

**IMPACT OF LABELING OF PARENTS ON THEIR
CHILDREN'S DELINQUENCY: A CASE STUDY OF
DISTRICT DERA GHAZI KHAN, PUNJAB, PAKISTAN**



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IMPACT ON JUVENILE DELINQUENCY: A CASE
STUDY OF DISTRICT DERA GHAZI KHAN, PUNJAB,
PAKISTAN**



**“Thesis submitted to the department of sociology, Quaid-i-Azam
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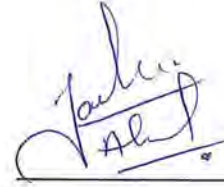
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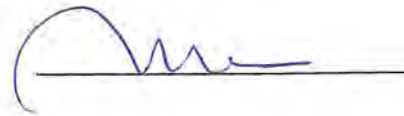
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SHAHID IQBAL

Abstract

The purpose of this research study was to gain a deeper understanding of the impact of informal labeling by significant others (Parents, teachers, and peer groups) on the behavior of children. Its major focus is to study the relationship between labeling in childhood and juvenile delinquency. It has also explored the causes of juvenile delinquency, the demographic information of the offenders, school dropout, and its correlation with juvenile delinquency. To gain a deeper insight into this research topic and research objectives a quantitative research design was formulated to study incarcerated juveniles in district jail and different police stations across district Dera Ghazi Khan. The total number of research participants who willingly filled the self-Administered Questionnaire (SAQ) was (n=100). Out of a total number of respondents, eighty-five were male respondents and fifteen respondents were female, and their age ranges were from 10-17 years. The researcher is used the questionnaire during the survey and analyzing the data by descriptive and inferential statistics. After analyzing the data the results were obtained. The result shows that there is a strong correlation ($r=.946$) between labeling and juvenile delinquency. It means that the more frequently a child is labeled by parents, teachers, and friends the more frequently he/she will participate in juvenile delinquency. The results also show that majority of the respondents who were incarcerated were mostly poor, living under the poverty line. This shows that poverty was the major reason due to which juveniles commit an offense. The result also reveals that high school dropouts are more likely to go to prison as a majority of the offenders who were behind the bar were school dropout students.

Table of Contents

Chapter No.1. INTRODUCTION	1
1.1 Family and Delinquency:	6
1.2 Delinquency and Role-taking:	7
1.3 Magnitude of violence against children in Pakistan.....	7
1.4 Determinants of Violence against Children	8
1.5 Violence against Children: Consequences and Implications	9
1.6. Statement of the problem	10
1.7. Objectives of the present study	10
1.8 Significance of the present study	11
Chapter No.2. REVIEW OF THE RELEVANT LITERATURE	13
2.1. Juvenile Delinquency a global phenomenon.....	14
2.2. Self-concepts and Delinquency	21
2.3. Parental Delinquency	24
2.4. Existed Literature on Informal negative labeling and delinquency	28
2.5. Family effect on Delinquency	34
2.6 Assumptions	39
Chapter No.3. THEORETICAL FRAMEWORK.....	40
3.1 Social Learning Theory	41
3.2 Application of Social learning theory	42
3.2.1 Model of Social learning theory which explains delinquency	43
3.3 Link's modified labeling theory	43
3.4 Application of Link's Modified Labeling theory.....	44
3.4.1 Link's Five step model in explaining deviancy.....	44
3.5 Propositions.....	45
3.6 Hypothesis.....	45
3..6.1 Null Hypothesis (Ho).....	45
3.6.2 Alternate Hypothesis (H1).....	46
CHAPTER No. 4. CONCEPTUALIZATION AND OPERATIONALIZATION	47
4.1 Conceptualization.....	48

4.1.1 Juvenile.....	48
4.1.2 Juvenile delinquency	49
4.1.3 Formal labels	49
4.1.4 Informal labeling	50
4.2 Operationalization	50
4.2.1 Juvenile Delinquency	50
4.2.2 Informal labeling	52
4.3 Dependent Variable.....	53
4.4 Independent Variable	54
Chapter No.5. RESEARCH METHODOLOGY	55
5.1 Research Design	56
5.2 Universe	56
5.3 Target Population	56
5.4 Sample Size	57
5.5 Pre Test.....	57
5.6 Tools for data collection.....	57
5.7 Tools and Techniques for data analysis	58
5.8 Limitations and weaknesses of the study	58
5.9 Ethical concerns in the research	58
Chapter No.6. RESULTS	60
6.1 RESULTS.....	61
CHAPTER.NO.7.DISCUSSION RECOMMENDATION AND	
CONCLUSION	80
7.1 Discussions.....	81
7.2 Conclusion.....	83
7.3 Recommendations	84
REFERENCES.....	85

List of Tables

Table 1. Sex of respondents	61
Table 2. Ages of respondents in year	62
Table 3. Educational status	62
Table 4. Current Schooling status	63
Table 5. Family income status	64
Table 6. Residential setup	65
Table 7. Family structure	65
Table 8. Labeling in childhood or not.....	66
Table 9. Label attached by teachers	67
Table 10. Labels attached in childhood	68
Table 11. Frequency of police arrest.....	69
Table 12. Frequency of stay out of home till late night	69
Table 13. Taken things from a shop or elsewhere without paying for them.	70
Table 14. Negative labels can lay a base for deviance.....	71
Table 15. Negative labeling is responsible to construct self-identity	71
Table 16. Punished with a stick or any other object by your parent or guardian	72
Table 17. Scolded by significant others	73
Table 18. Stayed away from school without a valid excuse	73
Table 19. Frequency of violation of traffic rules	74
Table 20. Major cause of offence	75
Table 21. Type of offence committed.....	75
Table 22. Cross tabulation	76
Table 23. Pearson's Correlation	77
Table 24. Suggested Strategy.....	78

LIST OF ACRONYMES

JJA, P	Juvenile Justice Act of Pakistan
JJOP	Juvenile Justice Ordinance Pakistan

Chapter No.1
INTRODUCTION

The Children of any country are most prominent national resource and asset. Therefore Children must be permitted and give familiar environment to grow up to become responsible and civilized citizens. They should be provided the opportunity to stay physically strong, mentally alert, and ethically sound, with the abilities and skills that society requires. To reduce inequality and ensure social justice, all children should be given equal opportunity for development during their growing years. This will be an effective technique for reducing juvenile crime. Children become delinquent for a variety of causes, including inequality, social injustice, and personal disparity, and do not follow social norms or legal rules, resulting in delinquent behavior.

Juvenile delinquency or juvenile offending refers to the involvement of a minor child, usually between the ages of 10 to 17, in criminal activity or exercises. Children, who engage in continuous misconduct or noncompliance, causing them to be considered out of parental control and subject to legal action by the courts, are referred to as juvenile delinquents. These are children that have crossed the border between normal and deviant social behavior (Juvenile Justice Act of Pakistan 2018). Juvenile delinquency is also known as "juvenile offending," and each state has its judicial system in place to deal with children who break the law.

