*Pakistan Journal of Social Sciences (PJSS)*
*Vol. 40, No. 1 (2020), pp. 147-158*

# Assessing the role of Parental Behavior and Peer Pressure in the Development of Juveniles Delinquent Behavior among Higher Secondary School Children's: In Punjab, Pakistan (An Empirical Framework)

**Muhammad Umair Ashraf**
PhD Scholar, Ghazali Shafie Graduate School of Government,
Universiti Utara Malaysia, Malaysia.
Email: umairgujar359@gmail.com

**Abd Halim B Ahmad**
Professor, Ghazali Shafie Graduate School of Government
Universiti Utara Malaysia, Malaysia

**Azlizan bin Talib**
Professor, Ghazali Shafie Graduate School of Government,
Universiti Utara Malaysia, Malaysia.

## Abstract:

*This article presents empirical and theoretical underpinning between parental behavior, peer pressure and juvenile delinquent behavior among higher secondary school children in Punjab, Pakistan. A total of 815 male and females' students were involved in this study with a response rate of 770. The data collection was conducted form six districts of Punjab (Lahore, Kasur, Okara, Sahiwal, Khanewal and Lodhran) by using a multistage sampling technique. However, the validation of adapted scales has been examined by second-order confirmatory factor analysis, and hypotheses were tested by using the structural equation modelling technique (SEM). The findings of this study revealed that parental behavior has significant negative association with juvenile delinquent behavior ($\beta$ = -0.447; t = 14.602, P <0.000), while peer pressure has significant positive association with juvenile delinquent behavior ($\beta$ = 0.413, t = 16.043, P <0.000). This study concluded that peer pressure is the highest influential factor increasing juvenile delinquent behavior, whereas parental behavior negatively influencing juvenile delinquent behavior. Moreover, findings are discussed in relation to refining present taxonomic arguments about delinquency and practical implications for the prevention of juvenile delinquent behavior.*

**Keywords:** Delinquent Behavior, Parental Behavior, Peer Pressure, School Environment, Socialization

## I. Introduction

Juvenile delinquent behavior is an emerging social problem all over the world. It is not only developed countries that are facing this pathetic situation; in developing countries as well, but circumstances and causes behind are different in the context of culture, society and class. However, it is built new pressure on teenager undergoing the

shift from adulthood to independence. The word juvenile used for those children whose ages are 10 to 17,they have deviated from normal to abnormal social behavior. Whenever a child has committed status and the criminal offence, we call him juvenile delinquent because of his or her age factor (Zafar,2012). Children's are a precious gift by God; if they are indulged in antisocial behavior, then it will become a huge risk for social institutions and prosperous society today. Furthermore, the emergence of delinquent behavior among youth is a great challenge for criminologists, sociologists, psychologists, community workers, social planners and policymakers to overcome this issue (Sanches et al., 2016). Sociologist Emile Durkheim argues that antisocial behavior established in society and linked with folkways and mores (Jibat & Nigussie, 2015). Besides, Socrates offered a critic who is appropriate for the current contemporary era, he posited that teenagers like to spend luxurious lifestyle, they disremember the social norms and values of family and society, they disobey and misbehave with parent, elders and teacher (Burfeind & Bartusch, 2015). Although, modernization and social change melt the social fabric of life, consequently, youth prone toward etiology of antisocial behavior (Burfeind & Bartusch, 2015).

According to the theoretical standpoint of different criminologists, peer pressure, weaker family ties, lesser interaction between parents and children and lower level of self-esteem are viable reasons behind the minor or major kind of deviance (Hirschi, 1969;Cohen, 1955). Similarly, family become main dynamic factor which has enormous influence on juvenile delinquent behavior (Shoemaker,2017), whereas, plenty of studies pointed out that familial disorganization, peer pressure, lack of parental supervision, monitoring and economic hardships are the basic triggers behind the juvenile delinquency (Nisar, Ullah, Ali, & Alam, 2015). In addition, Conklin (1992) posits that juvenile delinquent behavior also applied to those children who commit status offences, such as running away from home, driving without a license, smoking, vandalism, underage drinking, truant from school, ganging and running away from home. However, a study conducted by Ojo (2015) stated that secondary school children most often associated with antisocial behavior, because of immature age factor, they involved in risky behavior like lateness, rudeness, early age sexual activities, truancy, steaking, lying and vandalism. While, another study claimed that in the United States around 78% cases reported regarding adolescents who were succumbing by parental negligence, 10% sexual abuse, 8% and 18% were involved in emotional and physical abuse (Ryan, Williams & Courtney, 2013). Similarly, a study conducted by (Chong, Lee, Roslan & Baba, 2015) in Selangor (Malaysia) revealed that from the total 111,484 school children, 19545 involved in truancy, 5212 vandalism, 3031 in pornography and other 8563 were found in other delinquent behaviors, whereas, these children belong from varied socio-economic status and culture.

