditional values and attitudes. While the areas where the crime is in high ratio are labelled with social disorganization.

Researcher stated that delinquency rates increases due to homeless-men areas, resorts of gambling, stealing, sexual vice, and breeding places of crime (Shoemaker, 1996). Theorist interpreted their results in social and environment terms.

- i. *Run-down areas create social disorganization:* when city become populated and inflates industrially it compels the refugees to settle in slum areas. These refugees are unfamiliar with cultural values and layout of the new place that leads them to various problems like financial and health issues.
- ii. *Social disorganization allows cultural conflicts to arise:* City areas with low delinquency harm are characterised by the parents who values and concentrates on the significance of education, productive time, and other nurturance issues. But there is no existence of these norms and values in high delinquency regions. Instead there is a practice of non-traditional way of life where theft deeds are tolerable in contrast to wealth which further leads to flourish immorality and disturbances.
- iii. *Cultural conflict allows crime and delinquency to flourish:* Boys brought up in highly criminal and lower socioeconomic areas are presented with the both values of criminal and conservative cultural system. They understand that the criminal values are opt in routine and are more successful to follow. In this way the elders transfers this criminal education to youngsters and marked delinquency as a tradition through a process called cultural transmission.
- iv. *Allowed to flourish, delinquency becomes a full time career:* Boys start experimenting law-breaking acts at initial stages of their lives that with passage of time become more serious group violent acts later (Shaw & Mckay, 1969).

Theory of Differential Association. According to this theory violent behaviour is learned by the close interactions like family, peers etc. Children initially taught to different attitudes, ethics and skills in addition to the description of favourable unfavourable

acceptance of moral system of the society. The learning process is same for all but its neighbours that matter because they have greater influence on the socialization of the children. The children who become delinquents are due to their consistent exposure to disobedience attitude towards the legal system. Principles of theory explain that delinquent behaviour is a learning process it is not innate. This learning occurs through interacting different people and discovering techniques to commit crime. Another reason behind is the unnecessary favourable attitude of peers and elders including parents to break laws. The tendency of delinquency is greatly influenced by the consistency, time duration, priority and intensity of learning period. Theorist argued that criminal and non-criminal behaviour operates on the same needs and values; learning delinquent behaviour is a similar procedure as it involves in other learning constructs. Hence, delinquency is a result of social organization (Sutherland, 1939).

Strain Theory. Strain theory is a new explanation of delinquent behaviour. According to theorist it is obedience of the conventional cultural values that leads to increased crime rate. Every culture has different goals and permissible ways to gain them. American society comprises of *cultural goals* that are considered important to follow; and *institutional goals* are the standard ways to attain these goals. The ultimate goal of the society is to attain prestige and wealth through proper training, educational strength, and appropriate career development. Most individuals faces obstacles in order to attain their goals for them conformity is the usual mean to deal with their strain. These people suffer and work hard in hope to get better life in the society. Some individuals find these standard means blocked for them that eventually make them stressed to deviate. Strain theorist categorised five *modes of adaptation* of which an individual use to cope with his strain.

- *Innovators*: are the people who accept the cultural goals but adapt illegal means (robbery, drug dealing, and other criminal behaviours) to obtain them.

- *Ritualistic*: are the people who continue to use legal means but discard cultural goals. Here the individuals lose their motivation but continue to work.
- *Rebels*: are the people who reject both the cultural goals and the legitimate means and replace with them with new ones. Their motive is to bring change in the existing system.
- *Retreatists*: these people reject both the cultural goals and the legal means to follow. These people are “in society but not of it”. Consequently they become psychotics, drug addicts, tramps, outcasts (Merton, 1968).

Status-Frustration Theory. This theory illustrates why boys of low socioeconomic status in urban areas rely on delinquency. Theorist characterizes delinquents in terms of “malicious, negativistic, non-utilitarian, versatile, loyal and not able to defer gratification”. According to this perspective, parents of lower-class (delinquent subculture) cannot socialize their children as efficiently as middle class parents do. When these children of both classes unite at school they expect uniform behaviour from their teachers. Teachers uses “middle class measuring rod” and supports only those students who are similar in their status and values. Therefore, the children of lower class experience status frustration and strain and consequently they become delinquent boys. They use to spend more time with friends and in this way they receive peer support. Theory further stated that these boys face difficulty in their academic and social activities hinders them to adopt middle-class standards (Cohen, 1955).

Theory of Differential Opportunity. This theory stated that “delinquency is a male, lower-class and urban phenomenon”. The main contribution was joining the two perspectives and emphasis is on the fact that there are different opportunities to access legitimate and illegitimate means. Like strain theory (Merton, 1968) one way is to join

delinquent subculture when institutionalized means are blocked to get success. According to differential opportunity theory there are three delinquent subcultures:

- *Criminal Subculture*: is characterised by lower class neighbourhood where an adolescent adapt illegal ways to get wealth. Presence and control of adult criminals on adolescents, assimilation of different age levels and mutual understanding of genuine people and criminals comprises this subculture.
- *Conflict Subculture*: is characterized by the social and cultural clash due to the migration in disorganized slums. This subculture lacks the features that conflict subculture have. Here the adolescents are depressed and confuse due to lack of legitimate, illegitimate opportunities and the guidance from their elders. As a result they become frustrated and start indulging in violence.
- *Retreatist Subculture*: is defined by the adolescents who got failed in fully adapting any of the above mentioned cultures. Consequently they indulge in drugs (Cloward & Ohlin, 1960).

Delinquency and Drift Theory. Theorist believes that adolescents are neither obliged nor dedicated to delinquency. According to theory, if the adolescents who are really inclined to delinquency though spend most of their time in moral activities. Sometimes they become frustrated and start to drift between preference for legitimacy and delinquency. When these adolescents commit some delinquent act lately feel sorry and guilty and develops techniques of neutralization about their illegal behaviour:

- *Denial of responsibility*: adolescent refuses of being responsible of their illegal act.
- *Denial of injury*: adolescents' belief that as there was not a serious injury resulted therefore it was not morally wrong.
- *Denial of victim*: adolescents argue that what they did was appropriate to the situation.

- *Condemnations of condemners*: adolescents called others as hypocrites who criticise them and shift the responsibility of their own illegal acts to others.
- *Appeal to higher loyalty*: adolescents rationalize their illegal acts in terms of religious or some other moral obligation.

Theory mentioned neutralization techniques that motivate an adolescent to be indulged in delinquency. They weaken the efficacy of inner and outer social control and release an adolescent to deviate (Sykes & Matza, 1957).

Social Bonding Theory. Theory argued that delinquency is a result of barriers that society built in the paths of adolescents. A bond is an individual's association to society; that comprises of four fundamentals:

- *Attachment*: it's an emotional element; children's attachment to his parents, schools and friends that predicts delinquency. If the children have strong attachment with their parents it depicts acceptance and love that hinders an adolescent to involve in delinquent acts. Likewise peer's attachment works. As far as school attachment is concerned theorist identified that students with high IQ enables them to get good grades. Ultimately, they respect and obey the rules of the institute that will result in low delinquent behaviour.
- *Commitment*: it's a rationale element that is referred to the extent children involved in moral deeds. Its commitment that enables an adolescent to follow the legal means in society and spend more time in getting education otherwise their success will be in danger. In other words he develops "stake in conformity" (Toby, 1957).
- *Involvement*: it refers to the magnitude of time that child spends in moral activities. If it takes child's whole day to involve in moral deeds the chances of delinquency will be lessen.

- *Belief*: it's a sense of right and wrong that makes an adolescent to think that it is immoral to violate particular law and possibly he will not violate it (Hirschi, 1969).

Theory of Crime / Self Control Theory. A General Theory of Crime postulate that its self control that predicts whether an individual will come delinquent or not (Lilly, Cullen & Ball, 1998). Individual with high self control will be less likely participates in delinquent activities. On the other hand low self control of an individual leads him to involve in illegal activities like drug use etc. The low self control laid its basis on the defective socialization. Ineffective child nurturing greatly influences the development of child's self control. Parent's attachment, close supervision and punishment on the atypical acts encourage self control in their child (Gottfredson & Hirschi, 1990).

Interpersonal Acceptance-Rejection Theory

Traditionally this theory was persistent only on the parental acceptance-rejection but in 1999 it went through paradigm shift from parental to interpersonal acceptance and rejection. It is a theory of socialization that endeavours to predict the major reasons, consequences and the other associates of Interpersonal acceptance and rejection throughout life time. The central assumption of theory is that children who perceived more rejection from any of their interpersonal relation have profound impact over their personality. It is divided into three sub-theories: personality sub-theory, coping sub-theory and sociocultural systems sub-theory.

According to *personality sub-theory* human being expects positive regard for their long lasting biological and emotional needs from their attachment figures. All interpersonal relations are significant in one's life but parents are credited with unique importance due to their emotional comfort, reassurance, and security perceived by children. As a result, when

children perceived of being rejected and feel that their needs remained unsatisfied by their parents they become apprehensive, unconfident, aggressive, immaturely dependent, emotionally inadequate, low self-esteem and negative perception of the world. In particular, continuous rejection often leads to increasing anger, hatred, mistrust, and emotionally less responsive. Consequently this perceived rejection leads to interpersonal disturbances and to be involved in violent acts. Therefore “parental” acceptance and rejection is considered to be very influential in determining children’s personality and psychological adjustment.

Coping sub-theory is slightest developed part in light of its theoretical and empirical background. It mainly deals with the query that how some rejected persons effectively resist maladjustment that other rejected persons suffer. Coping process (managing rejection) of an individual can be better understood with the help of multivariate model of behaviour used in Parental acceptance-rejection theory. According to this model an individual’s coping with rejection is actually a communication between his self, other and context. “Self” is a reflection of an individual’s internal (natural/genetic) and external (personality) characteristics. “Other” includes the type, intensity and the time period of rejection along with the personal and interpersonal features of the rejecting person (parents/ any other attachment figure). “Context” is an environment and the social relations of an individual. It is assumed that support, care and warmth of an alternate attachment figure facilitate an individual to cope with rejection. In this sub-theory ‘coper’ is explained in terms of affective versus instrumental copers. Affective coper refers to “those people whose emotional and overall mental health is reasonably good despite having been raised in seriously rejecting families” and Instrumental are “rejected persons who do well school, in their professions, occupations, and other task-oriented activities but suffers from impaired emotional and mental health”. They possess a high level of task competence and occupational performance

despite serious rejection. On the whole, coping sub-theory aims that an individual's own self determination plays significant role in order to cope with the perceived rejection.

The sociocultural system subtheory aimed at the estimation and understanding the causes and correlates of parental acceptance and rejection throughout the globe. It believes that parental behaviour (acceptance or rejection) is fashioned by the socio-cultural trends of the society that may include family structure, household, economic and political organization, security and other trends that may have direct impact on their survival in natural environment. This subtheory depicts that parental acceptance-rejection directly influence the personality and the behaviour of their children.

Parental Warmth. Parental acceptance and rejection collectively form the warmth dimension of parenting. Warmth can be explained in terms of affection, love, care relationship between child and his parents or other attachment figures. This range of warmth is manifested on one end by parental acceptance and on the other end by parental rejection. Parental acceptance refers to the warmth, affection, care, comfort, concern, nurturance, support, or simply love that children can experience from their parents and other caregivers. Whereas parental rejection is the absence or significant withdrawal of these feelings and behaviours, and by the presence of a variety of physically and psychologically hurtful behaviours and affects. There is worldwide research has been done on the Parental acceptance-rejection Theory's assumption and it is concluded that parental rejection can be perceived by the combination of these expressions: (1) cold and unaffectionate, the opposite of being warm and affectionate, (2) hostile and aggressive, (3) indifferent and neglecting, and (4) undifferentiated rejecting. Undifferentiated rejection is an individual's perception of being unaffectionate and uncared by parents without any clear evidence.

Parental acceptance is the parental love and affection that can be expressed with physical (hugging, kissing, caressing, and comforting), verbal (praising, complimenting, and saying nice things to or about the child) and symbolic gestures. Parental nurturance, support, love, and motivation also expresses their acceptance towards their child. Whereas parental rejection is their aggression that refers to any behaviour physical (hitting, pushing, throwing things, and pinching), verbal (sarcastic, cursing, mocking, shouting, saying thoughtless, humiliating, or disparaging things to or about the child) and other hurtful, nonverbal symbolic gestures toward their children.

Parental acceptance-rejection theory stated a range of reasons of parent's neglect or perceived to be neglecting. Neglect is not all about withholding the physical or the worldly needs but failing to aptly attending the social and emotional needs of children. Neglecting parents are usually unresponsive, unavailable and slightly attend to the child's need of comfort and support. Consequently, these entire gestures leads child to believe as being rejected (Rohner, Khaleque, & Cournoyer, 2012).

The cross-cultural findings of parental acceptance and rejection theory correlates strongly suggests that children and adults who perceived rejection in their relationship with parents (or other attachment figures) subsequently suffer with psychological maladjustment additionally with these mental health issues: (1) depression and depressed affect, (2) behaviour problems, including conduct disorders, externalizing behaviours, and delinquency, and (3) substance (drug and alcohol) abuse (Rohner & Britner, 2002).

Factors Contributing to Delinquent Behaviour

There are many factors related to delinquent behaviour few may include family and social factors along with the great influence of slums with criminal neighbourhood.

Healthy brought up of child depends greatly on the parenting skills. Effective parents are the role model and provide guidance through all thick and thin to their children. Bad parents have cold relationship with their children and they remain unsuccessful in presenting themselves as a positive motivator hence increases the chances of inducing negative attitudes in children. It is commonly observed that these ineffective parents are engaged in negative deeds that ultimately increase the risk of children to deviate.

Parental Drug Use. Family factors remained important in inculcating delinquent behaviour among adolescents. One of the most leading factors is parental drug use. According to the differential association theory adolescent's learning pattern depends on the regularity, strength, priority and the extent of his social belongings (Sutherland, Cressey, & Luckenbill, 1992). Within this social and interactive context teenager learns about the favourable and unfavourable acts like drug use through the reinforcement and inhibition policies adapted by his parents and peers. Teenagers when receives positive reinforcement from their close ones most probably they adapt drug using. Though the peer influence also contributes at large but family being the primary social institution have significant impact over the individual. In families where parents or elder siblings use alcohol and other drugs their children most likely starts using drugs (Wills, Mariani, & Filer, 1996).

According to Akers and Seller (2004) every individual possess natural tendency of deviance and if they are not control by parents they acts defiantly in the long run. Adolescents are emotionally and physically close to their parents and if parents abstains them from drug use they feel obligatory and show obedience. On the contrary, if the parent-adolescent relationship is not strong it will result in social deviance of the child. Sometimes parental monitoring is quiet more influential in the regard of adolescent drug use. When the parents closely monitor adolescents feels to acts in a pro-social manner in order show

compliance to his parent's expectation. But when the monitoring of parents is weak adolescents feel independent and develops his own life priorities that are mostly negative ones and likely to act defiantly (Vitaro, Brendgen, & Tremblay, 2000).