Juvenile delinquency is one of the world's fastest-growing problems, affecting practically every person on the planet in both developed and developing countries Siegel, Daniel P. Doyle, and Lori Kent. (1980). Although it is difficult to collect reliable statistical data on trends and rates of juvenile delinquency in most countries, the Global Young Report of 2003 says that rates of adolescent criminality increased in almost every country toward the end of the twentieth century. Between the mid-1990s and the turn of the century, incarceration of juvenile delinquents and underage offenders increased by an average of 50% across Western Europe, one of the few countries where reliable data is available. Juvenile crime levels in numerous

nations in Eastern Europe, Africa, and South Asia, as well as the Commonwealth of Independent States, have climbed by more than 30 percent since 1995. Agnew, Robert. (1985)the youth offending accounts for 60 to 70% of all documented crimes in several African and Asian nations. In agreement with the previous remark argues that between 60-80 percent of adolescents and pre-adolescents engage in some form of juvenile delinquent acts.

Unfortunately, Pakistan is also one of the countries with a high percentage of juvenile delinquency, which is generally hidden from view. The economic, social, and cultural conditions in a country impact the degree and intensity of juvenile offenses. Delinquency has been connected to a variety of social and psychological issues in Pakistan and other nations across the world, including poverty, unemployment, peer pressure, a delinquent community climate, and bad company. According to Ameent, Stefanie (1985) Parenting style and peer group affiliation, particularly with antisocial peer groups, are two of the most important predictors of juvenile criminality, especially when adolescents are left unattended and unregulated. Delinquency is also influenced by a child's socioeconomic position and academic performance. High doses of substances like opium and poppy seed, as well as alcohol, are known to give people a bad temper, poor self-control, and a low resting rate, which makes them brave. Furthermore, children with criminal siblings are more likely to be impacted by them, and there is a risk that they will follow in their delinquent sibling's path. Further, the various causes of delinquency have been discussed by psychologists, sociologists, and criminologists across the world. Here, we'll take a look at a few of the explanations that have been and are still considered viable, based on a hypothetical and plausible study framework. Some researchers focus on family concerns such as parental attitudes, checking and monitoring, family structure, family association and disorder, and so on. Others depict socioeconomic factors that are crucial in a young person's existence. There's also the issue of companion effects to consider. In their

early teen years, children are particularly helpless and vulnerable, and they are subjected to a great deal of peer pressure to conform to specific attributes, norms, and habits. Delinquency remains a significant issue today, and we continue to look for answers to the factors that cause it. From the beginning of the presentation, the most reliable indication of delinquency is a combination of factors rather than a single factor. Although it may be tempting to believe that parental maltreatment of their children is the end of the line when it comes to familial influence, the researcher point out that this is not the case. Some parents provide terrible examples for their children, fail to organize their behavior, and fail to compensate or reprimand them appropriately. We expected that the most significant levels of reserved conduct would happen where poor connection among parent and youngster was joined with poor controls". Berger-McDonough, Josefina (1985).

The juvenile justice system in Pakistan deals with offenses committed by minors, and a substantial number of them are imprisoned. Delinquency in our country is a group male phenomenon since the number of male criminals exceeds the number of female offenders. Adolescent delinquency has several reasons, which can be found at many levels of society, including society, social gatherings, and associations. Juveniles' decisions to pursue delinquent vocations and, as a result, the spread of delinquency is influenced by a range of factors. The administration and other administrative organizations should address these challenges. Preventing juvenile offenses necessitates individual, social, and organizational efforts aimed at preventing juveniles from engaging in various criminal activities, as well as teaching families and communities, Bezuidenhout, et, al., (1987).

Delinquency is a worldwide problem, and delinquent behavior is influenced by both intra-cultural and cross-cultural influences. Delinquent behavior among youngsters is a major source of concern in today's rich society. Controlling this problem is a challenge for social organizers, community

workers, and social reformers .As reported by Becker & Diarra (2003) in Daily Times “Juvenile delinquency has become an emerging issue not only globally but in Pakistan also. Since 2000, the ratio of juvenile crimes has increased up to 30 percent in various countries of Eastern Europe, Africa, and South Asia especially in India and Pakistan”. To cope with this increasing social issue many scholars and research bodies have done tremendous efforts globally but research in Pakistan needs further attention. Juvenile delinquency is described as a significant or minor breach of the law committed by a child or adolescent under the age of eighteen (Berger 2000). Murder, rape, gang rape, robbery, and theft are instances of serious violations. Misdemeanors and status offenses are considered minor law violations. Acts that are against the law due to age, such as truancy, underage drinking, running away from home, breaking curfew, and so on, are examples of minor violations of the law.

The matter of Juvenile offenders has received attention in the past two decades. In Pakistan, the rate of juvenile delinquency is developing day by day, which is in conflict to the considerations of our young people from their education and sports. They are accepting an ever-increasing number of convincing towards harmful activities than the positive activities. This difficult condition is causing to destroy the profession of our young generations that have driven them into a future full of darkness. By keeping the above facts of increasing juvenile offenses in Pakistan especially in District Dera Ghazi Khan of Punjab this study explores the root causes behind the increasing global and local social issue. The study also focusses on the relationship of negative labels by parents, school dropout, and poverty on juvenile delinquency.

The current study examines the impact of negative labeling by significant others, including teachers, parents, and friends, on Juvenile delinquents age range between 10-17 years old. This is done by analyzing data obtained by survey questionnaires from district jails and 5 police stations of District Dera

Ghazi Khan of Punjab. The research study will explore the root causes of delinquency and how poor socialization of a child leads him/her toward delinquency. The major goal of this research is to determine the impact of negative labeling on kid behavior and how negative labeling can lead to a child committing a crime. It is theorized that the greater the level of internalization of a negative informal label, the greater the level of deviance an individual will engage in. Deductive reasoning will be applied to a survey that was used to investigate youth violence among jailed juveniles in district jail and police stations. This research will use the answers from respondents to evaluate the relationship between negative informal labeling and deviance/delinquency. It will also study the relationship between school dropouts and delinquent behavior.

1.1 Family and Delinquency:

The research on the prevalence of delinquency among their children was conducted by Cochran, Moncrieff, and Inge Be. (1989). The research indicates that when children are subjected to poor parenting methods such as inadequate monitoring, rejection, and harsh and inconsistent punishment, they are at risk of developing an antisocial pattern of conduct. This line of study views the quality of child socialization within the family as a critical predictor of delinquent conduct, arguing that children who get insufficient supervision and punishment are more likely to exhibit antisocial behavior and associate with deviant peers. They discovered that parental mismanagement, which includes a lack of monitoring, a lack of discipline, a lack of emotional support, and parental rejection, was a significant predictor of delinquent and antisocial behaviors.

Cooley and Terence (1987) claimed that certain adolescents are impulsive, rebellious, physical, and risk taking as a consequence of poor parenting. These adolescents are more likely to engage in delinquent behavior than those who

have been trained to have strong internal controls. Thus, the authors regarded insufficient parenting as a direct cause of criminal inclinations. Taken together, these researches provide a solid theoretical and empirical foundation for examining the relationship between parenting and criminality. The majority of these perspectives, however, overlook the reciprocal connection between delinquency and parenting. The following section discusses research that has been conducted on the reciprocal or bidirectional connections between delinquency and familial dynamics.