Moving towards the context of present research delinquent behavior among teenagers become the challenging problem of Pakistani society, this condition becomes worse with the passage of time (Ahmed & Murtaza, 2016).While, the numerous triggers behind juvenile delinquent behavior, for instance; negative parenting, lack of socialization, parental imprisonment and peer pressure (Abdullah & Rahman, 2016). Accordingly, the present condition of juvenile delinquents is very poor, and they go through the same process even they commit a minor or major kind of offence (Nisar et al., 2015). In order to address gaps in the empirical literature, the core objective of this study, to assess the parental behavior and peer pressure and its effect on juvenile's

delinquent behavior among higher secondary school children's in Punjab, Pakistan. As well as, prior to recent researches have been conducted on juvenile criminals(Nisar et al., 2015),on the other hand, Shagufta, Boduszek, Dhingra and Kola-Palmer (2015) pointed out that layman has little knowledge about status offence, and it has become neglected section of Pakistani society. Though, the present research focuses on minor deviance which is treated as ignored segment in the context of the present research. Also, previous studies examine the juvenile delinquent behavior in western cultural context (Shagufta et al., 2015). Correspondingly, Ashraf, Asif, Iqbal & Warraich (2019) recommended that to understand the delinquent behavior of teenager's minor offences are needed to study from college and school students in the context of the present research. A very few studies applied Differential Association Theory (DAT) as underpinning in Pakistani cultural context before.

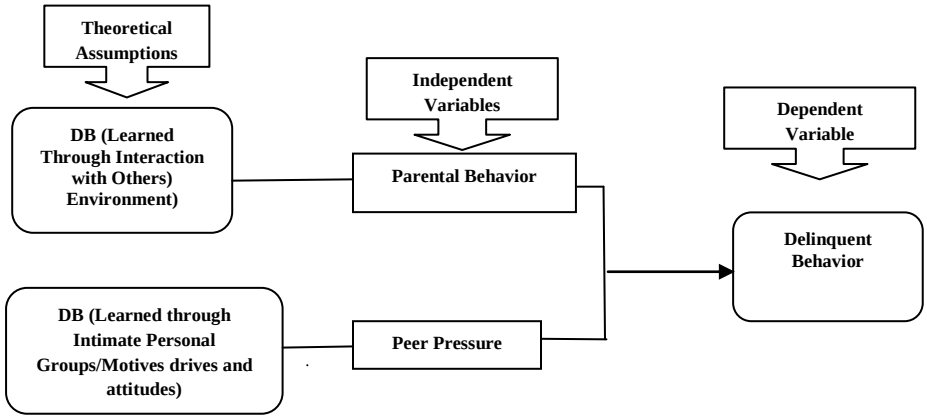
## II. Theoretical framework

This study was conducted to test the propositions of Differential Association Theory (DAT) by Sutherland (1939) in the context of Punjab, Pakistan. This Theoretical underpinning is consisting of nine Proposition, but the theoretical framework of this study was to test following two propositions of this theory; (a) Criminal behavior is learned through interaction with others, (b) learning process of criminal's behavior establishes between the intimate personal Groups.

**$H^1$:** There is a relationship between the significant negative relationship between parental behavior and juvenile delinquent behavior.

**$H^2$:** There is a significant positive relationship between Peer pressure and Juvenile Delinquent behavior.

**Figure 1: Theoretical framework of the Study**




## III. Methodology

This study adopted a quantitative research design. The study was conducted in Punjab Pakistan. The unit of analysis of this study was all the children who were enrolled in higher Secondary schools with particular grades such as $9^{th}$ to $12^{th}$ in Punjab, Pakistan. Punjab has consisted of 9 divisions and 36 administrative districts having 680 higher secondary schools where 818023 male and female students were enrolled (School Education Department Government of Punjab Pakistan, 2019). The list of schools and

students was taken from the website of the school education department government of Punjab Pakistan (2019). To get the fruitful results, data was collected from 815 respondents by using the multistage sampling technique. At the first stage, Punjab was divided into three clusters, such as upper (Lahore) lower (Multan) and middle (Sahiwal). At the second stage, six districts, two from each cluster were randomly selected. The selected districts were, Lahore and Kasur from upper Punjab, Sahiwal and Okara from middle Punjab whereas Lodhran and Khanewal from lower Punjab. These selected districts had 127 secondary schools. At the third stage, 24 schools were randomly selected, four schools from each district.