Parental Criminality. This factor also contributes in delinquency of adolescents. This aspect is allied with delinquency in various manners. First is at physical level in which parental criminality can be transmitted through genetic linkage. A child learns different behaviours and attitudes from their parents through modelling. When parental violence leads to arrest and offensive nature becomes more prominent in front of their children. Research findings showed that adolescents having criminal fathers are more likely found to be involved in violence acts as compared to those adolescents with non-criminal fathers (Baker & Mednick, 1984). Some other findings were found that boys of arrested parents have more likelihood of committing crimes than those boys. Higher frequency of delinquent behaviour was found in those adolescents who were familiar with adult criminals (Maguin et al., 1995).

Parental Education. While analyzing family factors contributing in delinquency, parental education observed to be very important in this regard. Parents with low education, having less involvement, and are apparent to be submissive in the monitoring, nurturing, and education of their children. As a result the children do not give respect to their parents and probability to join delinquent activities increases. It is generally observed that less educated parents are more aggressive and thus they provide their children an aggressive environment and these less educated parents with inadequate knowledge and exposure cannot relate the unfavourable effects of drugs with different medical ailments than that of educated parents (Christie, 1999).

Family Size. Large family size is a large number of children in a family, as it's a major factor behind delinquent behaviour of adolescents. The reasons is that when in a family

there are more siblings the parent's attention is divided and home become over populated that further results in quarrel, intolerance and frustration among family members. In a research different factors related to delinquency were worked like poverty, low literacy rate, peer influence and low intelligence level and study findings revealed that beside other factors low intelligence and large family size contributes at large in producing delinquent behaviour. In large family parents are unable to give quality time and attention to all children that result in juvenile delinquency. Similar findings were estimated in another research that likelihood of delinquent behaviour increases where there are more siblings (Derzon & Lipsey, 2000).

Birth Order. In the context of large family size another important factor is birth order. Social scientists have long been working on the effects of birth order and family size on delinquency. Birth order theory by Adler (1928) entails that the only child or first born have low tendency of delinquency whereas the middle born have highest tendency to deviate and the last born will lie between first and the middle born.

According to Dilution model proposed by Blake (1981) the general assumption is that with the addition of children parent's love and attention become abstracted. This model postulates that first child starts his life with full parental support and concentration till the arrival of new sibling. The second child or middle born commence with the divided attention and the third born even with more divided attention and so on with the supplementary siblings. The position of middle born is most critical because at one side they stimulate a sense of competition among siblings and on the other hand they foster tension that either leads them towards achievement or hell failure sometimes. As denoted earlier, middle born suffers little attention of parents that results in their adjustment problems and loss of their personal recognition. Therefore, the youngest child is more at the edge of adapting delinquency as compared to his older siblings.

Researchers found that delinquent behaviour is highest among middle born as a result of low parental attention and communication directing the child to get attention of their part in his peer group. In this manner, these children adopt delinquency as a way of gaining attention. Beside middle born the last born was also be found at a serious edge of adopting deviant ways because he is pampered and has less responsibilities as of his older siblings (Tygart, 1991; Sulloway, 1996).

Delinquent Siblings. There is no doubt that siblings significantly take part in the socialization as they are not just only the members of family but also be the good friends of their younger siblings. While living in a family system one is aware about the activities and behaviours of their older siblings and their role is very much influential specifically for their siblings of same gender (Rowe & Gulley, 1992). Adolescents with delinquent older siblings are more probably learn and participate in deviant activities (Slomkowski, Rende, Conger, Simons, & Conger, 2001). Younger siblings having subsequent delinquent older sibling get influenced by them though they are not directly aware of delinquent culture. In this manner younger sibling develops belief that as per of the negative life sets of older ones their chances to be successful are diminished.

It is believed that this influence greatly depends upon the extent of positive or negative relationship between the siblings and mostly those siblings copy or follows the older sibling to whom they have positive relationship (Akers, 2000). Similarly a research found older siblings as an influential figure for younger siblings and adolescents who have delinquent older siblings are more likely to adopt delinquent behaviour (Widmer, 1997).

Single Parenting. The nature of family composition often linked with delinquency. The children belongs to single parent family structure are expected to exhibit different emotional and behavioural problems including delinquency as compared to two parents

family system. Adolescents who have single parent feels free to engage in delinquent behaviour. Therefore, it is often claimed that broken homes causes delinquency. Many researches linked family transitions to drug use and delinquency (Jensen, 2003; Sturt, 2008).

The term broken home refers to a family composition that is busted by divorce, separation, or the death of spouse. For the present research this term not only concentrates on the nature of the relationships of the adolescents families but also considering broken homes due to conflicting environment, single parenting and communication gap of parents and adolescents. The busting up of a family as a result of divorce or separation can poorly affects the children as compared to the busting up by the death of one of parents (Wilson, 1991).

In a community where there are high rates of divorce here the chance of single-parent houses along with deprived neighbours increases. Now, the community lacks to work out all official and unofficial standards to meet fully. The reason behind this is that single parent families face problems for holding particular measures in controlling their children from engaging in delinquency. These measures are labelled as schools, libraries, recreational activities etc. A single parent has not enough finance to facilitate their children with these institutions. The responsibility of being single-parent is not only to keep an eye on their child but also to observe the other children in the neighbourhood, school and community (Barnes, Joseph, Hoffman, & John, 2006). But fail to fulfil this demand along with the insufficiency results in grater chances for an adolescent to perpetrate delinquent behaviour. In their study, these researchers came to know that single-parent families in the neighbourhood are positively correlated with high risk of involvement in delinquency even an adolescent belongs to a unified family system (Knoester & Haynie, 2005).

The researchers found that delinquency rates are higher among those adolescents who live with single fathers. The reason is insufficient parental involvement in child's activities.

Absence of close parent child relationship and lack of supervision is the most leading factors that manipulate delinquency. However, evidence cannot be found regarding which parent, father or mother associated with increased delinquency among adolescents (Demuth & Brown, 2004).

It was found in a longitudinal research that adolescents exhibits more delinquent behaviour who resides in single parent families as compared to the adolescents who lives in intact families. Further it was concluded that frequency of delinquency is same in broken families and those intact families who have conflicting environment (Farrington, 2000).

Peer Influences. The influence of peers becomes more intensive at the age of adolescence. Peers are significant because they are role model and source of reinforcement. Adolescents are most likely concentrate on their habits, nature and activities and readily adopt and mimic them (Edelman, 1995). At this stage of development peers share their common interests, emotions and other important aspects of their personal and social life with each other. During this critical stage of adolescents peer association may be dangerous. Here, if adolescent encounters with violent peers their likelihood of developing same behaviour may increases. Due to the intense pressure of peers and their encouragement teenagers indulge themselves in such behaviours over which they later get apologetic. These apologetic acts may incorporate from a slight offence to more serious deviant activities like surplus involvement in sexual trialling along with antisocial harassment on spectators (Larson, 1994; Marcus, 1996).

It is also usually assumed that those adolescents who have rejecting parents are more apt to seek help from their peers. A research found similar findings while investigating psychological health and well being in relation with satisfaction from parents and peers. Researchers found that adolescents feel psychological satisfaction from parents whereas well

being with the help of peers (Suls, Lemos & Stewart, 2002). Researchers found constant relationship between association with criminal peers and delinquent behaviour. In early adolescence (12 to 14 years age) company of delinquent peers is a prime predictor of delinquency. Peer support and commitment were also found to be strongly correlated with delinquent behaviour (McCord, Widom, & Crowell, 2001).

Community and Neighbourhood Factors. For an individual the environment is an effective way of learning. In this context value of neighbourhood seems to be very important. An adolescent directs his behaviour in accordance with his family and community environment. Children's upbringing in a disadvantage neighbourhood inculcates stress and anxiety which further leads to the development of aggression and delinquency in them (Sommers & Baskin, 1994). Parents of these children get worried due to the presence of peers with bad habits and the influence of negative neighbourhood they become harsh that results in the production of more serious problems.

When an individual suffers with some behavioural issue he turns to affect his neighbourhood and as a result these misbehaviours with their harmful outcomes damage the circumstances (Wilson & Hernstein, 1994). Likewise, continuous relationship was estimated between risky neighbourhoods responsible of child's behavioural problems with deficiency in social skills afterwards (Shaw, Winslow, Owens & Hood, 1998).

Media Influence. Media is very influential in making perception of all age groups but the most affected group is of teenagers. On one side, it is good in reporting useful information but its effects are bad as it is generating context that distracts people rational thinking. Teenagers mostly addicted to television and they usually watch the movies or other programs having violent content. Media conveys violence in three ways. First, it presents movies with aggressive and antisocial content that motivates viewers to exert their aggression in fighting

with peers. Secondly, it shows domestic and peer violence they exert in the situations of personal conflict or any other wrong deed and teenagers take its impact and follow it in real life. Thirdly, the violence and aggression revealed by media is of less intensity (as compared to reality) sometimes therefore it looks like that consequence will also be mild. In this way, media influences the real human values and obliquely make the youths perception to practice it for their personal justice. It was estimated that about ten percent violence among youth is inculcated through the media (American Psychological Association, 1993).

School Factors. School related bad experiences particularly for boys such as inadequate achievement in class; lack of interest in studies, absenteeism, and substandard schools has largely been contributed in delinquent behaviour (Hawkins, Farrington, & Catalano, 1998). Residents of deprived areas possess low motivation of being educated and home environment is also not much encouraging as a result of which children develops low readiness to school and eventually fail in showing adequate performance. Lack of dedication to school and absenteeism put the child at increase risk of delinquency. Moreover, there is a reciprocal relationship between truancy and delinquency with substantial overlapping between absent students and their involvement in disrupting behaviours. Drug misuse was found to be higher among those adolescents who had low commitment to school (Graham, 1988; Johnston, 1991). Research findings also showed consistent results that poor academic performance increase the risk of delinquent behaviour afterwards. Additionally, school affiliation was predicted to be a strong barrier in adapting antisocial behaviour (Williams, 1994).

Slum Areas

The slum is generally disruptive, crowded and an older part of the city with lack of primary resources. Due to many unhygienic conditions residents suffers with serious diseases. That can be due to the lack of proper school system children remained unaware about the social norms. As a result of which they become rude, aggressive with law abiding behaviours. In slums one can find broken homes, law breaking, and low income groups with low moral values. There exist no recreational facilities in these areas therefore adolescents release some of their emotions and frustration wholesomely; they will resort to playing in streets, joining street gangs. As a result of a combination of these circumstances, many children involve in a way of life in which premium is placed on delinquency, and the skills require in committing delinquency acts. Pagano (2000) argues that slums are often located at the receiving end of the caste stream from higher income residents, located on the municipal rubbish dump to enable the residents to be close to work opportunities of scavenging.

The United Nations Expert Group Meeting in Nairobi in October 2002, which states that a slum combines to various extents, the following physical and legal characteristics (excluding the more difficult social dimensions):

- Inadequate access to safe water
- Inadequate access to sanitation and other infrastructure
- Poor structural quality of housing
- Over crowding
- Insecure residential status (resulting in arbitrary demolition of property)

In other words slums are the deprived areas in the city with poor standard of livelihood. Although the explanation of slums varies from region to region as some of them

are developed; whereas most of the slum areas are undeveloped and deprived places (Sheehan, 2003).

Slum Area and Delinquency. Delinquency is often linked with slum areas that are referred as breeding foundations for delinquent behaviour. It is commonly suspected that slums are characterized by the rebellious culture where there is no law acting and criminal activities are encouraged. The reason can be the lack of opportunities, social conflicts and consistent pattern of bad habits in the family. It is also observed that these people do not want interference in their activities, they have low or no contact with neighbours and they are more interested in making infrequent contacts for their personal motives like gambling and cheating (Paul, 1972).

Slums have become destined part on the geography of current city life. Usually people of low income are helpless to reside in the main city therefore they find slums as an affordable accommodation. The poor quality of life compels families to live at low standards. These areas are viewed as being suffering from poverty and needs municipal attention towards cleaning and making policies. Moreover, the resident fails to make compatibility with neighbours, and to participate in community policies in order to check lawlessness and to take steps for supervising children. Ultimately, this condition leads to the demoralization of children and he has more probability to be involved in stealing, cheating, gambling and other delinquent activities. A key factor behind delinquency in slums is poor housing structures. The house buildings are decomposed having many residents living with lack of proper ventilation and other facilities. These buildings procreate delinquency; criminals usually choose this type of houses where they transfers different techniques of delinquency to the youngsters (Neumeyer, 1975).

In a case study researchers investigated the migration, urban squalor and socio-economic strata of Ganhinagar slum. They explained slum as a place of poverty, unemployment, crime and with deprived health facilities. Study results revealed that rapid migration towards slums of different areas makes the living condition worse and can generate different behavioural, social and economical problems (Ali & Toran, 2004).

Low financial resources contribute largely in delinquency. Insufficient means to maintain health and low or infrequent income resources are associated with low income. These poor economic conditions directly and sometimes indirectly plays vital role in juvenile delinquency (Cantor, 1978). Sometimes it is assumed that poverty provides direct base to become delinquent via rule violations like the authority figure of the house (father) tries to earn or make food in any way for his children. On the other side, these financial constrains compel both parents to be absent from home for earning purpose make them unaware about the activities of their children. Thus, it is evident that the delinquents mostly belong from low socioeconomic backgrounds (Caldwell, 1979).

Labelling the child as a delinquent is a phenomenon of great care. Sometimes when a child is declared to be antisocial or delinquent he becomes more aggressive and negative attitude towards society. In homes where mother go out for earning purpose let the child alone and here the chances of his involvement in delinquency increases. Researchers have explained that the harsh behaviour of policeman towards these idol children makes them more rebellious (Teeters & Reinemann, 1977).

Researcher examined the environmental factors that lead to the reproductive behaviour of the adolescents of Teklehaimanot slum area. The results showed that the bad socio-economic conditions, absenteeism in schools, increased opportunities and motivation in

risk taking behaviours are the major factors that direct these adolescents to engage in sexual and other deviant behaviour (Abebe, 2006).

Therefore, it is concluded that the slums areas serve as an obstacle in the normal upbringing of a child. It hinders personality characteristics to be flourished, provokes delinquent behaviour and cultural conflicts. The inadequate facilities of schools and recreation force children to exert their energy in non-productive means. As the slum community consists of people from different regions, they have their own personal values and most of them are criminals.

Gender differences and Delinquency

The frequency and patterns of involvement in delinquent behaviour is different among male and female. These gender differences relative to delinquency have been explained by Power control theory. According to which, the parenting styles and differences in parental control for male and female children results in bringing willingness among sons and daughters to access and accept risks that eventually takes them towards delinquency. Different cross-cultural studies supported the notion of this theory (Hagan, Hadjar, Baier, & Boehnke, 2007) that boys experiences low parental control and often encouraged to take challenges as compared to girls that result in gender disparity in delinquency. In the same way poor parental care and control were found to be the origin of delinquency among boys and girls (Graham & Bowling, 1995).

The gender differences in delinquency can be understood through the general theory of crime. According to it self-control predicts that one will involve in delinquent behaviour or not. It is generally been observed that parents have different rearing style and control over the girls than boys which in-turn builds high self-control among girls therefore their involvement in crime is less as compared to boys. Theorist of crime theory claims that self-

control is necessary for both boys and girls and this can come to both via same process of parental discipline, attachment and punishment (Gottfredson & Hirschi, 1990).