1.2 Delinquency and Role-taking:

To study interaction, symbolic interactionists describe the unit of analysis as a transaction, which is comprised of two or more people interacting. Within transactions, a critical method by which interactants affect one another is role-taking, which is putting oneself into the shoes of other people and evaluating the circumstance, oneself in the context, and potential courses of action from their perspective. In the case of delinquency, people faced with delinquent conduct as a potential course of action adopt one another's roles through verbal language, fusing their respective courses of action into combined delinquent behavior Matsueda Ross L (2006). The transaction is constructed through this continuous interaction of reciprocal role-taking: one person consider starting, an illegal act—a second person assumes the role the other and responds, and then the first person reacts to the response, and so on, until the unified goal is achieved, a new transaction is formed.

1.3 Magnitude of violence against children in Pakistan

In Pakistan, Basically, due to under-reporting of cases, the severity of violence against children is difficult to measure Cook, D., and C. Ferritor. (1985). Children and their parents usually do not report violent acts for the following reasons: (i) fear of retaliation, (ii) avoiding stigma and re-victimization, (iii) cultural beliefs, (iv) legalization of violence, (v) judicial process Slowness,

(vi) perception that the perpetrator is at large, (vii) lack of awareness of available services, and (viii) fear of putting the offender into trouble. There is a lack of a national mechanism for managing records and maintaining databases related to cases of violence against children. In fact, there are very few real and nationally representative studies on this topic. Research that does exist is usually conducted by independent institutional-based researchers, who are mainly concerned with the theoretical dimension of the problem. In this regard, there are examples of organizations and individuals who have mobilized their resources to assess the severity of violence against children. As micro-level studies; they do not reflect the extent of violence against children at the national level. For example, the Madagascar National Helpline (2014) reported a total of 69,604 incidents of violence against children (≤ 15 years of age) between January 2000 and December 2013. The distribution of cases nationwide shows that Punjab has the largest number, followed by Sindh, then KPK and Balochistan. The relatively high number of incidents in Punjab and Sindh may be due to relatively good reporting standards and a larger weighted population.

1.4 Determinants of Violence against Children

Various personal, family, institutional, community and social factors are related to children's experiences of violence Damon, William. (1988). In Pakistan, there is very little literature on the determinants of violence against children. A small sample empirical survey has been carried out in urban areas, but there are many gaps in the method, and it is impossible to generalize the entire population.

In order to understand and evaluate the determinants of violence against children, Child Welfare Information Gateway. (2013)'s ecological model has been widely used as a theoretical framework. The framework proposes that violence against children occurs at four levels: (i) individuals, (ii)

relationships, (iii) communities, and (iv) society. At the personal level, biological and personal historical factors such as age, education, and violent experience increase the likelihood of becoming a victim of violence. At the relationship level, the theory suggests researching intimate relationships that may increase the risk of violence, including children's parents, siblings, extended family, and friends or peers. At the community level, children may experience violence in schools, workplaces and communities. At the social level, broader social factors such as health, economy, education, and social policies create an atmosphere that encourages and sustains violence against children in a given society.

1.5 Violence against Children: Consequences and Implications

Violence against children has a direct and long-term impact on children's personality, health, education and their delinquency. It is widely recognized that children who experience any form of violence often hinder their development, suffer from learning difficulties, and perform poorly in school UNICEF, (2014). Most of these children have also experienced low self-esteem and depression, which often puts them at risk of abnormal behavior and self-harm. The literature asserts that witnessing violence itself can cause suffering to children.

Children who grow up in violent families or communities tend to internalize their observed behaviors as a way of resolving disputes, and thus tend to adopt patterns of violence and abuse towards their spouses and children as adults. In addition to the tragic impact of violence on individuals and families, violence against children can also cause severe social and economic losses, including loss of potential and reduced productivity UNICEF, (2014). Although awareness of the prevalence and impact of violence against children has attracted widespread attention over the past two decades, child violence has largely remained undocumented.

This reality is attributed to a lack of awareness and social acceptance of violence. Therefore, the lack of sufficient data on violence against children complicates the problem and contributes to misunderstandings about violence, which remains a marginal phenomenon UNICEF, (2014).

1.6. Statement of the problem

“Labeling is disabling” is a statement that boosts the interest of the researcher. Here the researchers want to explore how negative labeling of a child disables him/her and leads him/her toward delinquency.

The question on which this whole research relies is that what is it that makes you...you? This was the question about which the researcher was curious since when he was in grade 10 in my junior level school. This curiosity led a base for the researcher to work on how the behavior of the child is shaped by society especially by parents, teachers, and peers. By keeping the above points in mind, the researcher come up with a research question that.

- Is there a significant relationship between negative labels attached by significant others (parents, teachers, and peers) and juvenile delinquency?

1.7. Objectives of the present study

The core objectives of this study were.

1. To identify the impact of labeling attached by Parents, teachers and friends on juvenile delinquency.
2. To explore factors contributing to juvenile delinquency.
3. To identify the correlation between school dropout and juvenile delinquency.
4. To know the demographic information of the juvenile delinquents.

1.8 Significance of the present study

The current study was conducted to identify the causes of Juvenile delinquency, more particularly to study the impact of labeling on Juvenile delinquency in district jails and 5 police stations. This study is important for several reasons. It is important from both a theoretical and a practical standpoint. Although several studies on adolescent delinquency have been undertaken. However, this is the first sociological study of labeling and its impact on adolescent misbehavior. This examines the link between unfavorable labels affixed by others (parents, teachers, and friends) and adolescent misbehavior. This means that negatively identifying a child as a child can have an impact on the child's conduct and set the stage for the youngster to engage in delinquent behavior. The importance of this study, first and foremost, is to provide theoretical information regarding the causes of juvenile delinquency, the influence of labeling, and the relationship between labeling and delinquency. This research, on the other hand, is valuable to those who are interested in this area. It will also serve as a guide for students interested in researching this sector.

In Pakistan, it has been found that most research is done in the context of Pakistan and abroad has linked juvenile delinquency with socio-economic, cultural, and psychological factors like poverty, unemployment, illiteracy, peer pressure, drug addiction, and poorer neighborhood, etc. The researcher found a lack of research about negative informal labels attached by parents, teachers, and significant others affect the behavior of a child, how negative labels and stigmas attached with a child lead a child toward delinquency. So, this topic will provide a deep understanding for those who want to study juvenile delinquency.

Second, the study has some practical implications for how governments and non-governmental organizations might assist children in engaging in healthy activities while avoiding delinquent behavior, which will ultimately lead to

socioeconomic empowerment. The study's findings will also help policymakers, law enforcement agencies, and civil society to comprehend the phenomena of juvenile delinquency from a realistic perspective.

Chapter No.2
REVIEW OF THE RELEVANT LITERATURE

2.1. Juvenile Delinquency a global phenomenon

Crime has remained one of the most debatable and burning issues over the last many decades especially after the industrial revolution. People started to break the law by committing different sorts of crimes and this issue of the high level of criminal behavior led all the social scientists especially criminologists to ponder on it. During the era of the industrial revolution of high scientific advancement, many theories have been added to the literature which played a significant role in explaining crime and deviance.