At the fourth stage, it is important to note that at the time of the survey, a total number of 18523 students were enrolled in selected schools and the sample size was drawn by using Krejcie and Morgan (1970) table. However, the actual sample size was 377 against the sample frame, as recommended by Hair et al. (2008) the data was collected form doubled sample size to guard against the avoidance of error, weak and better response rate. While, 815 male and females' students were approached, and 770 usable data was collected from the selected schools by using the systematic random sampling technique. The sample size was sufficient to generalize its findings and accuracy (Comrey & Lee (2013).

### A. Measurement

#### *Independent Variables*

The parental behavior instrument, which is originally developed by Lempers et al. (1989), was adapted in this study. This scale comprised 17 items to measure the dimension of parental behavior like parental nurturance (5-items), parental monitoring (5-items) and parental rejection (7-items). The scale with a five-point Likert scale, ranging from (never=1 to always=5) was used to collect the data for parental behavior. While the second part of the measurement of peer pressure (PP), the researcher was adapted 11 items scale developed by (Santor, Messervey, & Kusumakar, 2000). The five-point Likert scale was employed to measure the peer pressure, which is rated from (strongly disagree=1to strongly agree =5).

#### *Dependent Variable*

The delinquent behavior (DB) scale developed by Sanches et al. (2016) was adapted to measure the deviant behavior of the children, this scale was consisting of 19 items rated on a five-point Likert scale (never =1 to always=5).

#### *Demographic Profile*

Additionally, the demographic profile of the respondents was designed to measure the socio-economic status of the participants; these questions were including variables such as age, gender, Education level, current residence, parental education, parental occupation, family size, family structure, family type, religion and birth order; retrieved from *Pakistan Social and Living Standard Measurement (2013-14)* (PSLSM).

## IV. Data Analysis

In this study, the total questionnaire distributed was 815, and 770 were valid to be used, which is a 96.7% response rate. The data was analyzed into two parts, and the descriptive statists were analyses by SPSS version 23.0. The table 1 shows that the majority 50.6% of the respondents were females, 70.6% of the respondents belonged to

the age group 16-18, while, 97.5% of the respondents belonged to religion Islam, whereas, 26.9% respondents were studying in $12^{th}$ grade, fathers of the 21.3% respondents had matriculation education, fathers of the 33.0% respondents were doing job in other sectors. On the contrary, mothers of the 29.9% respondents were Illiterate, and mothers of 69.4% respondents were associated with other occupation. However, 60.0% of the respondents have resided in urban areas, 64.4% respondents were living in a joint family system, while, majority 87.4% of the respondents living in two parent's family, and about 59.1% respondents had 5-8 family members. However, 47.3% of respondents claimed that their birth order was between 1-2, respectively.

In this study, hypotheses were tested by using the structural equation modelling technique (SEM). There are various methods to ensure the common method bias issues in the questionnaire, but in this study, we performed Harman's single factor test to detect the issue of common method bias. This test is done by entering the main constructs into a principal component factor analysis (Podsakoff et al., 1986). The results revealed eight-factor solution, with cumulative variance, explained 67.045% and the first factor contained 18.041% which is less than the threshold level of 50% of total variance explained (Podsakoff et al. 2003). Also, there is no issue regarding common method bias in this research.

**A. Measurement Model Analysis**

To evaluate the measurement model as suggested by Hair et al. (2013), we used the factor loadings, average variance extracted (AVE) and composite reliability (CR) to assess convergent validity. The recommended value for AVE and factor loading should be 0.5 and for CR value should be 0.7. The figure 2 shows that PB conceptualized as a second-order construct. Therefore, as suggested in literature in PLS, the repeated indicator approach was used to model the second-order factor in PLS analysis. Table 2 and figure 3 shows the findings of the measurement model, which are exceeded the threshold values and indicating that the convergent validity of all constructs has been established.

In further, table 3 shows the result of discriminant validity by using (HTMT). As recommended Henseler et al. (2015), the HTMT values should be less than 0.9 to assess the discriminant validity, and the findings revealed that all the values of HTMT ratio are less than 0.9, that shown discriminant validity is established.