Gender is widely studied and it is one of acknowledged factors in relation to delinquency. Cross culturally male participation in delinquency is more than females. Generally girls are apparent to be less frequently involves in delinquency and drug use (Junger-Tas, Hean, & Ribeaud, 2003; Heirtmeyer & Hagan, 2003). Likewise, female gender is considered as a defensive factor while studying self-reports of crimes that indicates high ratio of male involvement in delinquency as compared to females. Though risk factors are found to be same for both boys and girls but so far girls are less involved in delinquency than boys (Farrington, 1996; Home Office, 1997). Researches revealed that there is a slight difference of tendency in getting conflicts among females and males but males are found to be more consistently involve in robbery , possess the symptoms of attention deficit hyperactivity disorder, more readily involve in sexual activities, and are more aggressive as compared to females. Also male commission of crime, his participation in delinquency is greater than female (Heimer, 2000; Agnew, 2001).

Parental-Adolescent Relationship and Delinquency

Family is a primary unit that provides materialistic comfort to their children. On the other hand family also ensures physical and emotional needs with their expression of encouragement, unconditional love and support. However, not all families (parents) can play perfect role beside that they inopportunately transfer values that promote violence. Such parents ignore the materialistic, physical and emotional needs of their children. Research evidences strongly revealed that lack of family harmony or sudden changes in family due to divorce or separation contributes in building emotional and behavioural problems. It was analyzed that inconsistency in home atmosphere is influential in the progress of delinquent

nature of behaviour among parental-adolescent relationship and delinquency. Researchers stated that this insupportable experience of children may drive him from home and hence hinders him to be a part of incorporated group. It was also identified that parents of delinquents have less harmony as compared to parents of non-delinquents (Schotle, 1992; Barber & Buehler, 1996).

From birth parents starts to shape the behaviour of their children according to the norms of the society. They are the role model for their children. It is generally assumed that child's psyche formation and other behaviours expand during first five years of his/her life (Trojanowicz & Morash, 1992). A study on modelling explored that child apt to follow those parents who appreciate and support them (Simons, Whitbeck, Conger, & Conger 1991).

Parental acceptance and support are the gestures of affection, praising and encouragement that elicit their love and value for their children and build self control in them (Barnes, Hoffman, & Welte, 2006). This self-control withholds the child to deviate. If parental attitude is negative then their children will more likely to generalized it in the same way. Therefore parental rejection or harsh punishment develops weak emotional bonding between child and his parents (Crosswhite & Kerpelman, 2008) and increases the likelihood of delinquent behaviour. Stress in families is identified to be very important in mounting delinquent behaviour. Hostility, hatred, bickering are the causes of stress in intact families (Esbensen, Huizinga, & Merand, 1999).

In a survey psychological and behavioural functioning, perceptions of parenting stress, perceptions of parent's parenting, and use of community services was investigated among 302 African American adolescent females and mothers. The survey results revealed that those females who reported to be detached from their mothers are more likely to exhibit

delinquent acts as compared to those females who reported their strong association with their mothers (Pittman & Chase-Lansdale, 2001).

In a family parental affection and attachment are considered as an important mechanism relative to delinquency. Adolescents who are more close to their parents feel more affectionate and supporting and by this mean less involved in delinquency and other behavioural issues. Researches revealed that the attachment developed at an early stage of life has profound impact on self esteem and the emotional strength in later life of an individual (Carlson & Sroufe, 1995). Likewise adolescent's perception of strong relationship with parents make them more responsible, they respect the rules and regulations made for them, and withhold themselves from engaging in delinquent behaviour because they feel accountable, as compared to their peers who have weak bonding with their parents. Therefore family unification effectively influences the occurrence of delinquent acts (Monique & Thomas 2001).

A research was done to determine the influence of parental supervision and affection on the delinquent behaviour of 11 to 18 years old adolescents. The end results signify a relationship between parental supervision and delinquency in accordance with age and gender. Researchers found high rate of delinquency particularly among boys of age 13 to 16 years who have low level of parental supervision. In conclusion of these results they reported that the chances of delinquency are low where there is high parental supervision and affection (Weintraub & Gold, 1991).

Parental rejection and its relationship with delinquency was investigated among 300 adolescents. The main purpose of their study was whether parental rejection leads to delinquency or delinquency contributes to parental rejection. The researchers found considerable and sequential relationship between parental rejection and self reported

delinquency. In other words, adolescent's current behaviour is as a result of parent's current rejecting practices (Simons, Robertson & Downs, 1989).

It is commonly observed that children in friendly environment and under good parental supervision are less involve in delinquent activities. Whereas children reared in unsupervised surroundings more eagerly partake in delinquency. A couple of studies have been done on this dimension of which one study results signified that high parental support in combination with high parental monitoring is a key factor in averting delinquency and poor parental supervision is apparent to be considerable motivator to adopt delinquency (Sampson & Laub, 1994; Heaven, 1994). While examining the aggressiveness in order to predict which boys will become fighters and which become non-fighters. Researchers found that low level of supervision is linked with fighting whereas non-fighters are appeared to be highly supervised (Haapasalo & Tremblay, 1994).

Good quality parenting is characterised in terms of realistic perception of the child, realistic expectations of the needs a child might satisfy in the parent, realistic expectation of the child's coping and achievement, empathy with the child, ability to be emotionally positively engaged with the child, ability to give priority to the child's developmental needs, and ability to restrain aggressive behaviour towards the child. The extent to which parents meet these attributes further facilitates in controlling child's psychological problems, intelligence, drug addiction and other behavioural and emotional issues (Killen, 1994).

Relationship between parenting practices and delinquency and other adolescent problem behaviours was examined among 699 American adolescents. The results of the study indicated that parental support (i.e. perception of adolescents that they are being valued, accepted, and loved) and parental monitoring (i.e. parents have information about the whereabouts of their children) are the important forecaster of adolescent drug addiction,

deviance (e.g. arguing with; parents, assaulting others, running away from home) and school misconduct (Barnes & Farrell, 1992).

Another way parents manipulate children's behaviour is through emotional closeness. A child respects and cares about his parent's wishes when he equally receives love, support and acceptance from them. Researchers showed that delinquency is often linked with low level of support and love from parents. It was explored that difficulty in communication and infrequent contact with parents leads them to engross in delinquency. In addition, poor maternal communication together with poor problem solving skills was identified as to be the cause of high rates of delinquency (Clark & Sheilds, 1997). Further studies indicated that love and affection of parents is the weakness of children and they do not want to lose therefore it aids in reducing delinquency. Some researchers estimated that attachment to positive authority figure is far more important for adolescent's compliance. For some adolescents affiliation with parents represents their family dignity. Therefore, it was identified among African-American adolescents that possession of positive identification significantly decreases the delinquency rates (Lung & Daro, 1996).

Parental negligence is also an important aspect while studying the delinquent behaviour. Those children, who have weak association with parents, feel neglected; no fears about the accountability of their activities are at the edge of adopting delinquency. Further coercive parenting deteriorates this bond and stimulates conflict which results in adolescent's behaviour problem (Buehler, 2006). A research has been conducted to foresee the role of parental negligence in delinquency among children. In addition, the reasons for delinquent behaviour pointed to be the inadequate parental supervision and involvement in children leads them to contact deviant peers, in same way parental rejection make it difficult for children to understand the true moral values and social traditions to follow and why to remain

at a side from participating in delinquent behaviour. (Simons, Whitbeck, Conger & Conger 1991).

Likewise, a study on the relationship between delinquency and paternal and maternal neglect and rejection was conducted among 793 Canberra (Australia) high school students. The researcher used the instrument of parental neglect and rejection that showed the level of understanding and warmth relationship of parents perceived by the adolescents whereas delinquency measure calculated the minor (cheating, alcohol use) to major (theft and assault) deviant behaviours. The results illustrated that parental neglect and rejection is significantly correlated with delinquency in spite of considering adolescent's age, gender, father's education, intact home environment, and parental control (Mak, 1994).

Poor parental supervision or in other terms lack of support or love at home are also significant risk factors in studying future delinquent behaviour of a child. On other hand, child rearing in loving and encouraging home environment protects and facilitates child against participation in delinquent activities (Derzon, 2005). Along with the other things communication between parent and child is also very important. Increased level of communication is favourable in good family functioning. Certainly lack of communication is correlated with the commission of delinquent behaviour (Clark & Sheild, 1997).

Some parents use to behave harshly with their children. Their maltreatment includes, punishments, physical, verbal and emotional abuse, physical neglect, lack of supervision that makes their child rebellion. This way of dealing and treatment with child makes him to feel as being powerless entity and directs him to adapt negative activities including delinquency. Parental brutality has profound effect on the emotional and cognitive damage of young children. These children suffers permanent cognitive and emotional problems throughout the

adolescence and ultimately join the youth gangs and delinquent youth groups, commit street crimes, and engage in alcohol and drug abuse (Fleisher, 1995).

Consequences of this maltreatment are very much serious. The association between childhood maltreatment and later involvement in delinquency was investigated. The study sample comprised of 1,000 children under the age of 12 that was taken from Rochester Youth Development Study. Maltreatment in the study was defined as lack of supervision, physical neglect, physical or sexual abuse, emotional and moral abuse. Delinquency data was gathered from the self reports and from the last four years record of police arrest. The result analysis revealed significant relationship between delinquency and maltreatment. It was concluded that any type of maltreatment increases the risk of official, self report and violent delinquency acts (Smith & Thornberry, 1995).

In a same way a study including 1000 students from public sector of which 14 percent had history of maltreatment. Investigators found that maltreated children are more likely to involve in delinquency. Hence, it was concluded that extreme maltreatment had higher rates of delinquency and additionally these children exhibit various problems including: delinquency, teen pregnancy, drug use, low academic performance and other mental health issues (Kelley, Thornberry & Smith, 1997).

Hence, for strong family bonding it is usually suggested that children and parents should be together for one meal at least. In this way they can share their routine with each other and it will be helpful in resolving family matters. Every member of family requires his/her personal time. Mental and physical proximity of parents with their children aids in reducing generation and communication gap between them. Parents can show their acceptance by hugging their children once in a day it will depicts their love. When parents

show their affection and care their children learns how to deliver love to others. These hugs and love contributes as a life-blood in the family's heart (Hagan & Foster, 2001).

Four Paradigms of Parental Negative Influence on Adolescent Behaviour

During the time period of early adolescence parents control may bring conflict between them therefore parent influence becomes very much critical and serious. Researchers indicated that poor parenting can be the leading cause of delinquent behaviour and the lack of emotional warmth between parents and children take them towards disrupted offensive behaviour (Unnever, Cullen, & Agnew, 2006).

Loeber and Stouthamer-Loeber (1986) identify four paradigms that describe how parents can negatively persuade adolescent behaviour. They include: neglect; conflict; deviant behaviours and attitudes; and disruption.

Neglect paradigm. Parental neglect is considered to be the prominent factor in the delinquent behaviour of adolescents. Negligence or low parental control spare the ways for adolescents to acquire deviant roles without having the knowledge of right and wrong. These antisocial activities perceive as to be timely and parents show no involvement due to the fear of fuss in home environment (Patchin, 2006). With the passage of time these parents remains unsuccessful in establishing boundaries and making the true personalities of their children. Eventually when these children try to develop emotional attachment with parents they feel difficulty in expressing their true feelings (Cobb, 2001). Researches support that insufficient supervision of parents make their children ways to develop relationships with delinquent peers (Warr, 2005; Ingram, Patchin, Huebner, McClunskey, & Bynum, 2006).

Conflict paradigm. Here in this paradigm parents usually operates by using unsympathetic, insulting, and hostile methods for controlling their children. This way of

parental treatment makes children rebellion and to be engage in destructive deeds (Patchin, 2006). These parents usually adapt verbal, physical, emotional, and sexual harshness that directly affects children's emotional and cognitive health and they become deviant. Studies recommend that children of these restricted parents have high tendency of deviance and it increases risk of delinquency in them. In addition, it was explored that as a result of harsh parental discipline children tend to look for support and love among peers that further inclines them to join drugs and participate in delinquent behaviour (Miller & Knutson, 1997; Bank & Burraston, 2001; Rebellon & Van Grundy, 2005).

Deviant behaviours and Attitudes Paradigm. In contrast to prior paradigms parental history of delinquency or deviancy with disrupted attitude increases the likelihood of same genes to be transferred in their children (Patchin, 2006). Likewise, a research has demonstrated that parental delinquency increases the chances of antisocial conduct in their children (Farrington, 1989; Lipsey & Derzon, 1998). Similarly, it was determined that parental criminality makes their children to be alike in addition with motivation to join peers of same nature. These researches have explained noticeable association between parent deviancies with future delinquency in their children. Therefore, it is concluded that parental history of delinquency has a direct connection with coming generation deviancy (Sampson & Laub, 1993).

Family Disruption. The word family disruption can be explained in terms of single parenting due to death or divorce, or as a result of parental disputes etc. In many studies delinquency ratio is found to be high among disrupted families Likewise, teenagers tend to show more delinquent behaviour and drug use that belong from single parent families (Wallace & Bachman, 1991; Juby & Farrington, 2001).

Adaptation of Psychological Measures in Pakistan

Test adaptation process aimed at bringing change in original test to make it compliant for the target population. The ultimate purpose of adaptation is to construct an equivalent test that is appropriate to the linguistic, cultural and social constructs of the deliberate population (Oakland & Lane, 2004).

Many social scientists of Pakistan remained engaged in the development, translation and the adaptation of psychological measures for Pakistani people. Accordingly, big contribution on the development of an indigenous Self Reported Delinquency Scale (SRDS) and Informant Reported Delinquency Scale (IRDS) was done by Naqvi and Kamal in 2008 for the assessment of various patterns and dimensions of delinquency among labourer adolescents. The factor analysis shows that both scales are uni-dimensional having high construct validity.

Instead of developing new scales researchers sometimes bring modification in already developed scales and adapt them according to their study requirements. For this purpose sometimes the researcher condense the existing scale or add or replace new items within it. In this regard, few limitations are there as the modified scale has not strong psychometric properties as of original scale. In fact, when a scale is carefully modified it can be supposed that its psychometric properties will be close to the original scale. Therefore, the scales with strong psychometric properties are preferred for modification and researchers should carefully examine the scale's dimensionality, reliability, and validity (Furr, 2010).