Juvenile delinquency is currently one of the world's fastest-growing issues, affecting nearly all of the world's population in both industrialized and developing countries (Siegel, et. al., 1980). Although it is difficult to collect reliable statistical data on trends and rates of juvenile delinquency in most countries throughout the world, the Global Young Report of 2003 says that rates of adolescent criminality increased in practically every part of the world toward the end of the twentieth century. In Western Europe, one of the few countries with reliable statistics, incarceration of juvenile delinquents and under-age offenders increased by an average of 50% between the mid-1990s and the beginning of the twenty-first century. Levels of juvenile criminality in several countries of Eastern Europe, Africa, and the Middle East and South Asia, as well as the Commonwealth of Independent States, have climbed up by more than 30 percent since 1995. According to Bezuidenhout, et al., (1987), youth offending accounts for 60 to 70% of all documented crimes in several African and Asian nations. Steinberg (2008) asserts that 60-80 percent of adolescents and pre-adolescents engage in juvenile delinquent behavior, which is consistent with the prior assertion. A significant deal of study has been done around the world to cope with the ever-increasing cases of juvenile delinquency, which will be reviewed in full. In the Ghana social environment, those who commit often violent crimes such as murder, rape, contamination, driving violations, aiding and abetting crime, armed robbery,

and theft are frequently sentenced to jail. During their time in jail, these criminals are given the chance to study and obtain vocational education skills and knowledge. Vocational training and education are the primary rehabilitation programmes provided in the majority of Ghanaian correctional institutions. Cabinetry, tailoring, soap making, haircutting, blocklaying, and concrete work are just some of the vocational training programmes available. Primary and secondary education, telecommunications and information, and nonformal education are the primary educational programmes. These programmes are tailored to the individual requirements of the offender in order to promote successful rehabilitation and reformation.

Ex-convicts in Ghana face significant obstacles due to inefficient formal institutional aspects, stigmatisation, and rejection by friends, family, and neighbours. As demonstrated in the research, these components are risk factors for criminality in Ghana. To address knowledge gaps regarding the effects of labelling and violent offenders, this article presents narratives of young offenders whose life histories indicate that, despite negative societal reactions from family, friends, and neighbours, some delinquents seem to be able to change their threatening paths in adulthood.

The sample strategies and faithful representation of this research were determined by the recruiting processes and sampling techniques utilised to collect the data. The criteria for inclusion were not biased towards women. To recruit participants in this study, the researcher conducted presentations to stakeholders such as correctional providers, prison officials, police, social workers, coworkers, and members of the academic community, in which he explained the goal of the study. These exchanges facilitated the researcher's acquisition of all existing literature and resources of pertinent information, which enabled the study to be conducted. Due to the lack of a structured database from which to monitor delinquents, the researcher depended on

prison officials to give him with a list of juvenile delinquents' connections who had been through the correctional institution.

Given the scarcity of connections, 23 juvenile delinquents in their adulthood were selected and interviewed using purposive snowball sampling procedures. Before beginning data collection, ethical issues were addressed by adhering to all ethical protocols provided by the University of Ghana's Ethics Committee for Humanities. Consent was obtained from participants using a written form that enabled them to affix their fingerprints or signature. They were informed about the consent process in both English and their native language. This was to ensure that they understood the study's implications and the extent and type of the questions they would likely answer. Participants were ensured of secrecy and anonymity via the use of codes and pseudonyms in place of their given names. Due to the sensitivity of the subject, involvement in the interviews was optional. Additionally, the researchers assured that interviews were conducted in an environment that enabled participants to speak freely about their lived experiences.

Theories aimed at improving our understanding of crime, deviance, and delinquency abounds in the criminology literature. Labeling theory, social learning theory, strain theory, social control theory, and differential associational theory were among the most significant theories. Labeling theory arose from a sociological paradigm known as "symbolic interactionism," a school of thought centered on the notions of Herbert Mead, John Dewey, Herbert Blumer, W. I. Thomas, and others in sociology, particularly criminology. During the mid-1960s, criminologists were interested in what made some people criminal and deviant: "labeling theorists" were researchers and intellectuals who attempted to divert criminologists' attention away from the negative consequences of people in positions of power responding to bad behavior in society.

The Labeling theory's core concepts may be traced back to Mead's (1934) work on "self-concept" and symbolic interactionism. Genuine self-development, according to Mead's (1934) view, begins in childhood. Unlike other criminological theories that regard the "self" as being static throughout one's life, Mead (1934) argues that one's "self" is formed long after childhood (Knutson 1977).

Mead was not the only well-known contribution to the creation of labeling theory, according to all accounts. Cooley (1902) and Tannenbaum (1938) were two sociologists who made significant contributions to the labeling theory's development. Tannenbaum (1938) also describes how criminals get deviant names from society's members. The perpetrator will be identified with the demonstration and labeled as a deviant if specific conduct is regarded to be negative by society. (Knutson, 1977).

Before Mead (1934) had fully defined the concept of a person's "self-concept," Cooley offered the concept of a "looking glass self." Cooley (1902) acknowledged that a person's opinion of themselves is shaped by how others perceive them in public and how they respond to those perceptions. The labeling studies of Becker (1963), Lemert (1951), and Schur (1961) dominated the criminological literature in the 1950s and 1960s (1965). The works of these three authors were extremely appreciated across criminal justice and social networks because they provided an alternative to the well-known deterrence.

The labelling theory of juvenile delinquency examines how labels, or stigmas, influence juvenile conduct. According to labelling theory, society stigmatises juvenile delinquents by assigning them labels, resulting in a negative label for a kid that develops into a poor self-image. A court of law, another agency, a teenager's family and supervisors, and/or the adolescent's peers bestow upon the youth a name – or "label" – often at "degradation rituals." Among other

things, these ceremonies may include a meeting with the principal or dean of a school, a judicial trial, or a home discipline.

Youth who are categorised as "criminals" or "delinquents" may use these labels as self-fulfilling prophecies, believing and behaving as the labels. A kid who accepts a label may then behave as a "criminal" or a "delinquent," violating societal standards in the belief that he or she is a horrible person and that this is what bad people do. Frank Tannenbaum used the term "dramatisation of evil" to describe this social labelling. He contends that this "changes the identity of the perpetrator from a doer of evil to an evil person." Labels may be imposed legally by social institutions (courts, schools, etc.) or informally by an individual's friends, peers, and family. These labels may be positive or negative, and even socialising, but labelling theory is most concerned with stigma that has negative implications and may have a bad influence on the child.

Self-rejection has a part in social labelling theory through self-fulfilling prophecy. "Self-rejecting attitudes result in a weaker commitment to conventional values as well as the development of reasons to violate social standards." Anomie (abnormality) creeps in, and the child forms ties with like inclined, delinquent classmates. These delinquent companions may contribute to the juvenile's "'rejection of rejectors.' Teachers are ignorant; police are dishonest; and parents just do not understand." These problematic adolescents grow estranged from society and engage in aberrant behaviours. Essentially, social labelling theory asserts that juveniles begin thinking they are terrible people and are turned into believing they are awful people.