**B. Structure Equation Modeling (SEM)**

To assess the structural model predicted power, we calculate the R-square, the $R^2$ basically indicate the values of variance explained by the exogenous latent construct (Hair et al., 2013), all variables together explained (54.7%) of the variance. In this study, performing the standard bootstrapping procedure with 5,000 bootstrap samples and 770 cases applied for path coefficients estimates and *t*-values were calculated for the hypothesized relationships (Hair et al., 2017). In addition, the effect size of all variables is mentioned in table 4, and this study also applied a test to examine the predictive relevance for this research by using the blindfolding technique (Stone, 1974). As suggested by Henseler et al. (2009), table 4 shows that the Q2 value of this research model is greater than zero. The findings also revealed that there is no multicollinearity issue regarding data as VIF value is less than five as recommended by (Hair et al., 2011).

**Table 1: Description of Sample Characteristics**

| Variables | Categories | Frequency | Percentage |
|---|---|---|---|
| **Gender** | **Male** | 380 | 49.4 |
| | **Female** | 390 | 50.6 |
| **Age** | **Between 13 -15** | 226 | 29.4 |
| | **Between 16- 18** | 544 | 70.6 |
| **Religion** | **Islam** | 751 | 97.5 |
| | **Christian** | 10 | 1.3 |
| | **Hindu** | 5 | 0.6 |
| | **Other's** | 4 | 0.5 |
| **Level of Education** | **9th Grade** | 206 | 26.8 |
| | **10th Grade** | 177 | 23.0 |
| | **11th Grade** | 180 | 23.3 |
| | **12th Grade** | 207 | 26.9 |
| **Respondents father's qualification** | **Illiterate** | 90 | 11.7 |
| | **Primary** | 104 | 13.5 |
| | **Middle** | 116 | 15.1 |
| | **Matriculation** | 164 | 21.3 |
| | **Intermediate** | 142 | 18.4 |
| | **Graduation** | 57 | 7.4 |
| | **Master's and above** | 97 | 12.6 |
| **Father's sector of work** | **Governmental** | 160 | 20.8 |
| | **Semi-Governmental** | 65 | 8.4 |
| | **Private** | 242 | 31.4 |
| | **Unemployed** | 49 | 6.4 |
| | **Other's** | 254 | 33.0 |
| **Respondents Mother's qualification** | **Illiterate** | 230 | 29.9 |
| | **Primary** | 127 | 16.5 |
| | **Middle** | 128 | 16.6 |
| | **Matriculation** | 127 | 16.5 |
| | **Intermediate** | 68 | 8.8 |
| | **Graduation** | 41 | 5.3 |
| | **Master's and above** | 49 | 6.4 |
| **Mother's sector of work** | **Governmental** | 49 | 6.4 |
| | **Semi-Governmental** | 20 | 2.6 |
| | **Private** | 66 | 8.6 |
| | **Unemployed** | 101 | 13.1 |
| | **Other's** | 534 | 69.4 |
| **Place of Residence** | **Rural** | 308 | 40.0 |
| | **Urban** | 462 | 60.0 |
| **Family Type** | **Extended** | 195 | 25.3 |
| | **Joint** | 496 | 64.4 |
| | **Nuclear** | 79 | 10.3 |
| **Family structure** | **Single Parents** | 77 | 10.0 |
| | **Two Parents** | 673 | 87.4 |
| | **Divorced** | 20 | 2.6 |
| **Family size** | **Between 1-4** | 80 | 10.4 |
| | **Between 5-8** | 455 | 59.1 |
| | **Between 9-12** | 156 | 20.3 |
| | **Between 13-16** | 49 | 6.4 |
| | **17 and above** | 30 | 3.9 |
| **Birth Order** | **Between 1-2** | 364 | 47.3 |
| | **Between 3-4** | 242 | 31.4 |
| | **Between 5-6** | 134 | 17.4 |
| | **Between 7-8** | 22 | 2.9 |
| | **More than 8** | 8 | 1.0 |