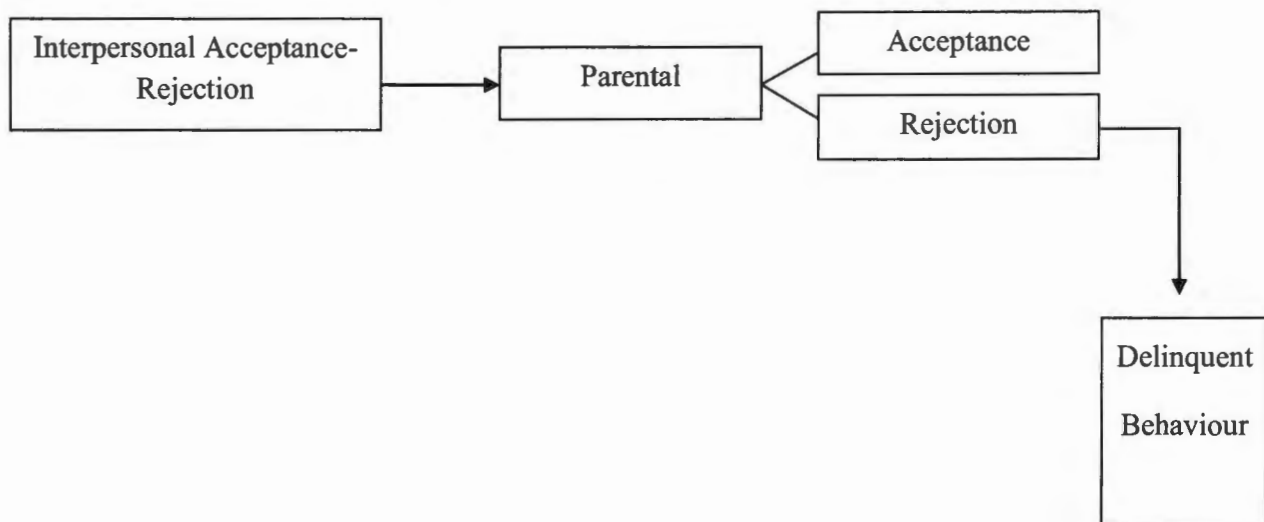
Traditionally, modification in scales has been brought in many studies. Like, "Pet Attitude Scale (PAS)" was originally developed by Templer, Salter, Baldwin, Dickey, and Veleber in 1981. This scale was modified in a study that was conducted on college students.

Researchers rephrased and replace few statements in accordance with their study requirement and they named it “Pet Attitude Scale Modified” (Munsell, Canfield, Templer, Tangan, & Arikawa, 2004).

In the adaptation of Columbia Mental Maturity Scale (CMMS) the scientist were aimed at exploring its validity for school children in Pakistan. Instead of fully adapt the CMMS authors decided to bring minor modifications and change the terminology of some constructs in accordance with school children level. For example they change *hat* to *cap*, *newspaper* to *book*, *stakes* to *shoes*, *mitten* to *sweeter*, *fork* to *spoon* etc. Reliability and validity results characterised that CMMS-P adapted version is a useful tool for Pakistani children (Aziz & Ahmad, 1993).

Likewise, while examining the validity of Femininity/Masculinity Scale (F/M) of California Psychological Inventory (CPI) in Pakistan the researchers significantly modified one item from F/M Scale from the English version of CPI (Ahmad, Anis-ul-Haque & Anila, 1994).

Proposed Model For the Present Study



Interpersonal Acceptance-Rejection Theory (Rohner, Khaleque, & Cournoyer, 2012) focuses on all the dimensions of interpersonal acceptance and rejection including but not restricted to: parental acceptance-rejection, peer and sibling acceptance-rejection, teacher acceptance-rejection, acceptance-rejection in intimate adult relationships, and acceptance rejection in other attachment relationships. For the present study only the role of Parental acceptance-rejection will be investigated in relationship with the delinquent behaviour.

Rationale of Study

The present study aimed at exploring the relationship of Parental Acceptance-Rejection and delinquent behaviour among adolescents of slum areas. There are various reasons behind the adolescent's involvement in delinquency including improper rearing practices, negative family environment and poor socialization. Among these factors most important is the family environment or the parent adolescent relationship. Researchers often linked family environment with psychosocial and behavioural adjustment problems in adolescence (Stevens, Bourdeaudhuij, & Van Oost, 2002; Murray & Murray, 2004). The quality of adolescent-parent determines the way adolescents perceive their attitudes and behaviours in relation to others (Werner, 2004).

Delinquency is a diverse concept including behaviours that are deviant to social norms like theft, damage to property, robbery, drug abuse, and involvement in heterosexual and homosexual activities (Farrington, 1992). During last year major crimes reported in different provinces of Pakistan estimated 296 cases in Islamabad, 22945 in Punjab, 3680 in Sindh, 8971 in KPK and 376 cases in Baluchistan. The major categories of crime included in these areas were theft and fraud crimes, crimes involving physical harm, crimes pertaining to property, crimes against women and many other crimes (Crime Profile, 2013).

Delinquent behaviour in Pakistan is studied in different dimensions (Khurshid, 2003; Zaeema, 2003). Similarly, few of researchers aimed at development of delinquency measures like Altaf (1988) developed a profile of delinquent and non-delinquents on the California psychological inventory (CPI). Self reported and Informant reported delinquency scales for labourer adolescents were developed by Naqvi and Kamal in 2008. These authors developed psychometrics only for male population and it was the limitation of their study that they didn't measure its psychometrics for female population. Presently, there is no any indigenous

scale for predicting female's delinquent behaviour. Therefore, the present research's first goal is to adapt this scale for the female adolescents of slum areas.

The slum areas are observed with increased crime risk and psychosocial problems. Previously, some studies have been done in variety of context in different slum regions of world (Khan, Unnithan & Dassi, 2007; Arif & Hamid 2009; Das, Khara, Giri, & Bandyopadhyay, 2012). Similarly, many studies have been conducted in different aspects of Parental acceptance–rejection theory (PART) in Pakistan (Munaf & Sardar, 2010; Hussain & Munaf, 2012; Riaz & Qasmi, 2012). These studies have some limitations as most these researches done on the psychological adjustment of adolescents, however no such research is carried out which emphasizes the parents role in the delinquent behaviour of adolescents in slum areas. In this regard, a west research concluded that adolescents perceive parental acceptance or rejection influence largely their social, behavioural and emotional capabilities (Kejerfors, 2007).

The present study will examine the tendency of delinquency among the boys and girls of slum areas as a result of their perceived parental rejection. The study will also explore the gender differences and inclination towards delinquency among different birth orders.

The practical implication of this study entails more comprehensive review about understanding the parental role in developing the delinquent tendency among the adolescents of slum areas. Moreover, many intervention plans can be devised and implemented by social scientists in these slum areas in order to control the increased involvement of adolescents in delinquent activities.

Chapter-II

METHOD

The study was conducted into two phases:

Phase I: Adaptation of Scale

Objectives of Study

1. To Adapt the Self Reported Delinquency Scale (SRDS) and Informant Reported Scale (IRDS) for female adolescents.
2. To determine the psychometric properties of the adapted scale for the female population.

Procedure

During Phase-I adaptation of scale was carried out for which following steps were taken:

1. Interviews

Detailed qualitative interviews were conducted separately with 7 females and with their informants. The age range of the females were 13-17 years and they were mostly the servants at homes and in different working places. Similarly the interviews were also conducted with their informants. The criterion of informants was the person who spent at least five hours a day with the adolescents and is at least 10 years older than the concerned person. The content of interview was carefully recorded with the consent of participants and important notes were made by the researcher.

As a result of these qualitative interviews researcher found female aggression as an underline construct towards female delinquency and generated few questions related to this

dimension of females. Afterwards, a draft of a questionnaire (with 33 statements) was made by researcher.

2. *Committee Approach*

Committee consisted of five PhD professors, were approached by the researcher to carefully analyze each statement of the questionnaire. The committee experts individually gave their opinions. Following to the procedure another committee consisted of the supervisor of the study; one lecturer of psychology and the researcher herself further finalize the items and name the instrument as Self Reported Delinquency Scale-Female version (SRDS-F) and Informant reported delinquency Scale-Female version (IRDS-F).

On the consensus of experts total 28 items were finalized with measuring dimensions of theft, drug abuse, lying, non-compliance to adults, police encounter, aggression and violence related delinquency, sex related delinquency and cheating. The dimension of gambling of the original scale was excluded for this new female version scale. In the new scale item no: 19,25 and 28 were rephrased. On the dimension of theft new item 22 was added and on the dimension of aggression five new items were generated i.e. item no: 4, 9, 14, 17, 23 (Annexure K [SRDS-F] and Annexure L [IRDS-F]).

Psychometric properties of the instrument

This step was aimed to check the psychometric properties (reliability, and item total correlation) on the female sample.

Sample

For the psychometric properties of Self Reported Delinquency Scale-Female Version (SRDS-F) and Informant Reported Delinquency Scale-Female Version (IRDS-F) a sample of

50 girls and their 50 informants were taken from the slum areas. The participant's age range was between 13-17 years and they were working as a servant at different work places (cook, sanitation keeper, baby carers, gardener etc). After taking informed consent from the participants demographic information sheet was given to the participants that contained age, gender, education level, birth-order, parental education, and family system. The adapted questionnaire of Self Reported Delinquency Scale-Female Version (SRDS-F) was tried on females and the Informant Reported Delinquency-Female Version (IRDS-F) was tried on 50 informants.

Phase-II: Main Study

Objectives

The study has following objectives:

1. To study the relationship between perceived Interpersonal (Parental) acceptance-rejection and delinquent behaviour among adolescents of slum areas.
2. To determine the psychometric properties of all the instruments.

Hypotheses

Following hypotheses have been formulated for the present study:

1. There is a relationship between perceived Parental acceptance-rejection and delinquent behaviour of adolescents of slum areas.
2. Delinquent behaviour is high among adolescents who perceive parental rejection than who perceive parental acceptance.
3. Boys show high delinquent behaviour as compare to girls of slum areas.
4. There is a difference between perceived parental acceptance-rejection scores of boys and girls of slum areas.

5. Adolescents belongs to single mother family are more likely to involve in delinquent behaviour as compared to both parent family.
6. The tendency of delinquent behaviour is high in middle and last born than first born.

Operational Definition

Delinquency

Delinquency is a problematic behaviour displayed by a minor (lying, bullying, cheating, fighting, assaulting, using drugs, having sex, destroying schools, robbing others, murdering and raping (Ministry of Education and Culture, Educational Psychological Services, 2005).

Parental Acceptance-Rejection

Acceptance refers to the warmth, care, comfort, affection, nurturance, concern, support, or simply loves that children can experience from their parents and other caregivers. Rejection refers to the absence of significant withdrawal of affection, comfort, care, concern, nurturance, love, support, and the presence of a variety of physically and psychologically hurtful behaviours and affects from their parents and caregivers (Rohner, Khaleque & Cournoyer, 2012).

Slum Areas

Slum area is an overcrowded place with congested house buildings, where the residents suffers for basic facilities (Turkstra & Raithelhuber, 2004).

Sample

The sample was comprised of 170 adolescents and 158 informants (in some cases informants provide information about more than one adolescent therefore the number of informants is less than adolescents) of slum areas. An equal number of boys (n=85) and girls (n=85) with age range between 13-17 years were taken. The age range of informants was between 28-60 years. For the present study data was collected from the slum areas of F-7 sector including boys (n= 25) and girls (n= 15), Fauji Colony boys (n= 27) and girls (n= 30), and railway track near H-10 sector boys (n= 33) and girls (n= 40) were approached with the help of convenient sampling technique. The study also included participants (boys =17, girls =11) from single parent families (father absence) and (girls= 3) from single parent families (mother absence).

Inclusion criteria:

Only those adolescents were taken whose informants were available. The criterion of informants was the person (not having blood relation with participant) who spent at least five hours a day with the adolescents and is at least 10 years older than the concerned person (Naqvi & Kamal, 2008).

Instruments

For the present study following instruments were used:

Demographic Sheet

Demographic sheet was printed separately that included age, gender, education, birth-order, parental education, and family system of the participant and informants were additionally be asked about their age and relationship with participant. All participants were approached at their work places.

**Child Parental Acceptance–Rejection Questionnaire: Father and Mother, Short Forms
(Child PARQ; Rohner, 2005)**

It is a self-report instrument designed to measure individuals' perceptions of parental acceptance-rejection (i.e., the warmth dimension of parenting). It measure individuals' perceptions of the warmth, affection, care, nurturance, support, or simply love (i.e., parental acceptance) or rejection they received in their family of origin.

For the present study Urdu versions (translated by Malik, 2011) of Child PARQ/Short form (Mother version and Father Version) were used. The both PARQ forms comprises of 24 items, and has four scales: (1) warmth/affection, (2) hostility/aggression, (3) indifference/neglect, and (4) undifferentiated rejection, each of which is scored to the following four categories: '4' as "almost always true", '3' as "sometimes true", '2' as "rarely true", '1' as "almost never true". All scales on the PARQ are keyed in the direction of perceived rejection. That is, the higher the score on any scale or on the total PARQ scores, the greater the perceived parental coldness/lack of affection, hostility/aggression, indifference/neglect, undifferentiated rejection, and overall perceived rejection. The possible score range can be spread from a possible low of 24 (revealing maximum perceived acceptance) to a high of 96 (revealing maximum perceived rejection) with midpoint 56. All the statements are negative except one that is positive; to partially control the response set biases. Reverse scoring has been assigned to only item no 13. The alpha reliabilities in Malik and Rohner (2012) were .90 for father version (Annexure D) and .86 for mother version (Annexure E).

Self Reported Delinquency Scale (SRDS) and Informant Reported Delinquency Scales (IRDS)

SRDS and IRDS developed by Naqvi and Kamal in 2008 were used in the present study. Both the scales are meant for the measurement of delinquency of individual. Self report helps to measure the delinquent behaviour from the individual while informant reported scale helps to measure the delinquent behaviour from the observant point of view. Both scales together provide better opportunity to measure the delinquent behaviour. Each scale consists of 27 item and items are same in both scales. The under lying patterns or dimensions of delinquency on both SRDS and IRDS are (1) Theft measured by the item no 1, 10, 17 and 19; (2) Drug abuse measured by item no. 2, 8, 9; (3) Lying measured by item no 20; (4) Non compliance to adults by item no 22; (5) Police encounter and escape measured by item no 14, 25; (6) Violence related delinquency (extortion, vandalism and aggression) by item no 3, 7, 12, 21, 26, 27; (7) Cheating and gambling by item no 4, 6, 11, 23, and 24, and (8) Sex related delinquency (harassment, homosexuality and heterosexuality) by item no 5, 13, 15, 16, 18. The response categories of these scales were “never” = 0, “one time” = 1, “2-5 times” = 2 “5-10 times” = 3 and “10 or more times” = 4. The possible score range on these scales is from 0–108. Higher the score on both the scales mean higher the delinquency among male adolescents. The alpha reliabilities for SRDS (Annexure I) and IRDS (Annexure J) were estimated to be .94 and .92 respectively.

Self Reported Delinquency Scale-Female Version (SRDS-F) and Informant reported Scale-Female Version (IRDS-F)

To measure the delinquent behaviour among female adolescents adapted SRDS-F and IRDS-F were used in the present study. Each scale consists of 28 item and items are same in both scales. The under lying patterns or dimensions of delinquency on both SRDS-F and IRDS-

F are (1) Theft measured by the item no 1,6, 12, 22 and 28; (2) Drug abuse measured by item no.3, 11, 21; (3) Lying measured by item no 13; (4) Non compliance to adults by item no 20; (5) Police encounter measured by item no 24; (6) Aggression and Violence related delinquency by item no 2,4,8,9,14,17,18,23, and 27 (7) Cheating by item no 7, 16, and 25, and (8) Sex related delinquency by item no 5, 10, 15, 19 and 26. The response categories of these scales were “never” =0, “one time” = 1, “2-5 times” =2 “5-10 times” = 3 and “10 or more times” = 4. The possible score range on these scales is from 0–112. Higher the score on both the scales mean higher the delinquency among female adolescents (Annexure K [SRDS-F] & Annexure L [IRDS-F]).