The critical issue is whether labelling theory makes sense: is it logically consistent? According to the notion, there is a self-fulfilling prophesy in which a youngster is branded badly and then lives according to that label. At first glance, this makes sense; a bad label cannot be seen positively (at least by society; a delinquent may regard their negative conduct positively) and may

be damaging to a youth's confidence, self-respect, and self-esteem. However, what about delinquents whose fundamental issue is a lack of regard for or mistrust of authority; why would a teenager who does not listen to his or her elders suddenly believe them when they label him or her as a delinquent, a criminal, a nasty person, and so forth? While social labelling theory is reasonable in general, it is not without flaws; there are certain to be some exceptions to the norm.

The next examination that must be undertaken is one of scope and parsimony: this is concerned with the theory's complexity. Social labelling theory is a rather straightforward concept: a kid gets stigmatised, and this label becomes self-fulfilling. It does not go deeply into particular behaviours or emotions, instead concentrating on the population as a whole, which may be its biggest shortcoming. Labeling theory would almost certainly be much more commonly recognised as a viable theory if it placed a greater emphasis on the degree of stigmatisation. Numerous investigations of labelling theory now see it as "flawed and inconclusive."

The third criterion for theory evaluation is testability: is the theory testable; does it include tautologies or circular reasoning? The hypothesis of labelling is highly testable. For instance, one may follow minors who conduct delinquent offences based on whether they are tagged by the system or not. If people who have been tagged commit more future crimes or exhibit other bad characteristics than those who have not been labelled, this would demonstrate the veracity of the labelling hypothesis. A research was conducted on the responses of prison prisoners to disciplinary behaviour motivated by stigma. The findings suggested that after a year, there was little change in future behaviour between the control and experimental groups. Tautology does seem to exist. Logic dictates that those who conduct the most heinous actions will face the harshest stigmas; similarly, those who commit the less heinous, more

forgiving offences will almost certainly be granted a second opportunity by society and their family.

The second criterion for evaluating social labelling theory is its empirical validity. The previously discussed research of jail prisoners provided no proof for the validity of labelling theory; on the contrary, it provided evidence for labelling theory's detractors. However, another research done among students examined the validity of formal and informal labelling. It determined that instructors are perhaps the most "significant providers of negative categorization" for adolescents. Additionally, peer-labeling was shown as a major predictor of severe misbehaviour in the research. It demonstrated that family classification was mostly irrelevant. However, these findings do not take into consideration other variables. Individuals participated in the experiment may very likely be influenced by the logistics of other theories (for example, strain theory, social learning theory, and/or social control theory may all be at work). Additionally, unlike the convict research, this one focused mostly on kids who had not yet committed a significant crime, and their labelling were largely informal.

Finally, it is necessary to examine the utility and policy implications of labelling theory. "The labelling hypothesis may assist explain why some teenagers continue to engage in anti-social activities (because they are labelled), while the majority are able to abstain from criminal activity (because they are stigma-free)". While the findings may be contradictory, the subject of whether or not imposing negative stigma on juveniles has an influence on their behaviour should be addressed in policy-making. If there is any proof, or at least a sufficient quantity of evidence, that stigmas have harmful consequences, it would be prudent to require institutions to avoid them totally, or to keep them at away until absolutely required.

In general, labelling theory seems to be a tenuous and only moderately supported idea. According to several research, stigmatising labels typically

feed a self-fulfilling prophesy to adolescents, hence confirming the social labelling hypothesis. On the other side, a growing body of data indicates that stigmatising labels have little influence on juvenile conduct; in fact, some, though few, argue that stigmatising labels actually decrease delinquent behaviour. It is a "correct and incorrect" hypothesis. In reality, social labelling theory is concerned with how "society responds to people" and "individuals react to society." That is the issue; it is a too wide idea. Certain adolescents are stigmatised by their instructors or by law enforcement (formal labels), but their parents and relatives encourage them favourably. Others are stigmatised by their parents and/or relatives (informal labels), while their teachers or other official institutions reinforce them favourably. If proponents of social labelling theory can discover a means to account for individual individuality, they may increase the legitimacy and acceptability of the theory. At the moment, social labelling theory is an insecure and ill-founded hypothesis with low credibility.

2.2. Self-concepts and Delinquency

The majority of research and theory on self-esteem and delinquency have focused on global self-concepts Matsueda, R. L. (1992). In arguably the finest theoretical explanation on self-esteem contends that three processes contribute to the development of global self-esteem: reflected evaluations, social comparison, and self-attribution. Individuals develop self-concepts based on their impressions of the others' attitudes toward them via the process of reflected evaluations. People form judgements about themselves via the social process of comparisons, in part through comparing themselves to others.

Additionally, people make inferences about their dispositions, motivations, and self-esteem based on their perceptions of their own overt conduct. These processes suggest that a significant motivation for delinquent conduct, as well

as other types of behavior is the development and maintenance of a healthy self-esteem.

Adolescents may resort to delinquency in order to boost their self-esteem or overcome emotions of rejection (Kaplan 1975). Thus, high self-esteem may serve as a buffer against delinquency. One of the motivations for the establishment of a specialised court for children was to reduce the shame associated with court appearances. For many years, treatment-oriented reformers have been concerned about the potentially detrimental impacts of arrest, court appearance, and jail on persons.

As a consequence, they worked to lessen stigma in juvenile court by instituting informal processes, closing sessions to the public and press, and restricting access to court documents. Recently, the avoidance of stigma has been utilised to rationalise the diversion of kids away from the juvenile court system prior to any encounter. This increased worry regarding stigmatisation via juvenile court experience stems in part from social scientists' rising interest in labelling theory.

By transforming the common sense concept that stigma emerges from court interaction into a "theory," the common sense notion has been legitimised. The phrase "labelling theory" is widely employed by juvenile justice practitioners to support any attempt to reduce judicial interference in children's lives. Despite its widespread use, there has been little systematic analysis of the theory's relevance to the juvenile justice system, as well as minimal assessment of its empirical backing. It is referred to as "our most generally accepted untested formulation."

Consideration of adolescent delinquency and other deviant conduct has generally centred on the qualities of the delinquent or his surroundings. For example, juvenile delinquents were considered as children with diagnoses and treatment needs, as youngsters whose disobedience must be punished, or as primary products (and hence victims) of poverty and inequality. Now, a

growing number of social scientists are focusing their attention on another facet of deviance: society reaction. Adherents of the social reaction (or labelling) approach are striving to comprehend the mechanism by which community members' responses to one another's actions result in deviance. According to labelling theorists, a deviant is "someone to whom that label has been effectively given; deviant activity is behaviour that people so label" (Becker, 1963: 9). According to proponents of the labelling view, social control systems operate to define and generate deviance (Lemert, 1951; Kitsuse, 1964; Tanenbaum, 1938; Scheff, 1970). Not only do community members identify particular behaviours as deviant, but also stigmatise and harshly penalise anybody suspected of doing such an act. Social reactions to a person who has been tagged may alter as a result of the label, and the individual may become more alienated from other community members. As a result, the branded individual starts to engage in deviant conduct or a role based on it as a method of defending, attacking, or adjusting to the overt or covert issues generated by society's response to his behaviour. He enters what Lemert (1951) refers to as "secondary deviation." The branded individual develops an identity outside of the group; he gets engaged to deviant activities and peers; he develops an identity as a "deviant."