Note: N=770

**Table 2: Loadings, Reliability and Convergent Validity Values**

| First-Order Constructs | Second-order constructs | Items | Loadings | CA | CR | AVE |
|---|---|---|---|---|---|---|
| **Delinquent Behavior** | | DB_10 | 0.863 | 0.966 | 0.969 | 0.638 |
| | | DB_11 | 0.803 | | | |
| | | DB_12 | 0.862 | | | |
| | | DB_13 | 0.832 | | | |
| | | DB_14 | 0.630 | | | |
| | | DB_15 | 0.792 | | | |
| | | DB_16 | 0.815 | | | |
| | | DB_17 | 0.863 | | | |
| | | DB_18 | 0.821 | | | |
| | | DB_19 | 0.860 | | | |
| | | DB_2 | 0.521 | | | |
| | | DB_3 | 0.710 | | | |
| | | DB_4 | 0.781 | | | |
| | | DB_5 | 0.816 | | | |
| | | DB_6 | 0.842 | | | |
| | | DB_7 | 0.865 | | | |
| | | DB_8 | 0.765 | | | |
| | | DB_9 | 0.850 | | | |
| **Parental Nurturance** | | PN_1 | 0.785 | 0.861 | 0.900 | 0.642 |
| | | PN_2 | 0.814 | | | |
| | | PN_3 | 0.767 | | | |
| | | PN_4 | 0.842 | | | |
| | | PN_5 | 0.796 | | | |
| **Parental Rejection** | | PR_10 | 0.782 | 0.874 | 0.905 | 0.614 |
| | | PR_11 | 0.800 | | | |
| | | PR_6 | 0.719 | | | |
| | | PR_7 | 0.802 | | | |
| | | PR_8 | 0.725 | | | |
| | | PR_9 | 0.865 | | | |
| **Parental Monitoring** | | PM_13 | 0.759 | 0.768 | 0.843 | 0.518 |
| | | PM_14 | 0.704 | | | |
| | | PM_15 | 0.702 | | | |
| | | PM_16 | 0.746 | | | |
| | | PM_17 | 0.684 | | | |
| | **Parental Behavior** | Parental Nurturance | 0.785 | 0.895 | 0.855 | 0.662 |
| | | Parental Monitoring | 0.855 | | | |
| | | Parental Rejection | 0.800 | | | |
| **Peer Pressure** | | PP_1 | 0.734 | 0.908 | 0.924 | 0.547 |
| | | PP_10 | 0.756 | | | |
| | | PP_11 | 0.738 | | | |
| | | PP_2 | 0.735 | | | |
| | | PP_3 | 0.753 | | | |
| | | PP_4 | 0.699 | | | |
| | | PP_5 | 0.779 | | | |
| | | PP_7 | 0.719 | | | |
| | | PP_8 | 0.762 | | | |
| | | PP_9 | 0.720 | | | |

**Note:** DB='' Delinquent Behavior, PM='' Parental Monitoring, PN='' Parental Nurturance, PR=''Parental Rejection, PP=''Peer Pressure, CA='' Cronbach's Alpha, CR='' Composite Reliability, AVE=''Average Variance Extracted.

**Table 3: Heterotrait-Monotrait (HTMT)**

| Constructs | DB | PB | PP |
|---|---|---|---|
| **DB** | | | |
| **PB** | 0.681 | | |
| **PP** | 0.662 | 0.526 | --- |

Note: PB=''Parental Behavior, PP=''Peer Pressure, DB=''Delinquent Behavior.