Procedure

The adolescents of slum areas were selected from the F-7 sector, Fauji colony and railway track near H-10 sector of Islamabad. After taking the inform consent a booklet comprised of Parental Acceptance-Rejection Questionnaire (Mother and Father Form), Self Reported Delinquency Scale (SRDS) for males and Self Reported Delinquency Scale-Female Version (SRDS-F) for females was administered individually on a sample of 170 participants (85 boys and 85 girls). For collecting the data from informants (n= 158) the Informant Reported Delinquency Scale was administered. Researcher gave instructions about the questionnaires and explained each statement to the participants and the informants and recorded the information carefully. The participants were assured that their identity will not be disclosed and this information will be used only for the research purpose.

Statistical Analyses

For achieving the objectives and testing the hypotheses of present study alpha coefficient and correlation will be calculated. The mean difference of boys and girls will be estimated on all measures. One-way Analysis of variance (ANOVA) will be carried out for

analyzing the mean difference of different birth orders on SRDS, IRDS, SRDS-F and IRDS-F.

Chapter-III

RESULTS

Table 1

Reliability of Self Reported Delinquency Scale-Female Version (SRDS-F), Informant Reported Delinquency Scale-Female Version (IRDS-F), (N=50).

Scales	No. of Items	Cornbach's Reliability Coefficient
<i>SRDS-F</i>	28	.76
<i>IRDS-F</i>	28	.91

Self Reported Delinquency Scale-Female Version (SRDS-F), Informant Reported Delinquency Scale-Female Version (IRDS-F)

The result in the table 1 indicates that these two measures have significant Cornbach's Reliability Coefficient. The reliability for SRDS-F is .76 and for IRDS-F is .91.

Table 2

Item total correlation of the Self Reported Delinquency Scale-Female Version (SRDS-F) (N=50).

<i>No. of Items</i>	<i>r</i>	<i>No. of Items</i>	<i>r</i>
1	.65	15	.61
2	.40	16	.43
3	.32	17	.32
4	.30	18	.46
5	.30	19	.39
6	.37	20	.48
7	.32	21	.35
8	.43	22	.37
9	.42	23	.43
10	.41	24	.39
11	.68	25	.47
12	.35	26	.61
13	.48	27	.35
14	.32	28	.30

Table 2 shows item-total correlation for 28 items of SRDS-F. It is clear from the result that all of the items for SRDS-F correlate very well with the scale and overall showing internal consistency of the scale which indicates validity of adapted Self Reported Delinquency Scale-Female Version (SRDS-F).

Table 2

Item total correlation of the Self Reported Delinquency Scale-Female Version (SRDS-F) (N=50).

<i>No. of Items</i>	<i>r</i>	<i>No. of Items</i>	<i>r</i>
1	.65	15	.61
2	.40	16	.43
3	.32	17	.32
4	.30	18	.46
5	.30	19	.39
6	.37	20	.48
7	.32	21	.35
8	.43	22	.37
9	.42	23	.43
10	.41	24	.39
11	.68	25	.47
12	.35	26	.61
13	.48	27	.35
14	.32	28	.30

Table 2 shows item-total correlation for 28 items of SRDS-F. It is clear from the result that all of the items for SRDS-F correlate very well with the scale and overall showing internal consistency of the scale which indicates validity of adapted Self Reported Delinquency Scale-Female Version (SRDS-F).

Table 3

Item total correlation of the Informant Reported Delinquency Scale-Female Version (IRDS-F) (N=50)

<i>No. of Items</i>	<i>r</i>	<i>No. of Items</i>	<i>r</i>
1	.67	15	.65
2	.61	16	.73
3	.51	17	.30
4	.34	18	.50
5	.58	19	.85
6	.84	20	.79
7	.74	21	.42
8	.73	22	.35
9	.81	23	.86
10	.52	24	.41
11	.71	25	.49
12	.86	26	.61
13	.79	27	.35
14	.77	28	.33

Results in table 3 show strong correlation of all items on IRDS-F. Alpha Coefficient indicates the internal consistency of the entire scale which also depicts that the adapted Informant Reported Delinquency Scale-Female Version (IRDS-F) is valid.

Main Study Results

Table 4

Mean, Standard Deviation and Reliability Coefficient of Self Reported Delinquency Scale (SRDS), Informant Reported Delinquency Scale (IRDS) (N=85), Self Reported Delinquency Scale-Female Version (SRDS-F), Informant Reported Delinquency Scale-Female Version (IRDS-F), Parental Acceptance-Rejection Questionnaire (Father, Mother Version)(N=170)

Scales	N	M	SD	No. of Items	Alpha Coefficient
SRDS	85	8.19	9.26	27	.86
IRDS	85	32.66	26.18	27	.96
SRDS-F	85	4.15	6.27	28	.82
IRDS-F	85	30.86	22.14	28	.93
PARQ-Father Version	170	60.18	17.86	24	.89
PARQ-Mother Version	170	55.31	15.99	24	.90

Self Reported Delinquency Scale (SRDS), Informant Reported Delinquency Scale (IRDS), Self Reported Delinquency Scale-Female Version (SRDS-F), Informant Reported Delinquency Scale-Female Version (IRDS-F) Parental Acceptance-Rejection Questionnaire (PARQ).

Table 4 shows Alpha Coefficient of the SRDS and IRDS for boys are .86 and .96. The reliability of SRDS-F and IRDS-F for girls is .82 and .93 respectively. Whereas, the reliability of PARQ (father version) is .89 and PARQ (mother version) is .90. The results indicates overall good reliability of all measures.

Table 5

Correlation Matrix of Scores of PARQ (Father & Mother version), SRDS (Self Reported Delinquency Scale), and IRDS (Informant Reported Delinquency Scale) of boys (N=85).

Scales	PARQ (Father version)	PARQ (mother version)	SRDS	IRDS
PARQ (Father version)	-	.77**	.38**	.65**
PARQ (mother version)		-	.45**	.70**
SRDS			-	.42**
IRDS				-

** $p < .01$ (Self Reported Delinquency Scale (SRDS), Informant Reported Delinquency Scale (IRDS), Parental Acceptance-Rejection Questionnaire (PARQ)).

It is observed from the table 5 that there exists strong correlation between PARQ Father and PARQ Mother ($r = .77, p < .01$), PARQ Father and SRDS ($r = .38, p < .01$), PARQ Father and IRDS ($r = .65, p < .01$), PARQ Mother and SRDS ($r = .45, p < .01$), PARQ Mother and IRDS ($r = .70, p < .01$), SRDS and IRDS ($r = .42, p < .01$).

Table 6

Correlation Matrix of Scores of PARQ (Father & Mother version), SRDS-F (Self Reported Delinquency Scale-Female Version), and IRDS-F (Informant Reported Delinquency Scale-Female Version) of girls (N=85).

Scales	PARQ(Father version)	PARQ (mother version)	SRDS-Female	IRDS-Female
PARQ (Father version)	-	.77**	.86**	.64**
PARQ (mother version)		-	.76**	.51**
SRDS-Female			-	.80**
IRDS-Female				-

** $p < .01$ (Self Reported Delinquency Scale female version (SRDS-F), Informant Reported Delinquency Scale female version (IRDS-F), Parental Acceptance-Rejection Questionnaire (PARQ)).

It is observed from the table 6 that there exists strong correlation between PARQ Father and PARQ Mother ($r = .77, p < .01$), PARQ Father and SRDS-F ($r = .86, p < .01$), PARQ Father and IRDS-F ($r = .64, p < .01$), PARQ Mother and SRDS-F ($r = .76, p < .01$), PARQ Mother and IRDS-F ($r = .51, p < .01$), SRDS-F and IRDS-F ($r = .80, p < .01$).

Table 7

Mean, Standard Deviation and t value of scores of Mother Acceptance-Rejection groups on SRDS (Self Reported Delinquency Scale), for boys, (N=85).

							<u>95% CI</u>		
	<i>Mother</i>	<i>n</i>	<i>M</i>	<i>S.D</i>	<i>t</i>	<i>p</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
SRDS	Acceptance	39	3.57	6.37	5.92	.00	13.46	6.69	1.26
	Rejection	46	13.64	9.23					

Self Reported Delinquency Scale (SRDS)

Results in the table 8 show that the two groups differ significantly on SRDS ($t= 5.92$, $df= 83$, $p < .01$). The findings depicts that boys who perceive more mother rejection ($M= 13.64$, $SD= 9.23$) have high tendency of delinquent behaviour as compared to those boys who perceive more mother acceptance ($M= 3.57$, $SD= 6.37$) on SRDS.

Table 8

Mean, Standard Deviation and t value of scores of Mother Acceptance-Rejection groups on SRDS-F (Self Reported Delinquency Scale-Female Version) for girls (N=85).

							95% CI		Cohen's d
	Mother	n	M	S.D	t	p	LL	UL	
SRDS-F	Acceptance	46	1.59	2.92	3.72	.00	7.26	2.20	0.83
	Rejection	36	6.33	7.47					

Self Reported Delinquency Scale- female version (SRDS-F)

Results in the table 8 show that the two groups differ significantly on SRDS-F ($t=3.72$, $df=80$, $p<.01$). The results depicts that girls who perceive more mother rejection ($M=6.33$, $SD=7.47$) have high tendency of delinquent behaviour as compared to those girls who perceive more mother acceptance ($M=1.59$, $SD=2.92$) on SRDS-F.

Table 9

Mean, Standard Deviation and t value of scores of Father Acceptance-Rejection groups on SRDS (Self Reported Delinquency Scale) for boys (N=85).

							95% CI		Cohen's d
							LL	UL	
SRDS	Father Acceptance	n	M	S.D	t	p			
	Rejection								
	Acceptance	33	1.22	2.16	6.54	.00	14.2	7.58	1.62
	Rejection	35	12.12	9.24					

Self Reported Delinquency Scale (SRDS)

Table 9 show that the two groups differ significantly on SRDS ($t= 6.54$, $df= 66$, $p<.01$). The results indicates that boys who perceive more father rejection ($M=12.12$, $SD= 9.24$) have high tendency of delinquent behaviour as compared to those boys who perceive more father acceptance ($M=1.22$, $SD= 2.16$) on SRDS.

Table 10

Mean, Standard Deviation and t value of scores of Father Acceptance-Rejection groups on, SRDS-F (Self Reported Delinquency Scale-Female Version), for girls (N=85).

						95% CI		Cohen's d
						LL	UL	
SRDS-F	Father	N	M	S.D	t	p		
	Acceptance	32	1.39	2.04	3.93	.00	7.95	2.60
	Rejection	41	6.67	7.49				

Self Reported Delinquency Scale- female version (SRDS-F)

Results in the table 10 indicates significant differences of two groups on SRDS-F ($t=3.93$, $df=71$, $p<.01$). The table shows that girls who perceive more father rejection ($M=6.67$, $SD=7.49$) have high tendency of delinquent behaviour than girls who perceive more father acceptance ($M=1.39$, $SD=2.04$) on SRDS-F.

Table 11

Mean differences, Standard Deviation, t value and Cohen's d of boys and girls on dimensions of Father Acceptance-Rejection on PARQ (N=170).

PARQ	Boys (n=68)		girls (n=74)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Father Acceptance-rejection	63.00	18.41	61.15	16.78	3.07	.75	6.30	4.61	0.04

$p=n.s.$, $df=140$

The results of the table 11 illustrates no significant difference among the perception of boys as compared to girls on the PARQ father acceptance-rejection ($t= 3.07$, $df= 140$, $p= n.s$). The results indicate that boys and girls equally perceive their father to be less warming, aggressive and rejecting. However, the boys mean is slightly higher that indicates that they perceive their father to be more rejecting than girls.

Table 12

Mean differences, Standard Deviation, t value and Cohen's d of boys and girls on dimensions of Mother Acceptance-Rejection on PARQ (N=170).

PARQ	boys		girls		<i>t</i>	<i>p</i>	95% CI		<i>Cohen's d</i>
	(n=85)		(n=82)				<i>LL</i>	<i>UL</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Mother Acceptance-rejection	56.81	15.33	54.42	16.65	.97	.33	2.46	7.23	0.14

p=*n.s.*, *df*= 165

$p=n.s$, $df=165$

Table 12 show no significant difference among the perception of boys as compared to girls on the PARQ mother acceptance-rejection ($t=.97$, $df=165$, $p=n.s$). Both genders equally perceive their mother to be less warming, aggressive and rejecting. However, the boys mean is slightly higher that indicates that they perceive their mother to be more rejecting than girls.

Table 13

Mean, Standard Deviation and t value of scores of both parents and Single parent groups on SRDS (Self Reported Delinquency Scale), IRDS (Informant Reported Delinquency Scale) for boys (N=85).

	Groups	n	M	SD	t	p	95 % CI		Cohen's d
							LL	UL	
SRDS	Both Parents	68	5.44	6.78	8.28	.00	20.71	12.69	2.33
	Single Parents	17	22.14	7.49					
IRDS	Both Parents	68	26.63	24.19	5.56	.00	49.65	23.50	2.01
	Single Parents	17	63.21	8.55					

p < .05, df=83 Self Reported Delinquency Scale (SRDS) Informant Reported Delinquency Scale (IRDS)

Results in the table 13 indicate that both groups of males differ significantly on SRDS ($t=8.28$, $df=83$, $p<.01$) and IRDS ($t=5.56$, $df=83$, $p<.01$). The table shows that boys who belong to single parent families have high tendency of delinquent behaviour ($M=22.14$, $SD=7.49$; $M=63.21$, $SD=8.55$) as compared to those who belongs to both parent ($M=5.44$, $SD=6.78$; $M=26.63$, $SD=24.19$).

Table 14

Mean, Standard Deviation and t value of scores of both parents and single parent groups on SRDS-F (Self Reported Delinquency Scale-Female Version), and IRDS-F (Informant Reported Delinquency Scale-Female Version) for girls (N=85).

		95 % CI							
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
SRDS-F	Both Parents	71	3.40	5.12	0.61	.04	2.22	4.19	0.16
	Single Parents	14	4.38	6.61					
IRDS-F	Both Parents	71	24.17	9.61	5.93	.00	37.9	18,90	1.76
	Single Parents	14	52.60	20.66					

p < .01, *df* = 83 (SRDS-F) Self Reported Delinquency Scale-Female Version, (IRDS-F) (Informant Reported Delinquency Scale-Female Version)

Results in the table 14 depicts that both groups of females differ significantly on SRDS-F ($t=0.61$, $df= 83$, $p<.05$) and IRDS-F ($t=5.93$, $df= 83$, $p<.01$). The table illustrates that girls who belong to single parent families have high tendency of delinquent behaviour ($M= 4.38$, $SD =6.61$; $M=52.60$, $SD= 20.66$) as compared to those who belongs to both parent families ($M=3.40$, $SD = 5.12$; $M= 24.17$, $SD = 20.66$).