According to a simplified form of labelling theory, the process of becoming a juvenile delinquent may go as follows. A young person undertakes an act, whether on a whim or in response to a specific set of conditions, such as peer pressure or boredom. If the act goes unnoticed or unreacted to by others, the adolescent may dismiss it as not being part of his normal way of conduct and refrain from repeating it. If the adolescent is not identified, he may "grow out" of his delinquent conduct. If, on the other hand, people or institutions in the community label his conduct as "bad," the kid may grow to define it and eventually self-identify as "bad." There is a legal and societal trend toward defining a youngster by his actions. Thus, a youngster who is judged to have

done criminal conduct is designated a "juvenile delinquent" by the court. As the tagging process progresses, the youth's pathways to law-abiding conduct begin to diminish as he is driven into the "acceptable" community's outer bounds. An official response, such as a court appearance, may operate as a "degradation ritual," in which the youngster "becomes a different person in the eyes of the witnesses." As the youth's current conduct is classified negatively, his earlier behaviour is likewise analysed and negatively reinterpreted to match his new identity. Due to the pervasive desire for character consistency, the delinquent is labelled as evil and is not believed if he is nice. The kid enters a delinquent career via a series of reaction and counter-response.

2.3. Parental Delinquency

The Gluecks (1950 and 1968) discovered that delinquents were more likely to have delinquent dads and mothers than non-delinquents. Subsequent research corroborated the Gluecks' results, demonstrating that delinquent boys were more likely to have delinquent or criminal parents (Johnson, 1979; Osborn and West, 1978; McCord, 1979). Robins et al. (1975) discovered that a child's criminal conduct was linked with 1) one or both of his or her parents' arrests during their adult years and 2) a parent's history of juvenile delinquency (s). Children with two criminally minded parents faced an extraordinarily high chance of delinquency. West and Farrington performed the most comprehensive research of the link between parental crime and adolescent delinquency in their longitudinal study of British boys (West and Farrington, 1973; West and Farrington, 1977). They stated that "there is no doubt that delinquency is passed from generation to generation." Their findings indicated that criminal dads often spawn criminal sons (p. 116). They found that the same is probably true for criminal moms, but their sample size was insufficient to make a definite judgement.

To better understand the relationship between criminal dads and delinquent kids, West and Farrington (1977) discovered that Cather's do not seem to actively involve or urge their sons to become delinquent. Furthermore, criminal dads, like noncriminal parents, suppressed criminal behavior among their offspring. The difference between criminal and noncriminal dads seems to be in the level of supervision their kids received. The concept that a juvenile caught for a crime would commit more subsequent crimes than a comparable juvenile who is not detained. The data are from an 847-member representative national sample of thirteen- to sixteen-year-old boys and girls who were interviewed as part of an adolescent life research. One series of interview questions focused on unlawful activity committed by the kids in the three years before the research. Interviews elicited information regarding each incident reported by the youngster - the type of the offence, the date it was committed, whether it resulted in apprehension, and, if so, and the outcome of the case. The vast majority, 88 percent of the 847, admitted to doing criminal crimes. Only a tiny percentage of these juveniles reported being detained for an act. The research discussed here included all teenagers who reported a total of four or more infractions and had ever been detained (a total of 74). A control group was created by associating each apprehended offender with an unapprehended offender of the same sex and race who was within six months of the apprehended offender's age, had reported an offence within six months of the offence at which his apprehended match was apprehended, and had committed approximately the same number of offences prior to the act. Only 35 of the 74 detained minors could be matched using these parameters.

Theorists of labelling emphasise the critical role of contact with "important persons" in the labelling process. For the adolescent who views family members as "significant others," the attitude of his relatives may be a deciding element in determining whether the court experience will serve as a major labelling event for him. Certain kids may face punishment or exclusion from

family members as a result of their court experience. Other kids may encounter a lack of care on the part of family members or attitudes that diminish the value of the court experience. Other kids may discover that their family members rally to their assistance and work constructively to assist them in moving away from delinquent conduct.

The juvenile court is often predicated on, or at least hopeful of, the latter favourable response. Efforts are made to include the family as soon as possible in the judicial procedures. The majority of police rules for dealing with juveniles include clear instructions on the early notification of a youth's parents in the event of his arrest. Probation officers may consult with family members, school authorities, and other individuals with whom the youngster may come into contact while drafting intake and pre-disposition reports. The court is devoted, at least in principle, to family strengthening and, if feasible, to retaining the kid in his home. However, some adolescents lack a family in the social sense, despite the fact that an adult is legally accountable for them and signs the necessary school and court paperwork.

In and of itself, a blood tie does not imply fondness or a feeling of emotional engagement or obligation. Emotional connections between children and caregivers, whether natural or adoptive parents or others, stem largely from the psychological and emotional relationships formed during years of physical and emotional care and interaction. Youth who lack a biological or adoptive family may be unaffected by family or community labels. He may already be separated from lawful pursuits and well on his way to secondary deviance. Even if a kid has a family, it is possible that the family may be unable or unwilling to assist him. Delinquent conduct may wreak havoc on a family whose emotional, social, and economic resources are already severely stretched. Such a family may see the delinquent member as proof of its own shortcomings or as a danger to the well-being and reputation of other family members.

Concealment of delinquency may place a great deal of pressure on the family and expose individuals to uncomfortable role strains and discomforts (Bryant, 1973). Additionally, the family may worry that the official designation of one of its members would raise the likelihood of additional family members being officially labelled in the future. Indeed, probation reports often include as unfavourable information about a youngster the fact that he or she has a sibling or parent who has been in court or served time in a facility. Because each episode of labelling a family member is, in some way, a labelling of the family, the family may see the tagged person as a danger and respond violently to separate him from the family group. Parents often make an effort to limit contamination of younger children by an older kid who has gotten into mischief. Such a family may be eager to get rid of its misbehaving young member and may oppose attempts to impose responsibility on him or her. On the other side, parents may reject child removal because they see the kid's loss as public proof of their own failure.

Public awareness of a minor's court presence may benefit the parents more than the minor. Almost everyone who is relevant to a youngster is aware of his court appearance and has easy access to his record – for example, family, school officials, prospective employers, probation and institutional employees. However, parents may be shielded from public awareness by lack of press coverage, closed courtrooms, and overall obfuscation of information regarding the delinquent episode. Indeed, the parents' desire to keep the occurrence hidden from the public eye may operate as a powerful motivator to retain a kid in a family environment when he would be better off without it. The removal of a kid from his or her home is more difficult to conceal than a court appearance.