**Figure 2: The Research Model**

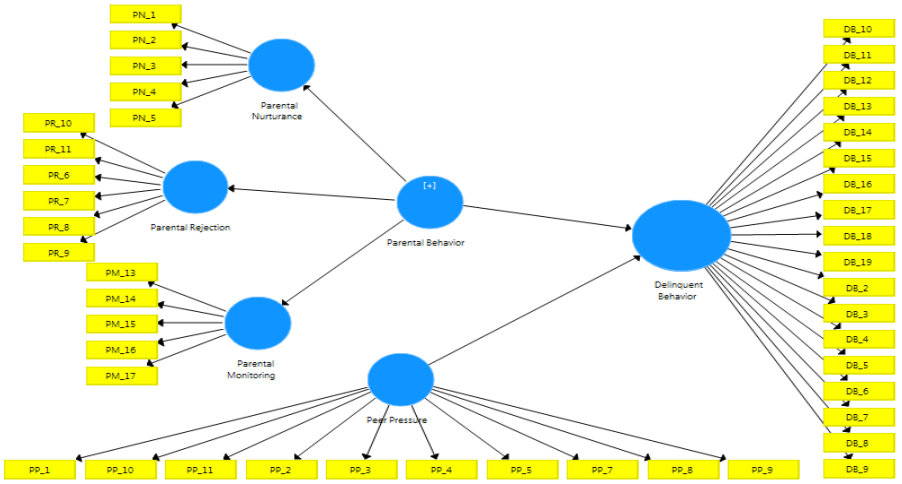



**Figure 3: The PLS Algorithm Results**

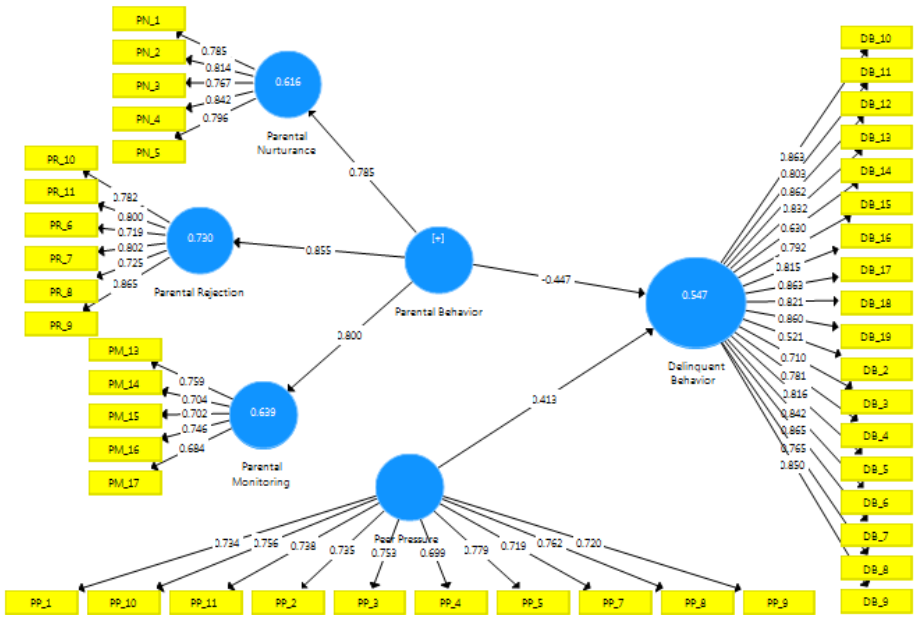


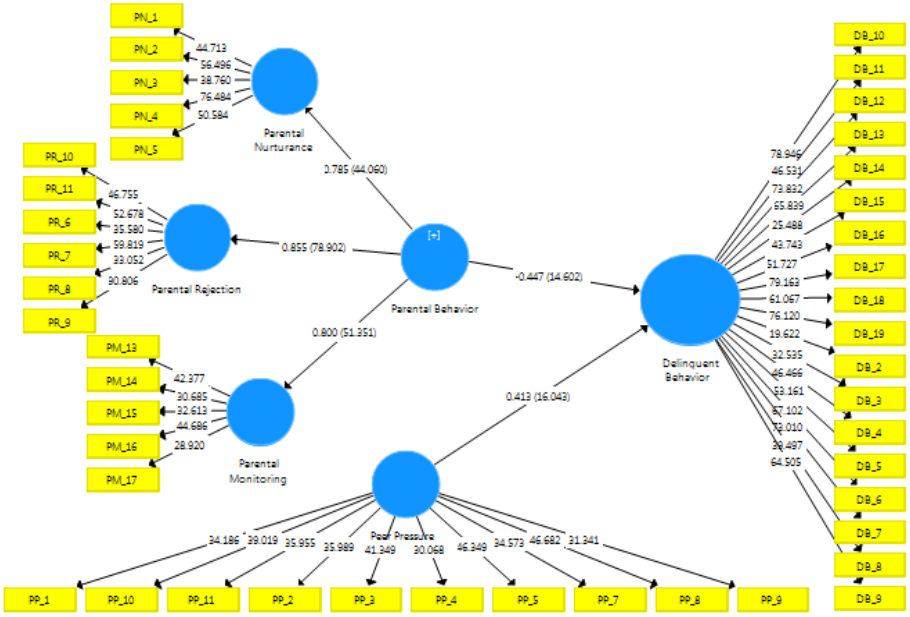
**Table 4: Hypothesis Testing**

| Hypotheses | Relationship | Beta value | Std. Error | T-value | p value | Decision | $R^2$ | $f^2$ | $Q^2$ | VIF |
|---|---|---|---|---|---|---|---|---|---|---|
| HI | PB -> DB | -0.447 | 0.031 | 14.602 | 0.000*** | Supported | 0.547 | 0.338 | 0.332 | 1.103 |
| H2 | PP -> DB | 0.413 | 0.026 | 16.043 | 0.000*** | Supported | | 0.289 | | 1.103 |