Table 15

One way Analysis of Variance (ANOVA) for first born, middle born and last born groups of boys on SRDS (Self Reported Delinquency Scale), IRDS (Informant Reported Delinquency Scale for boys (N=85).

	Source of variation	SS	df	MS	F	P
SRDS	Between Groups	459.792	2	229.89	6.61	.00
	Within Groups	2851.220	82	34.77		
	Total	3311.012	84			
IRDS	Between Groups	16486.991	2	8243.49	27.07	.00
	Within Groups	24965.315	82	304.45		
	Total	41452.306	84			

Note: df= Degree of freedom; SS= Sum of Squares; MS= Mean square. p= Level of Significance

The table 15 shows that boys of these three different birth orders differs significantly on SRDS scores $F(2, 82) = 6.61$, $p < .01$, and on IRDS scores $F(2, 82) = 27.07$, $p < .01$. These results indicate that the tendency of delinquent behaviour is different among first born, middle born and last born boys. The findings of post hoc analysis also support these results.

Table 16

One way Analysis of Variance (ANOVA) for first born, middle born and last born groups on SRDS-F (Self Reported Delinquency Scale-Female Version), and IRDS-F (Informant Reported Delinquency Scale-Female Version) for girls(N=85).

	Source of variation	SS	df	MS	F	P
SRDS-F	Between Groups	2833.352	2	1416.67	26.524	.00
	Within Groups	4379.636	82	53.41		
	Total	7212.988	84			
IRDS-F	Between Groups	33385.130	2	16692.56	56.552	.00
	Within Groups	24203.976	82	295.170		
	Total	57589.106	84	57589.106		

Note: df= Degree of freedom; SS= Sum of Squares; MS= Mean square. p= Level of Significance

Table 16 shows that girls belonging to different birth orders have significant difference on the scores of SRDS-F $F(2, 82) = 26.524$, $p < .01$ and on IRDS-F scores $F(2, 82) = 56.552$, $p < .01$. This result indicates tendency of delinquent behaviour varies among first born, middle born and last born. The post hoc analysis also showed same results.

Chapter-IV

DISCUSSION

The present study was aimed at exploring the relationship between perceived parental acceptance-rejection and delinquent behaviour among adolescents of slum areas. The result analysis showed strong relationship (Table 5 and Table 6). When a child born his first social interaction develops with parents therefore family environment plays a significant role in establishing harmony and sense of affiliation with new born. It is generally believed that the base of parent-child relationship; the way it is being carried out identifies their social abilities and attitudes further in life in different settings. In this reverence, ample of researchers has been agreed to the fact that behavioural issues and maladjustment in children is fostered by negative family environment and poor relationship of parents with their children. Major characteristics of family raised to be the presence of frequent and unresolved conflicts and negative communication or lack of communication with parents enhance the likelihood of developing socially inappropriate behaviours in other social contexts as well. (Cummings, Goeke-Morey & Papp, 2003; Dekovic, Wissink, & Meijer, 2004).

In the present study, it was hypothesized that adolescents tend to show more delinquent behaviour who perceives rejection from parents. Result analysis showed significant presence of delinquent behaviour among rejected adolescents (Table 7 and 8). Parental rejection can be defined as the aggression of parents including hitting, shouting, abusing, humiliating and giving the gestures of dislike and disapproval to their children most of the time. A child starts to perceive his parents rejecting when he comes across their cold and aggressive reactions. These perceived rejected parents do not give quality time to children and use to apply strict discipline at home. They do not respond timely to the psychological, emotional and physical needs of their children that ultimately reflect their negligence from children.

Results of study also show that boys and girls perceiving their father being rejected have high tendency of delinquency (Table 9 and 10). A research was done on the identification of relationship between parental acceptance-rejection and juvenile delinquency scores of criminal and non-criminal adolescents. The study results revealed that there is a positive relation between delinquency and perceived parental acceptance-rejection. Further it was found that parents (father) of criminals are judged to be more aggressive and neglecting and rejection in contrast of non-criminals (Rafail & Haque, 1999). Likewise, consistent relationship was found between poor family interactions and delinquent behaviours. It was analyzed that in these families parents use to present themselves as a poor role model and apply ineffectual discipline in home that leads to higher delinquent behaviour in their children (Sankey & Huon, 1999).

Childhood maltreatment like physical, sexual and neglect can put adverse effects in the long run. In a research exercise of poor family management that includes poor supervision and incoherent and aggressive discipline was analyzed to be the greater predictors of future delinquency and substance use (Capaldi & Patterson, 1996).

Further, current study results also indicated lower tendency of delinquent behaviour in those adolescents who perceives more parental acceptance (Table 7 and 8). Parental acceptance is the parental love, warmth and affection that they express by hugging, kissing, and praising to the child. When the parents provide support, motivation and attend the emotional and physical needs of the child. All these signs leads child to perceive them as accepting parents.

Its natural need of a child to be appreciated, loved, and encouraged by his parents. A strong parent child bonding can be developed when parents gives quality time according to the requirement of the child. It helps in initiating a good sense of understanding that helps in

building trust between parents and child. A good home environments possess all these ingredients where an informal environment facilitates child to live in relax atmosphere with mental ease. In this mode, child likes to spend time with parents that further help in strengthen their internal communication. In this way, they share their personal things with parents in a more comfortable manner like best friends. When parents are loving, caring and show acceptance towards child it enables parents in inculcating sense of conformity and obedience with strong personality and good decision power in the child. As a result of this strong emotional bonding, a child show compliance to the parents and restrict himself from all those activities that are prohibited by his parent side. Thus, good association of parents and child endorses healthy development of child by promoting good peer relationship which in turn lessens the chances to deviate (Reitz, Dekovic, Meijer & Engles, 2006).

Many researches are in line with the findings of this study. While studying the parents and adolescent association findings suggested that negative parent-adolescent relationship is strongly related to externalizing behaviour problems. Further results of this study indicated that those adolescents who experiences negative or poor relationship with their parents are less expected to internalize and follow the parental moral values and norms. On the other hand, it was found that adolescent who have positive and warm relationship with parents are more apt to share their feelings, thinking and daily routine activities with them hence reduces the chances to become delinquent (Dekovic, 1999; Kerr & Stattin, 2000).

In an identical context, positive relationship with family, parental consistent and productive discipline style and parental monitoring was found to be negatively correlated with delinquent peers and other problematic behaviours like delinquency (Fergusson & Horwood, 1999). Alike, findings of a longitudinal study also revealed weak association between parental attachment and subsequent delinquent behaviours (Aseltine, 1995).

Further, in the present study it was hypothesized that boys tend to exhibit more delinquent behaviour than girls but the result findings showed that boys and girls of slum areas both have significant tendency of delinquent behaviour (Table 7 and 8). Both genders perceive their parents to be rejected as a result of which they exhibit delinquency in more or less equal manner (Table 9 and 10). It was also observed during data collection that boys are tend to involve more in violence related delinquency, gambling, and have increased encounter to police. Whereas, girls are found to be more aggressive and have tendency to do less threatening crimes like theft, lying, cheating and drug use. In our Pakistani society it is generally observed that girls are raised under close supervision while boys are less monitored. By nature boys are bold, active, and confident and have more social exposure whereas girls are more family-oriented (Gecas & Seff, 1990). Therefore, both boys and girls have different risk factors behind their delinquent behaviour.

A case study was done on the social background and the patterns of juvenile delinquents of Lesotho. The research results indicated that boys are more prone to delinquency, and they mostly belong to single parent families. Results showed that these juvenile delinquents have increased prevalence in the deprived urban areas as compared to rural areas and they are more likely involve in robbery (Obioha & Nthabi, 2011).

Another reason is that parents usually socialize their daughters and sons in different ways by utilizing gender specific practices (Hoeve, 2008) like boys are expose with harsh discipline and less adult supervision, while girls are more apt to receive maternal warmth and affection. It results in developing higher level of social control and family-focused nature in girls while boys develop deviant attitudes (Zahn-Waxler & Polanichka, 2004).

A Study explained various causes of youth delinquency in the light of six domains including: socioeconomic domain, parenting domain, school domain, peer domain, moral

beliefs and victimization domain. The researchers explored that origin of delinquency is same for both genders. Though, socioeconomic factor is strongly related with the delinquency of girls than boys the reason behind is that girls are usually more materially deprived in nature. Furthermore, weak association with school and low parental involvement, having relationship with peers of opposite gender and low self-esteem were also found to be strong predictors of female delinquency. Whereas, boys found to be more delinquent than girls and this fact was explained by the presence of their risk-taking personality characteristics and with having experience of victimization. In addition, boys' weak moral beliefs and inadequate parental supervision also contributes in making them delinquent (Smith et al., 2004).

Researchers examined that girls are more prone to aggression than boys. However, tendency of delinquency increases with time for both genders with boys markedly involve in higher delinquency. Furthermore, anger, self control and family disruption were found to be the predictors of delinquency across sex (Nichols, Graber, Brooks-Gunn & Botvin, 2006). Similarly, some other researchers also found considerable sex differences in delinquency (Brennan et al., 2003; Broidy et al., 2003).

However, some earlier studies found considerable similarities among boys and girls in the etiology and constancy of their delinquent behaviour (Connor, Steingard, Anderson, & Melloni, 2003; Herrera & McCloskey, 2001; Moffitt, Caspi, Rutter & Silva, 2001).

Gender differences were also estimated on the adolescent's perception about parental acceptance-rejection. The result showed that boys and girls do not have differential perception of parental acceptance-rejection (Table 11 and 12). This issue has been remained unclear in the literature though many studies examined the perceptions of adolescents regarding family functioning but didn't separately analyze the gender differences (Ohannessian, Lerner, Lerner, & von Eye, 1995; Shek, 2005).

However, the prior research of Malik (2010) provides consistency and support to the findings of the present study. The researcher investigated the relationship between child abuse and parental acceptance-rejection along with demographics of gender, parental education, family type, socioeconomic status and family size. The result illustrated strong correlation of child abuse with parental acceptance-rejection. Furthermore, researcher did not find difference in the perception of boys and girls concerning parental acceptance-rejection.

It is generally observed that adolescents perceive warmth and affection of mother greater than father. Slum area is marked with antisocial environment where there is increased prevalence of paternal criminality ultimately cultivates negative perception of children about their fathers. In these circumstances fathers are usually substance users which make them negligible from their responsibilities that result in family conflicts. In this scenario, prior research reflects that adolescents are more comfortable to communicate with mothers as compared to fathers (Shek, 2002). The possible reason suggested behind is that mothers are engage in the process of socialization thus having more chance of developing strong relationship with children, and additionally they are also more emotionally expressive than fathers (Papini & Micka, 1991).

Existing literature illustrates these gender differences in a diverse way. A recent research examined difference in childhood perception of parental acceptance-rejection among clinical and non-clinical adulthood population. Researchers found significant gender differences and suggests that parents especially fathers should minimize their rejection and enhance their acceptance while handling children (Hussain, Alvi, Zeeshan & Nadeem, 2013).

Present study results also estimated high inclination towards delinquent behaviour among those adolescents who resides with single parent as compared to those who resides

with both parents (Table 13 and 14). A complete home environment is often perceived as a place of harmony, love and interaction and parents play an important role in this regard. A complete family process possesses the involvement of both parents where they distribute the responsibilities with each other. It is generally observed that father tend to monitor and hold the duties outside the house and mother use to take care of children inside the home. Hence, the presence of both parents is essential for the normal behavioural development of a child.

Father figure has an influential presence in the house that imparts great impact on the adolescent. They provides their children sense of security, enhance their self-esteem and increase their ability to make positive social relationships while affecting their ideas, attitudes and moral character serving as a role model for them. Also, the adult supervision at home can hinder the adolescent's involvement in delinquent activities (Aizer 2004; Averett, Argys & Rees, 2009).

In contrast, single parent houses where the adolescent resides either with mother or father suffers with greater problems. In general, if a single parent is mother the outcomes can be more intense. After losing husband due to death or divorce the mother herself become insecure. She suffers with social and emotional distresses where she has external pressure to make her life alone while taking the care of her children. Here, she has to play dual role of nurture and a protector but sometimes she fails to be accomplished in this regard. As the present study was aimed at investigating these variables among the adolescents of slum areas, therefore it was observed by the researcher that the living conditions were worse; and residents were suffering with financial constraints. In this scenario, the single mother faced great difficulty in meeting the demands and responsibilities of both parents. At the same time, she goes out for earning purpose thus she remains unaware about the activities of her children. As follows, children feel themselves to be independent due to lack of adult

supervision. Consequently, they join rebellious friends which motivate them to participate in delinquent activities.

Previous literature also supports these findings. Cobb-Clark and Tekin (2011) investigated the relationship between presence of one or more father figures and the involvement of youngsters in delinquent criminal behaviour. Their research results revealed high probability of delinquency in those adolescents who had no fathers in their lives. Further researchers concluded that presence of father can be a protective barrier against delinquency both for adolescents and adults. Likewise, similar results were found in another research that in single parent family children's have greater opportunities to be involved in delinquent behaviour as a result of no supervision and ineffective disciplinary strategies. Therefore, absence of one parent was estimated to be the major forecaster of delinquency (Mack et al., 2007).

In addition, plenty of researches supports that children in single parent families have increased likelihood of becoming delinquent (Mandara & Murray, 2006; Breivik, Olweus & Endersen, 2009).

Present study also aimed at determining the relationship of birth order with the tendency of delinquent behaviour. It was hypothesized that middle and last born are at increased risk of developing delinquent behaviour as compared to first born. However, the analysis showed inconsistent results to what it was assumed. The finding illustrates significant presence of delinquent tendency among first and middle born boys (Table 15) whereas, significant differences were also found among girls of different birth orders (Table 16). From these findings it is clear that the tendency of delinquency is not confined only to middle and last born but first born are also prone to develop delinquent behaviour if they are provided with negative environment. As mentioned earlier, slum areas are the deprived areas

with lack of basic necessities where the people live under poor and disadvantage conditions. Another reality marked here with the large family size. As previously in the introduction it has been explained in detail that size of the family in addition with ordinal position of adolescent impacts largely on his social, emotional and behavioural development.

First born child is usually labelled with the children who received undivided attention, care and love of parents in the family. This further leads to develop a sense of seniority and independence in the child. He is expected to be the role model of his father thus has authority to make decisions by his own. When the other child born in the family the attention, care and love of first child dividends and it cause distress to him. At this point, this distress in addition with parental carelessness and lack of monitoring compel him to become rebellious. He starts flattering his part of parental affection and appreciation in his peers group that escort him to join deviant ways. Once, the first born turn into delinquent behaviour this increases the probability in younger siblings to become delinquent. Beside, incoherent parenting another factor related to the first born delinquent is to be the offspring of teenage mother. In this context, young mothers are not educated enough, faces economic stressors that results in ineffective parenting consequently leads the child to antisocial behaviour (Coley & Chase-Lansdale, 1998).

Earlier studies are also evident in this regard. Like, a research was conducted and its results indicated that due to close supervision of parents first borns are less delinquent than middle borns. Further, when the sib-ship size and the parental supervision were controlled, the analysis of covariance revealed no significant effects of ordinal position on serious crimes. Researchers concluded that differential parental control plays significant role in inducing delinquent behaviour whereas, ordinal position is slightly related (Begue & Roche, 2004).