Staff members of the school were trained as they worked on a unique initiative with the families of newcomers to Iowa. Training parents often expressed shame for their son's institutionalisation and a feeling of failure in

their family ties. They also experienced self-criticism from members of their community and family. These parental reactions create the possibility of identifying and scapegoating a wayward adolescent. Some evidence for parental scapegoating of delinquents is found in her interviews with boys regarding their perspectives of the court hearing. Numerous juveniles said that their parents' actions made them feel the worst during their court appearance, particularly when their parents made disparaging statements about them in front of others and cried. Numerous individuals said that their court appearance had made their family feel embarrassed.

2.4. Existed Literature on Informal negative labeling and delinquency

Much has been written about formal labelling and its effects on a child's conduct, but the informal labelling of a juvenile by his or her parents and significant individuals at an early age has received little attention. An attempt was made to analyze Deviance from an interactionist perspective by Stryker and Schwartz (1979) who concluded that boys who had been labelled "bad" by their teachers were more likely than boys who had been labelled "good" to have a low self-esteem and an ambiguous self-concept.

Further stated by Byrne and Rodriguez (2014), Parents, teachers, and other significant individuals have a major influence on their children and pupils, and they play a critical part in forming and shaping their children and students into civilized adults. Both parents and instructors' parenting styles and behaviors have a significant impact on children, and they are accountable for making a child delinquent or conformist.

Another work by (Daniel et al. 2004) According to the findings, parental labelling had no effect on the likelihood of future criminality at any point of the study. Similarly, when the control variables were considered, school stigmatization had no effect on future delinquency. Because it is unrelated to future criminality, school stigmatization may not be significant in predicting

secondary delinquency. Another possibility is that the process and method utilized to identify and quantify school stigmatization in this study did not account for school stigmatization and labelling experiences effectively. As stated by Jacqueline (2009) negative labelling in the classroom sometimes becomes problematic like other stereotyping and leads the students toward risky behaviors like drug use, low academic performance and other unhealthy activities.

Because each child's experiences within the family are unique, the relationship between the child and his or her parents and other family members is critical to the child's social development (Thompson, 1998). The family begins a process of self-development once the child is born by learning habits, values, and language codes that differentiate the child from others. As a result, the family environment has a significant influence on the development of children's and adolescents' personalities (Ribeiro, 2007).

Further labeling theory by Mead identifies that the self is socially constructed through the interactions which each individual has with the society. Thus, if the parents and significant others labels an individual as “deviant”, the individual will internalize this label into his sense of self. It also explores the association between background characteristics of the informal labeling and delinquency. Individual who are identified as deviant previously are more likely to consider as delinquent by their parents. Individuals from lower class ,urban and minority class are more likely to involve in deviant behavior and less chance to consider them as conforming because they gets involve in more objective deviant behavior.

The statements are backed up by a parenting website in Australia (raisingchildren.net.au), which claims that “no matter how old your children are, your gratitude and encouragement can make them feel better about them.” This boosts their self-confidence and self-esteem. Rewards can be useful in some situations, especially if you wish to encourage positive behavior. Parents

and teachers are more likely to shape one's self-identity. When many people praise a child, the child automatically internalizes the label of "good guy." When a youngster is labelled as bad, he or she is more likely to engage in delinquent behavior.”

According to the labelling theory, an "official" response to delinquency encourages subsequent delinquency (Lemert 1951). Labelling theory describes two ways in which a "label" can take the form of increasing deviancy (Paternoster, 1980). According to one labelling theory technique, a delinquent label can transform a youth's self-concept or personal identity into a deviant self-concept, which then becomes self-fulfilling (Matsuedan, 1992).

In addition to Edwin Lemert's (1951), this may be observed in his labelling theory paradigm, especially in his representation of the passage from "primary deviance" to "secondary deviance." As a result of society reactions to their behavior, people typically internalize their deviant reputation, and deviants build their lives around it (Becker, 1963). Classified delinquents may subsequently associate with more deviant peers, abandon conventional and traditional lifestyles, and eventually commit criminal offences at a higher rate than identical juveniles who have not been labelled "delinquent."

Internalizing labels sets an individual on a road known as a self-fulfilling prophecy, in which they live up to the role of the label they believe is desired of them. “If men interpret circumstances as real, they are real in their consequences,” says W.I. Thomas, who has become a key principle in sociology. When a child is labelled as a delinquent, he or she is more likely to engage in destructive behavior. The experience of being stigmatized as a result of society's unfavorable naming and judgement defines and fuels the current path. (Kenny 2007). Matsueda (1992) discusses how a community, parents, peers, and teachers can label a youngster who engages in seemingly innocent activities in the quest of fun and adventure as "bad" or "evil." The child then internalizes that label through stigmatization, which has an impact

on the child's self-image. When a child's self-fulfilling prophecy comes true, he or she grows up to be a delinquent. In a circular process that fulfils the negative label, the odds of future labelling and delinquency increase (Matsueda, 1994).

As previously said, parents have a greater influence on their children as their classmates, teachers, and other key individuals (Garg, 2002). Parents' wishes for their children are frequently transformed into the children's own wishes (Garg, 1998). Labeling children by their parents, can have a big impact, but also be damaging. It is thought to have the most influence when a youngster is deserving of acceptance and assistance and expects a loving, positive reaction, or praise. When adolescents expect one thing from a parent and get something else, their disapproval or disinterest can appear twice as strong. This can happen when delivering a report card or discussing achievements (Rosenthal, 1968). In cases where no transgression has occurred, guardians have been found to categorize children negatively (Matsueda, 1992). A parent who is humiliated may pass on labels to their child. According to Matsueda, even when labels have no substance, they can become self-fulfilling (1992). You can have a star student that has the same potentials and activities as their peers but is labelled negatively by their parents because of their own self-perception. Parents not only see themselves through the eyes of others, but they also transmit the label on to their children.

Matsueda (1992) examines both positive and negative labels in his studies. He analyses how parents, friends, and teachers identify children aged 11 to 17 as gregarious, winners, distressed, rule breakers, and disruptive. According to his findings, black persons are more likely to be labelled as delinquents. It also discovered a considerable correlation between children's reflected ratings and their parents' evaluations. A large impact was projected in advance due to a parent's awareness of their child (Matsueda, 1992). Because they are concerned about their child's behavior, parents may rush to label them as

deviant or delinquent (Matsueda 1992). It was also revealed that the youngster does not have to be aware of the label in order to incur unfavorable consequences. Labels bestowed on children by their parents can have an impact on how they treat their children, whether or not the child is aware of the label. If a parent believes a child is delinquent, he or she may distance themselves from the youngster, alienating the youth even more or expressing less affection, resulting in delinquency as a result of the treatment (Liu 2000; Matsueda 1992). In addition, it's likely that unfavorable labels are passed down through vulnerable families.

Matsueda is the only individual who has kept the labelling perspective on life support alive, as well as the first prominent and well-known researcher and social scientist to express how informal labels may explain both primary and secondary deviance. He discovered that during his research on reflected assessments, adolescent misbehavior, and parental labelling, he did not base his argument on labelling theory as it was known at the time, but rather on a symbolic interactionist theory that focused on the effects of parental labels and reflected assessments. Criminologists consider both of these forms of designations as informal labels. (Bartusch & Matsueda 1996).