Note: PB=''Parental Behavior, PP=''Peer Pressure, DB=''Delinquent Behavior

The table 4 and figure 4 shows result of structural model, it was found that PB has significant negative relationship with DB (PB -> D B: β = -0.447; t = 14.602, P < 0.000) and supported to H1. Contrary, peer pressure has significant positive relationship with juvenile delinquent behavior (PP-> DB: β = 0.413, t = 16.043, P < 0.000) and supported to H2.

**Figure: 4 Structural Equation Modeling (SEM)**




## V. Discussion and Conclusion

The purpose of this study was to identify the role of parenting and peer pressure in the development of juvenile delinquent behavior among higher secondary school children in Punjab, Pakistan. Previously, the scarcity of studies examined the minor deviance in the context of this study. Also, this issue becomes a neglected section of Pakistani society (Shagufta et al., 2015). The prior studies were focused on criminal juveniles, to address this issue Ashraf et al., (2019) suggested that minor deviance needed to be studied in the context of present research, especially on secondary school children with combined effect of parental behavior (nurturance, monitoring and rejection) and peer pressure and juvenile delinquent behavior. The findings of this study shows that parental behavior had significant negative effect on juvenile delinquent behavior with (β = -0.447; t = 14.602, P <0.000) and supported H1, the finding of hypothesis 1 (H1) aligned with prior to recent studies of (Brauer & Coster, 2015; Ingram et al., 2007). The

results of these studies revealed that positive parental behavior plays a protective role and decreasing the chances of delinquency.

On the other hand, peer pressure positively associated with juvenile delinquent behavior with ($\beta = 0.413$, $t = 16.043$, $P < 0.000$) and supported to hypothesis 2 (H2). The findings of hypotheses 2(H2) aligned with previous studies of (Isaac & Tanga, 2015; O'Donnell, 2003).These studies stated adolescents realized that extra concerning parental behavior, home stressor, parental conflict, normative boundaries, lack of parental support are more discouraging than helpful, they feel that their peer association is the only source to get rid from parental ties, consequently, their friend's behavior influence on their decision making as compare to parents. The differential association theory (DAT) states that deviant behavior is learned through significant interaction with others (Sutherland, 1939). As hypothesized H1 and H2 have strengthened the differential social learning point of view in the context of this study. The concluding remarks about the finding of the present study revealed that peer pressure is found the highest influential factor increasing juvenile delinquent behavior, whereas, parental behavior negatively influencing on juvenile delinquent behavior. The implications of this study important for parents, policymakers and teachers about coping the deviant behavior of juveniles. Based on findings, it is suggested that future studies should focus on the moderating effect of religious commitment and cultural values between parental behavior, peer pressure and juvenile's delinquent behavior.

## References

Abdullah, M., & Rahman, N. A. B. A. (2016).Family Role in Deviant Behavior Development of Adolescents Referring to Juvnile Delinquency. A Qualitative Approch.*Sci.Int.(Lahore),28(5),*5189-5195.

Ahmed, U., & Murtaza, A. (2016). Factors Affecting Juvenile Delinquency in Punjab, Pakistan: A Case Study Conducted at Juvenile Prisons in Punjab Province. *Mediterranean Journal of Social Sciences, 7*(4), 372.

Ashraf, M. U., Asif, M., Iqbal, M. M. A., & Warraich, I. A. (2019). Role of Socioeconomic Status and Parenting Practices in construction of Violent Behavior among Youth: A Study from South Punjab, Pakistan. *Pakistan Journal of Social Sciences (PJSS), 39*(2).

Brauer, J. R., & De Coster, S. (2015). Social relationships and delinquency: Revisiting parent and peer influence during adolescence. *Youth & Society*, *47*(3), 374-394.

Burfeind, J., & Bartusch, D. J. (2015). *Juvenile delinquency: An integrated approach*: Routledge.

Chong, A. M., Lee, P. G., Roslan, S., & Baba, M. (2015). Emotional intelligence and at-risk students. *SAGE Open*, *5*(1), 2158244014564768.

Cohen, A. (1955). Delinquent boys. *New York, 84*.

Comrey, A. L., & Lee, H. B. (2013). *A first course in factor analysis*: Psychology Press.