In addition, other researchers are aligned with different conclusions. Argys, Daniel, Susan and Benjama (2006) found evidence that middle borns and lastborns have greater likelihood to use substances and participate in risky behaviours. While investigating the causes of adolescent's involvement in antisocial behaviour in relationship with maternal age at first birth; researchers found that off springs born first to teenage mothers are at increased risk of developing delinquent behaviours (Coyne, Langstrom, Rickert, Lichtenstein & Onofrio, 2013).

Conclusion

The above discussion of results leads to conclude that adolescents of slums who perceive parental rejection are more apt to develop the tendency of delinquent behaviour than those adolescents who perceive parental acceptance. Further findings suggest that the adolescents with single parents are also in circumference of delinquency. These single parents fail to provide guidance and lack of proper supervision about the activities of their children in disadvantage neighbourhood hence increases their chances to deviate. In addition to that, result depict that first and middle born boys, while the girls of all ordinal positions are prone to delinquent behaviour. Findings also imply that boys and girls both possess tendency of delinquent behaviour. Alike, both genders equally perceive their parents to be less warm, unaffectionate and aggressive. Negative community environment along with parental negligence, hostility allows boys and girls to be indulged in delinquent activities.

Limitations

Following are the limitations of the study:

1. The study sample was restricted to Islamabad only, which limits the researcher to make generalization about the whole population of urban slums.

2. The sample size of the present research was not large enough therefore the findings cannot be generalize nationwide.
3. The present study only directed to take sample from slum areas and ignored the population of other socio-economic classes which hinder to provide comparison of the adolescent delinquent tendency from different socio-economic classes.

Suggestions

Following are the suggestions:

1. A representative large sample is needed to generalize the findings.
2. A comparative sample of rural boys and girls should also be considered.

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ANNEXURE



**Ronald and Nancy Rohner Center
for the Study of Interpersonal Acceptance and Rejection**

Human Development & Family Studies, Box U-1058, University of Connecticut, Storrs, CT
06269-1058 USA

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A handwritten signature in black ink, appearing to read 'Ronald P. Rohner'.

Ronald P. Rohner, Professor Emeritus
Family Studies and Anthropology
Director, **Ronald and Nancy Rohner Center**

CEO, **ROHNER RESEARCH**
255 Codfish Falls Road
Storrs, CT 06268-1425 USA
www.home.earthlink.net/~rohner_research

RPR:n

Ms Irum Naqvi,

The Author of Self Reported Delinquency Scale (SRDS) and Informant Reported Delinquency Scale (IRDS),

PhD scholar,

National Institute of Psychology,

Quaid-e-Azam University,

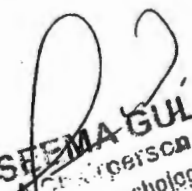
Islamabad.

Subject: To adapt the Self Reported Delinquency Scale (SRDS) and Informant Reported Delinquency Scales (IRDS).

I am the student of MS-Psychology and doing thesis under the supervision of Dr. Seema Gul from Department of Psychology, International Islamic University Islamabad. The topic of my thesis is "Interpersonal Acceptance-Rejection and Delinquent Behaviour among Adolescents: A case study of Slum Areas". For the assessment of delinquent behaviour I am using Self Reported Delinquency Scale (SRDS) and Informant Reported Delinquency Scale (IRDS) that was developed by Irum Naqvi and Anila Kamal in 2008. The Authors developed the psychometrics only for the male adolescents whereas my study includes females as well. For this purpose I need permission to adapt the scale in accordance with female adolescents.

I will be very thankful.

Dated: 10-12-13


DR. SEEMA GUL
Acting Chairperson
Department of Psychology
Int. Islamic University Islamabad.

MS Scholar: Shaista Zafar
Department of Psychology
International Islamic University,
Islamabad.

*Approved for
adaptation*

Irum
10/12/2013

کوائف

عمر:

لڑکی

لڑکا

جنس:

تعلیم:

والدین کی تعلیم:

پیدائش میں نمبر:

باپ

ماں

آپ کے والدین زندہ ہیں:

Child PARQ: Father

(Short Form)

نام یا شناختی نمبر..... تاریخ.....

اس سوالنامے میں کچھ ایسے بیانات ہیں جو اس رویہ پر مبنی ہیں جو عام طور پر والد یا سرپرست اپنے بچوں کے ساتھ رکھتے ہیں۔ آپ سے گزارش ہے کہ آپ ہر جملے کے متعلق سوچیں کہ آپ کے ا بوا والد/سرپرست آپ کے ساتھ کیسا برتاؤ کرتے ہیں اور ان کے رویے کے متعلق کونسا جملہ بالکل درست ہے۔ اگر بیان بالکل ویسا ہی ہے جیسا کہ آپ کے ا بوا والد/سرپرست آپ کے ساتھ برتاؤ کرتے ہیں تو اپنے آپ سے پوچھیں؟

کیا یہ ہمیشہ صحیح ہوتا ہے؟ یا یہ کبھی کبھار صحیح ہوتا ہے؟

اگر آپ سوچیں کہ آپ کے ا بوا والد/سرپرست ہمیشہ آپ کے ساتھ ایسا ہی برتاؤ کرتے ہیں تو ”تقریباً ہمیشہ صحیح“ والے خانے میں (X) لگادیں۔ اگر بیان کبھی کبھار صحیح ہے تو ”بعض اوقات صحیح“ والے خانے میں (X) لگادیں۔ اگر آپ محسوس کریں کہ بیان بنیادی طور پر آپ کے بارے میں غلط ہے تو اپنے آپ سے پوچھیں کیا یہ بیان بہت کم صحیح ہے؟ یا یہ کبھی صحیح نہیں ہے؟

اگر یہ بیان کبھی کبھار صحیح ہے تو ”بہت کم صحیح“ والے خانے میں (X) لگائیں۔ اگر یہ تقریباً کبھی صحیح نہیں ہے تو ”تقریباً کبھی نہیں“ والے خانے میں (X) لگائیں۔ یاد رکھیں کسی بھی بیان کا جواب صحیح یا غلط نہیں ہے۔ مہربانی سے سچا جواب دیں۔ ہر بیان کا جواب سوچ سمجھ کر دیں اور یہ واضح کرنے کی کوشش کریں کہ اصل میں کیا ہوتا ہے۔ مثلاً اگر آپ کے ا بوا والد تقریباً ہمیشہ آپ کو گلے لگاتے اور چومتے ہیں جب بھی آپ کچھ اچھا کرتے ہیں تو آپ اس طرح نشان لگائیں۔

میرے ا بوا والد		میرے والد کے متعلق صحیح ہے		میرے والد کے متعلق صحیح نہیں ہے	
		تقریباً ہمیشہ صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی نہیں
جب میں اچھا کام کرتا / کرتی ہوں تو مجھے گلے لگاتے اور چومتے ہیں۔		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

دستخط شامل کنندہ.....

نمبر شمار	بیانات	تقریباً ہمیشہ صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی نہیں
1	میرے بارے میں اچھی باتیں کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	مجھے بالکل توجہ نہیں دیتے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	جو باتیں میرے لیے اہم ہوتی ہیں میں انہیں آسانی سے بتا سکتا / سکتی ہوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	مجھے بلاوجہ مارتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	مجھے ایک مصیبت سمجھتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	جب انہیں غصہ آتا ہے تو مجھے سخت سزا دیتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	اتنے مصروف رہتے ہیں کہ میری بات کا جواب تک نہیں دیتے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	مجھے محسوس ہوتا ہے کہ وہ مجھے پسند نہیں کرتے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	میرے ہر کام میں دلچسپی لیتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	مجھے بہت سی تکلیف دہ باتیں کہتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	جب میں انہیں مدد کرنے کے لیے کہوں تو کوئی توجہ نہیں دیتے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	مجھے اس بات کا احساس دلاتے ہیں کہ وہ مجھ سے پیار کرتے ہیں اور انہیں میری ضرورت ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	مجھے بھرپور توجہ دیتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	ہر وقت میرے احساسات کو ٹھیس پہنچاتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	تمام اہم باتیں بھول جاتے ہیں جو میرے خیال میں انہیں یاد رکھنی چاہئیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	میرے بدتمیزی کرنے پر ناراضگی کا اظہار کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	مجھے احساس دلاتے ہیں کہ میرا ہر کام ان کے لیے اہم ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	میں جب کوئی غلطی کرتا کرتی ہوں تو مجھے ڈراتے دھمکاتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	میری سوچ کی پرواہ کرتے ہیں اور چاہتے ہیں کہ میں اس کے بارے میں ان سے بات کروں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	دوسرے بچوں کو ہمیشہ مجھ سے بہتر سمجھتے ہیں چاہے میں کچھ بھی کر لوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	مجھے بتاتے ہیں کہ انہیں میری ضرورت نہیں ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	مجھے بتاتے رہتے ہیں کہ وہ مجھ سے پیار کرتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	جب تک میں انہیں تنگ نہ کروں مجھ پر دھیان نہیں دیتے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	مجھ سے محبت اور شفقت سے پیش آتے ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child PARQ: Mother (Short Form)

نام یا شناختی نمبر..... تاریخ.....

اس سوالنامے میں کچھ ایسے بیانات ہیں جو اس رویہ پر مبنی ہیں جو عام طور پر امی یا والدہ اپنے بچوں کے ساتھ رکھتے ہیں۔ آپ سے گزارش ہے کہ آپ ہر جملے کے متعلق سوچیں کہ آپ کی امی یا والدہ آپ کے ساتھ کیسا برتاؤ کرتی ہیں اور ان کے رویے کے متعلق کونسا جملہ بالکل درست ہے۔ اگر بیان بالکل ویسا ہی ہے جیسا کہ آپ کی امی یا والدہ آپ کے ساتھ برتاؤ کرتے ہیں تو اپنے آپ سے پوچھیں؟

کیا یہ ہمیشہ صحیح ہوتا ہے؟ یا یہ کبھی بکھار صحیح ہوتا ہے؟

اگر آپ سوچیں کہ آپ امی یا والدہ / سرپرست ہمیشہ آپ کے ساتھ ایسا ہی برتاؤ کرتی ہیں تو ”تقریباً ہمیشہ صحیح“ والے خانے میں (X) لگادیں۔ اگر بیان کبھی بکھار صحیح ہے تو ”بعض اوقات صحیح“ والے خانے میں (X) لگادیں۔ اگر آپ محسوس کریں کہ بیان بنیادی طور پر آپ کے بارے میں صحیح نہیں ہے تو اپنے آپ سے پوچھیں؟ کیا یہ بیان کبھی بکھار صحیح ہے؟ یا یہ کبھی صحیح نہیں ہے؟

اگر یہ بیان کبھی بکھار صحیح ہے تو ”بہت کم صحیح“ والے خانے میں (X) لگائیں۔ اگر یہ تقریباً کبھی صحیح نہیں ہے تو ”تقریباً کبھی نہیں“ والے خانے میں (X) لگائیں۔ یاد رکھیں کسی بھی بیان کا جواب صحیح یا غلط نہیں ہے۔ مہربانی سے سچا جواب دیں۔ ہر بیان کا جواب سوچ سمجھ کر دیں اور یہ واضح کرنے کی کوشش کریں کہ اصل میں کیا ہوتا ہے۔ مثلاً اگر آپ کی امی / والدہ تقریباً ہمیشہ آپ کو گلے لگاتی اور چومتی ہیں جب بھی آپ کچھ اچھا کرتے ہیں تو آپ اس طرح نشان لگائیں۔

میری امی / والدہ		میری امی / والدہ کے متعلق صحیح ہے		میری والدہ کے متعلق صحیح نہیں ہے	
		تقریباً ہمیشہ صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی نہیں
جب میں اچھا کام کرتا کرتی ہوں تو مجھے گلے لگاتی اور چومتی ہیں۔		X			

دستخط شامل کنندہ.....

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Translated 2011 by

Farah Malik

Department of Psychology

GC University, Lahore

Pakistan

نمبر شمار	بیانات	تقریباً ہیشہ صحیح	بعض اوقات صحیح	بہت کم صحیح	تقریباً کبھی نہیں
1	میرے بارے میں اچھی باتیں کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	مجھے بالکل توجہ نہیں دیتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	جو باتیں میرے لیے اہم ہوتی ہیں میں وہ انہیں آسانی سے بتا سکتا / سکتی ہوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	مجھے بلاوجہ مارتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	مجھے ایک مصیبت سمجھتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	جب انہیں غصہ آتا ہے تو مجھے سخت سزا دیتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	اتنا مصروف رہتی ہیں کہ میری بات کا جواب تک نہیں دیتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	مجھے محسوس ہوتا ہے کہ وہ مجھے پسند نہیں کرتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	میرے ہر کام میں دلچسپی لیتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	مجھے بہت سی تکلیف دہ باتیں کہتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	جب میں انہیں مدد کرنے کے لیے کہوں تو کوئی توجہ نہیں دیتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	مجھے اس بات کا احساس دلاتی ہیں کہ وہ مجھ سے پیار کرتی ہیں اور انہیں میری ضرورت ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	مجھے بھرپور توجہ دیتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	ہر وقت میرے احساسات کو ٹھیس پہنچاتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	وہ تمام اہم باتیں بھول جاتی ہیں جو میرے خیال میں انہیں یاد رکھنی چاہئیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	میرے بدتمیزی کرنے پر ناراضگی کا اظہار کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	مجھے احساس دلاتی ہیں کہ میرا ہر کام ان کے لیے اہم ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	میں جب کوئی غلطی کرتا / کرتی ہوں تو مجھے ڈراتی دھمکاتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	میری سوچ کی پرواہ کرتی ہیں اور چاہتی ہیں کہ میں اس کے بارے میں ان سے بات کروں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	دوسرے بچوں کو ہمیشہ مجھ سے بہتر سمجھتی ہیں چاہے میں کچھ بھی کر لوں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	مجھے بتاتی ہیں کہ انہیں میری ضرورت نہیں ہے۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	مجھے بتاتی رہتی ہیں کہ وہ مجھ سے پیار کرتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	جب تک میں انہیں تنگ نہ کروں مجھ پر دھیان نہیں دیتیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	مجھ سے محبت اور شفقت سے پیش آتی ہیں۔	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

شعبہ نفسیات، بین الاقوامی اسلامی یونیورسٹی، اسلام آباد ایک ایسا شعبہ ہے جو تعلیم و تدریس کے علاوہ انسانی و معاشرتی نفسیات سے متعلق مختلف موضوعات اور مسائل پر تحقیق کرتا ہے۔ موجودہ تحقیق اسی سلسلے کی ایک کڑی ہے، جس کے لئے ہمیں آپ کا تعاون درکار ہے۔