Conklin, E. John (1992) ―Criminology" 4th Edition, Macmillan Publishing, New York: P.143 & 145.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). A Primer on Partial Least Squares Structural Equation Modeling, (2nd Ed.), Thousand Oaks: Sage.

Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2013). A primer on partial least squares structural equation modeling (PLS –SEM), Thousand Oaks, California.

Hair JF, Wolfinbarger MF, Ortinau DJ, Bush RP. (2008). Essentials of marketing research. New York (NY): McGraw-Hill/Irwin.

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*, 115–135. doi:10.1007/s11747-014-0403-8.

Hirschi, T. (1969). Causes of delinquency. Berkeley, CA: Univer: of California Press. Google Scholar.

Ingram, J. R., Patchin, J. W., Huebner, B. M., McCluskey, J. D., & Bynum, T. S. (2007). Parents, friends, and serious delinquency: An examination of direct and indirect effects among at-risk early adolescents. *Criminal justice review*, *32*(4), 380-400.

Isaac, O. A., & Tanga, P. T. (2015). Perceived Youth Gangs and Peers Imitation as Correlates of Adolescent Delinquent Behaviour in Ibadan Metropolis, Nigeria. *Journal of Sociology and Social Anthropology*, *6*(2), 247-255.

Jibat, N., & Nigussie, B. (2015). Criminality and Victimization in Oromia, Ethiopia: Analysis of 2011/2012 Police Data. *SAGE Open*, *5*(1), 2158244014565335.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, *30*(3), 607-610.

Lempers, J. D., Clark-Lempers, D., & Simons, R. L. (1989). Economic hardship, parenting, and distress in adolescence. *Child development*, 25-39.

Nisar, M., Ullah, S., Ali, M., & Alam, S. (2015). Juvenile delinquency: The Influence of family, peer and economic factors on juvenile delinquents. *Applied Science Reports*, *9*(1), 37-48.

O'Donnell, C. R. (2003). Culture, peers, and delinquency: Implications for the community-peer model of delinquency. *Journal of Prevention & Intervention in the Community*, *25*(2), 79-87.

Ojo, I. O. (2015). Causes and Prevalence of Antisocial Behaviour among Students with Hearing Impairment in Ibadan, Nigeria. *Journal of Education and Practice*, *6*(28), 38-43.

Pakistan Social and Living standard measurement(2013-14). Retrieved From *http://www.pbs.gov.pk.*

Podsakoff, P.M. and Organ, D.W. (1986), "Self-reports in organizational research: problems and prospects", *Journal of Management*, Vol. 12 No. 4, pp. 531-544.

Podsakoff, P.M., MacKenzie, S.B., Lee, J.-Y. and Podsakoff, N.P. (2003), "Common method biases in behavioral research: a critical review of the literature and recommended remedies", *Journalof Applied Psychology*, Vol. 88 No. 5, p. 879.

Ryan, J. P., Williams, A. B., & Courtney, M. E. (2013). Adolescent neglect, juvenile delinquency and the risk of recidivism. *Journal of youth and adolescence*, *42*(3), 454-465.

Sanches, C., Gouveia-Pereira, M., Marôco, J., Gomes, H., & Roncon, F. (2016). Deviant behavior variety scale: development and validation with a sample of Portuguese adolescents. *Psicologia: Reflexão e Crítica*, *29*(1), 31.

Santor, D. A., Messervey, D., & Kusumakar, V. (2000). Measuring peer pressure, popularity, and conformity in adolescent boys and girls: Predicting school performance, sexual attitudes, and substance abuse. *Journal of youth and adolescence*, *29*(2), 163-182.

Schnohr, C. W., Kreiner, S., Due, E., Currie, C., Boyce, W., & Diderichsen, F. (2008). Differential item functioning of a family affluence scale: validation study on data from HBSC 2001/02. *Social indicators research*, *89*(1), 79-95.

Shagufta, S., Boduszek, D., Dhingra, K., & Kola-Palmer, D. (2015). Latent classes of delinquent behaviour associated with criminal social identity among juvenile offenders in Pakistan. *Journal of Forensic Practice, 17*(2), 117-126.

Shoemaker, D. J. (2017). *Juvenile delinquency*: Rowman & Littlefield.

Sutherland, E. (1939). *Principles of criminology.* Philadelphia: Lippincott.

Zafar, M. S. (2012). Causes of juvenile delinquency among teenagers in Pakistani context. *vol, 51*, 10897-10900.