ہماری تحقیق کا موضوع (Delinquent Behaviour) بچوں کے اندر مختلف انداز کے جرائم کی شرح کی رغبت کے بارے میں جاننا ہے۔ اس تحقیق کا ایک اہم مقصد پاکستان کی کچی آبادیوں، بستیوں کے رہنے والے بچوں میں جرائم کی اہلیت کو معلوم کرنا ہے۔ آپ سے گزارش ہے کہ ان کا جواب صحیح طور پر مہیا کریں۔ آپ معلومات کو صیغہ راز میں رکھا جائیگا اور صرف تحقیق کے مقصد کیلئے استعمال کیا جائے گا۔ آپ کی توجہ اور تعاون کیلئے ہم آپ کے بے حد مشکور ہیں۔

شعبہ نفسیات

بین الاقوامی اسلامی یونیورسٹی

اسلام آباد

Demographic Information Sheet For Self Reported Delinquency Scale (SRDS)

ہدایات:

اس سوالنامے میں دیئے گئے بیانات ہماری زندگی کے روزمرہ کے معمولات سے متعلق ہیں۔ آپ سے درخواست ہے کہ آپ اچھی طرح سوچ کر بتائیں کہ پچھلے ایک سال میں کتنی بار آپ سے یہ حرکات سرزد ہوئی ہیں۔

اپنے جواب کیلئے ہر بیان پر مندرجہ ذیل انتخابات میں سے کسی ایک پر نشان لگائیں۔

19 اور زیادہ دفعہ	5 سے 15 دفعہ	2 سے 5 بار	ایک دفعہ	کبھی نہیں
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عمر: _____

تعلیم: _____

کام: _____

Demographic Information Sheet For Information Reported Delinquency Scale (SRDS)

ہدایات:

اس سوالنامے میں دیئے گئے بیانات متعلقہ شخص کی زندگی کے روزمرہ کے معمولات سے متعلق ہیں۔ جو عموماً آپ کے علم میں بھی ہوں گے اس لئے آپ سے درخواست ہے کہ آپ اچھی طرح سوچ کر بتائیں کہ پچھلے ایک سال میں متعلقہ شخص سے کتنی بار ایسی حرکات سرزد ہوئی ہیں۔ اپنے جواب کیلئے ہر بیان پر مندرجہ ذیل انتخابات میں سے کسی ایک پر نشان لگائیں۔

کبھی نہیں	ایک دفعہ	2 سے 5 بار	5 سے 15 دفعہ	19 اور زیادہ دفعہ
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متعلقہ شخص سے آپ کا تعلق:

آپ کی عمر:

Self-Reported Delinquency Scale

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور زیادہ دفعہ
1-	میں نے گھر کی کوئی چیز سستے داموں بیچ دی۔					
2-	میں نے کئی بار دوستوں کے ساتھ شغل میں نشہ آور چیز کا مزہ چکھا۔					
3-	میں نے اپنی خوشی کے لئے دوسروں کو ڈرایا روہم کیا۔					
4-	میں نے بس اور ٹرین پر بغیر کرائے کے سفر کیا۔					
5-	میں نے اکیلے یا دوستوں کے مل کر پلو فلز یا گندی فلمز بنائیں۔					
6-	میں نے والدین کو بتائے بغیر ساری رات دوستوں کے ساتھ آوارہ گردی کی۔					
7-	میں نے کسی کو اس کی چیز چھین لینے کی دھمکی دی۔					
8-	میں نے ایک سے زیادہ نشہ آور اشیاء (مثلاً صمغ بانڈ، سگریٹ، چرس اور ہیروئین) کا استعمال کیا۔					
9-	میں نشے کے کاروبار میں پوری طرح ملوث رہا۔					
10-	میں نے سر راہ پڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا یا غائب کیا۔					
11-	میں نے شرط لگا کر کوئی بھی کھیل (مثلاً تاش، بلیئر ڈ وغیرہ) کھیلا۔					
12-	میں نے کسی کے عزیز اور پیارے شخص کو نقصان پہنچانے کی دھمکی دی۔					
13-	میں ہم جنس پرستی کی حرکات میں ملوث رہا۔					
14-	میں نے قانون کی خلاف ورزی کرنے کے بعد پولیس سے چھپنے اور بچنے کی کوشش کی۔					
15-	میں نے خواتین کو چھیڑنے یا تنگ کرنے کی کوشش کی۔					
16-	میں نے کسی دوسرے کو اس کی مرضی کے بغیر ہتھوڑا یا تنگ کرنے کی کوشش کی۔					
17-	میں نے موقع ملنے پر کسی دوسرے شخص کی جیب سے پیسے نکالے۔					
18-	میں کسی لڑکی کے ساتھ جنسی حرکات میں ملوث رہا۔					
19-	میں نے ہوٹل، دوکان، درکشاپ یا فیکٹری میں پڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا یا غائب کیا۔					
20-	میں نے تفریحاً بغیر کسی مقصد کے جھوٹ بولا۔					

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور زیادہ دفعہ
21-	میں نے بازار یا مارکیٹ میں کسی کو زخمی کیا۔					
22-	میں نے ماں باپ کو پلٹ کر جواب دیا یا بدتمیزی کی۔					
23-	میں بغیر ٹکٹ خریدے فلم دیکھنے گیا۔					
24-	میں نے سائیکل، موٹر سائیکل یا گاڑی کے مالک کو بتائے بغیر اس کی سواری کی۔					
25-	غیر قانونی کام کرنے پر میری واسطہ پولیس سے پڑا۔					
26-	میں نے جان بوجھ کر بازار، فٹ پاتھ اور سڑک پر شیشے کی بوتلوں و جوس کے ڈبوں اور کوڑے کے کنستروں کو توڑا۔					
27-	میں نے خود کو جانی نقصان (مثلاً زخمی یا مارنے) کی کوشش کی۔					

Informant-Reported Delinquency Scale

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور زیادہ دفعہ
1-	اس نے گھر کی کوئی چیز سستے داموں بیچ دی۔					
2-	اس نے کئی بار دوستوں کے ساتھ شغل میں نشہ آور چیز کا مزہ چکھا۔					
3-	اس نے اپنی خوشی کے لئے دوسروں کو ڈرایا یا دھمکایا۔					
4-	اس نے بس اور ٹرین پر بغیر کرائے کے سفر کیا۔					
5-	اس نے اکیلے یا دوستوں کے مل کر پلو فلنز یا گندی فلمز بنائیں۔					
6-	اس نے والدین کو بتائے بغیر ساری رات دوستوں کے ساتھ آوارہ گردی کی۔					
7-	اس نے کسی کو اس کی چیز چھین لینے کی دھمکی دی۔					
8-	اس نے ایک سے زیادہ نشہ آور اشیاء (مثلاً صمبائڈ، سگریٹ، چرس اور ہیروئین) کا استعمال کیا۔					
9-	یہ ہشتے کے کاروبار میں پوری طرح ملوث رہا۔					
10-	اس نے سر راہ بڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا یا غائب کیا۔					
11-	اس نے شرط لگا کر کوئی بھی کھیل (مثلاً تاش، بلیئر ڈو وغیرہ) کھیلا۔					
12-	اس نے کسی کے عزیز اور پیارے شخص کو نقصان پہنچانے کی دھمکی دی۔					
13-	یہ ہم جنس پرستی کی حرکات میں ملوث رہا۔					
14-	اس نے قانون کی خلاف ورزی کرنے کے بعد پولیس سے چھپنے اور بچ نکلنے کی کوشش کی۔					
15-	اس نے خواتین کو چھیڑنے یا تنگ کرنے کی کوشش کی۔					
16-	اس نے کسی دوسرے کو اس کی مرضی کے بغیر چھوایا تنگ کرنے کی کوشش کی۔					
17-	اس نے موقع ملنے پر کسی دوسرے شخص کی جیب سے پیسے نکالے۔					
18-	یہ کسی لڑکی کے ساتھ جنسی حرکات میں ملوث رہا۔					

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور
19-	اس نے ہوٹل، دوکان، ورکشاپ یا فیکٹری میں پڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا یا غائب کیا۔					
20-	اس نے تفریح یا بغیر کسی مقصد کے جھوٹ بولا۔					
21-	اس نے بازار یا مارکیٹ میں کسی کو زخمی کیا۔					
22-	اس نے ماں باپ کو پلٹ کر جواب دیا یا بدتمیزی کی۔					
23-	یہ بغیر ٹکٹ خریدے فلم دیکھنے گیا۔					
24-	اس نے سائیکل، موٹر سائیکل یا گاڑی کے مالک کو بتائے بغیر اس کی سواری کی۔					
25-	غیر قانونی کام کرنے پر اس کا واسطہ پولیس سے پڑا۔					
26-	اس نے جان بوجھ کر بازار، فٹ پاتھ اور سڑک پر شیشے کی بوتلوں و جوس کے ڈبوں اور کوڑے کے کنستروں کو توڑا۔					
27-	اس نے خود کو جانی نقصان (مثلاً زخمی یا مارنے) کی کوشش کی۔					

Self Reported Delinquency Scale (Female Version)

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور زیادہ دفعہ
1-	میں نے گھر کی کوئی چیز سستے داموں بیچ دی۔					
2-	میں نے کسی کو اس کی چیز چھین لینے کی دھمکی دی۔					
3-	میں نے کئی بار دوستوں کیساتھ شغل میں نشہ آور چیز کا مزہ چکھا۔					
4-	میں نے غصے میں آکر مالک کی گھر کی چیزوں کو توڑا					
5-	میں نے اکیلے یا دوستوں کے ساتھ مل کر قابل اعتراض / گندی فلمیں دیکھیں					
6-	میں نے سر راہ پڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا یا غائب کیا۔					
7-	میں نے بس اور ٹرین میں بغیر کرائے کے سفر کیا۔					
8-	میں نے اپنی خوشی کے لیے دوسروں کو ڈرایا / دھمکایا۔					
9-	میں نے غصے کی حالت میں نازیبا الفاظ کا استعمال کیا۔					
10-	میں نے لڑکوں کو چھیڑنے یا تنگ کرنے کی کوشش کی۔					
11-	میں نے ایک سے زیادہ نشہ آور اشیاء (مثلاً: صمند بانڈ، سگریٹ، شیشہ) کا استعمال کیا۔					
12-	میں نے موقع ملنے پر کسی دوسرے شخص کی جیب سے پیسے نکالے۔					
13-	میں نے تفریحاً بغیر کسی مقصد کے جھوٹ بولا۔					
14-	میں نے اپنا غصہ مالک کے بچوں / اپنے سے کمزور لوگوں پر اتارا۔					
15-	میں ہم جنس پرستی میں ملوث رہی۔					
16-	میں نے مالک کے گھر میں بناؤ سنگھار کی چیزیں، زیورات یا کپڑے مالک کو بتائے بغیر استعمال کیے۔					
17-	میں مالک کے گھر میں لگائی بھائی کے کاموں میں ملوث رہی۔					
18-	میں نے کسی کے عزیز اور پیارے شخص کو نقصان پہنچانے کی دھمکی دی۔					

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور زیادہ دفعہ
19-	میں نے مرد مالکان کے سامنے بن سنور کر جانے کی کوشش کی۔					
20-	میں نے ماں باپ کو پلٹ کر جواب دیا یا بدتمیزی کی۔					
21-	میں نشے کے کاروبار میں ملوث رہی					
22-	میں نے مالک کے گھر آئے، مہمانوں کی چیزیں چرائیں۔					
23-	میں نے غصے کی وجہ سے مالک کے گھر کے کاموں میں جان بوجھ کر خرابی کی					
24-	غیر قانونی کام کرنے پر اس کا واسطہ پولیس سے پڑا۔					
25-	مالک کے ساتھ بازار جاتے ہوئے میں نے دکاندار کو پیسے دیئے بغیر کوئی چیز چھپائی۔					
26-	میں کسی لڑکے کے ساتھ جنسی حرکات میں ملوث رہی۔					
27-	میں نے خود کو جانی نقصان (مثلاً زخمی، یا مارنے) کی کوشش کی۔					
28-	میں نے مالک کے گھر اور اس کے باہر پڑی ہوئی قیمتی چیز کو اٹھایا یا غائب کیا					

Informant Reported Delinquency Scale (Female Version)

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور زیادہ دفعہ
1-	اس نے گھر کی کوئی چیز سستے داموں بیچ دی۔					
2-	اس نے کسی کو اس کی چیز چھین لینے کی دھمکی دی۔					
3-	اس نے کئی بار دوستوں کیساتھ شغل میں نشہ آور چیز کا مزہ چکھا۔					
4-	اس نے غصے میں آکر مالک کی گھر کی چیزوں کو توڑا					
5-	اس نے اکیلے یا دوستوں کے ساتھ مل کر قابل اعتراض / گندی فلمیں دیکھیں					
6-	اس نے سر راہ پڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا یا غائب کیا۔					
7-	اس نے بس اور ٹرین میں بغیر کرائے کے سفر کیا۔					
8-	اس نے اپنی خوشی کے لیے دوسروں کو ڈرایا / دھمکایا۔					
9-	اس نے غصے کی حالت میں نازیبا الفاظ کا استعمال کیا۔					
10-	اس نے لڑکوں کو چھیڑنے کی کوشش کی۔					
11-	اس نے ایک سے زیادہ نشہ آور اشیاء (مثلاً: صمند بانڈ، سگریٹ، شیشہ) کا استعمال کیا۔					
12-	اس نے موقع ملنے پر کسی دوسرے شخص کی جیب سے پیسے نکالے۔					
13-	اس نے تفریحاً بغیر کسی مقصد کے جھوٹ بولا۔					
14-	اس نے اپنا غصہ مالک کے بچوں / اپنے سے کمزور لوگوں پر اتارا۔					
15-	یہ ہم جنس پرستی میں ملوث رہی۔					
16-	اس نے مالک کے گھر میں بناؤ سنگھار کی چیزیں، زیورات یا کپڑے مالک کو بتائے بغیر استعمال کیں۔					
17-	یہ مالک کے گھر میں لگائی بھائی کے کاموں میں ملوث رہی۔					
18-	اس نے کسی کے عزیز اور پیارے شخص کو نقصان پہنچانے کی دھمکی دی۔					

نمبر شمار	بیانات	کبھی نہیں	ایک دفعہ	2 سے	5 سے	10 اور زیادہ دفعہ
19-	اس نے مرد مالکان کے سامنے بن سنور کر جانے کی کوشش کی۔					
20-	اس نے ماں باپ کو پلٹ کر جواب دیا یا بدتمیزی کی۔					
21-	یہ نشے کے کاروبار میں ملوث رہی					
22-	اس نے مالک کے گھر آئے، مہمانوں کی چیزیں چرائیں۔					
23-	اس نے غصے کی وجہ سے مالک کے گھر کے کاموں میں جان بوجھ کر خرابی کی					
24-	غیر قانونی کام کرنے پر اس کا واسطہ پولیس سے پڑا۔					
25-	اس نے مالک کے ساتھ بازار جاتے ہوئے دکاندار کو پیسے دیئے بغیر کوئی چیز چھپائی۔					
26-	یہ کی لڑکے کے ساتھ جنسی حرکات میں ملوث رہی۔					
27-	اس نے خود کو جانی نقصان (مثلاً زخمی، یا مارنے) کی کوشش کی۔					
28-	اس نے مالک کے گھر اور اس کے باہر پڑی ہوئی قیمتی چیز کو اٹھایا یا غائب کیا					