Matsueda (1992) was revealed that having a poor background raised the likelihood of negative parental labelling and maybe decreased the likelihood of positive parental labelling. His research also found that parental labels had a major impact on delinquency, proving the deviance amplification theory. Reflected assessments had an impact on future delinquency as well, but parental labels had a significant impact on delinquency even after controlling for youth-reflected appraisals.

“Travis Hirschi and Michael Gottfredson state, "Offenders do not do well in school" (1990: 162). They despise being in a classroom. They often skip school, bunk, and drop out when they are young. As a result, each 'school' characteristic has a strong link to criminality and delinquency.” Education, on

the other hand, has been found to make a difference in delinquents' future results if they stick with it. According to a study conducted by Elizabeth Monk Turner (1989), Education acts as a buffer between juvenile delinquents and their results. She realizes that their lack of aptitude is not due to a lack of ability, as delinquents with the same number of years of schooling as their classmates obtain the same level of professional position. (Monk-Turner, 1989).

According to Becker (2002), giving a young person a bad label or stigmatizing them has a significant impact on them. As a result of such unfavorable labelling, most of them become deviant. An individual's job may be lost because of stigmatization, and he or she may be unable to find a quality job elsewhere. He will have no choice but to participate in criminal behavior or deviancy because of this.

The Sequential Model of Deviance expands on the previous idea. As stated by Lament in the Sequential Model, a person reaches deviant status through a process known as "self-defining junctures" (1999). When a person is first labelled as deviant, he or she becomes the starting point for a pattern of deviant behavior that continues (primary deviance). Additional junctures (secondary deviance) cause the label to be internalized and integrated into the individual's self-identity. This integration is the basis of Lament's argument for primary (original occurrence of deviance) and secondary (secondary occurrence of deviance) deviance (subsequent deviances).

According to Gouldner (1998), the impact of labelling theory on adolescent behavior is also more emphasized and visible. The idea of labelling is especially appealing to young people. Self-rejection happens when people start to believe their negative labels, and it's a big part of the social rejection theory. This attitude of rejection of oneself leads to a contempt for societal standards as well as a cognitive process that takes people away from social norms. At that point, they create bonds with other deviant friends. These

young people will then reject those who have labelled them as deviant, instead establishing their own aberrant lifestyles. In schools, people who come from the working class or lower class are labelled as 'troublemakers', as opposed to working class groups who are labelled as 'pranksters.' According to studies, a significant number of young people from lower socioeconomic backgrounds are detained and labelled criminals. Negative labels establish a base of deviancy through such actions. The following assumptions can be made based on the above literature.

2.5. Family effect on Delinquency

The assumption is that children nurtured in supportive, loving, and welcoming settings grow into self-aware people capable of formulating their own long-term objectives and pursuing socially and economically satisfying lives effectively. In contrast, children of harsh, unloving, excessively critical, and dictatorial parents often develop a sense of self-importance as adults. Their impulsive behavior may culminate in acts of violence or drug addiction (Chollar, 1987:12). The Gluecks (1950) discovered that delinquent parents were, in fact, less loving. Bandura and Walters (1959) found in several early researches that parents of delinquents, especially dads, are more rejecting and less loving toward their children. Nye (1958) discovered that parental acceptance—or, alternatively, parental rejection—was significantly associated with misbehavior. Thus, it seems likely that parental rejection may enhance a child's risk of criminality. Gray-Ray and Ray (1990) discovered that this is true for black men, while Kroupa (1988) discovered that imprisoned females regarded their parents as more rejecting than nonincarcerated girls. Stouthamer-Loeber and Loeber (1986) discovered that lying among young boys is associated with rejection by their mothers and, to a lesser degree, their dads. Fighting at home and school has also been linked to parental rejection (Loeber and Dishion, 1984). Even after adjusting for other familial variables,

rejection remained associated with delinquency on a modest scale (Simons, Robertson, and Downs, 1989). According to Pfouts et al. (1981), children who are rejected by both parents are more likely to become delinquent than children who are supported and loved by a single parent.

The hearing's effect on 43 boys, aged 10-16, who had been put on probation by the court. For 25 of the youngsters, this was their first encounter with probation; the remaining 18 had previously served time on probation. In the majority of instances, the judge and probation counsellor were interviewed at the actual hearing. A few weeks following the hearing, the lads were questioned. Snyder discovered that the most often mentioned emotion about the court experience was terror, and that virtually all of the boys (37 of 43) vividly recalled the judge placing them on probation rather than sending them away. None of the boys expressed feelings of guilt, but a couple expressed feelings of humiliation during and soon after the hearing, which subsided over time.

Despite the fact that all but one of the students acknowledged to the crime, the majority of the lads refused responsibility for their acts. Certain juveniles perceived a labelling impact as a result of their court experience.

"The youngsters at school find out and look down on you after they learn you've gone to court," one adolescent said (Snyder, 1971: 488). Youth, who had previously been on probation thought that if they were arrested for an infraction, they were accused of committing every future violation in their community.

Baum and Wheeler's 1966 research of 97 boys who had recently completed their first juvenile court commitment revealed that the predominant reaction to the experience of commitment was shock, upset, and sadness. Over half of the boys said that they believed the decision to send them away was justified, and that it would benefit them by teaching them a lesson or by disrupting a pattern of criminal behaviour. The majority believed that their predicament was all

their responsibility. Some of the boys believed that commitment would have no impact on them, especially because they imagined what would happen to their "record," i.e., "it would be destroyed" or "no one would speak about it when I turned 17."

Less than a third of the boys believed institutionalisation would be detrimental to them, with their primary concerns being future employers and the draught board. The primary worry of the boys in both cases seems to be the hearing's imminent outcome—probation or commitment. The one significant finding that differs between the two researches concerns the youth's sense of responsibility for his actions. The majority of adolescents put on probation rejected responsibility for their actions, but the majority of adolescents committed to institutions blamed themselves for their conduct. It's intriguing to speculate on whether this variation in reaction is a product of different questioning tactics, represents an element in the scenario that impacted the judge's judgement, or is a result of the decision.

Perhaps at a hearing in which a child is committed, a concerted effort is made to convince the youngster that he has misbehaved and that he is personally accountable for his commitment. If this is the case, a court hearing during which a kid is committed may serve as a significant labelling experience because to the focus placed on the boy's personal responsibility for the commitment.

Foster's research of juveniles' perceptions of stigma after public intervention for delinquent conduct, like Snyder's and Baum and Wheeler's, reveals that the youngsters involved do not have a strong sense of stigma. His research sample consisted of 196 delinquent youths from a 300,000-person metropolitan city – 80 with police dispositions and 115 with juvenile court dispositions. The cases were acquired during a three-month period from the police department and the juvenile court, and all individuals were questioned at their homes within ten to twenty days following final disposition.

By and large, the adolescents did not believe that their interaction with a law enforcement agency resulted in any substantial social responsibility in terms of interpersonal ties. They saw no detrimental influence on their friends' attitudes toward them, and just a few remarks of mild unfavourable consequences on family connections. Neither the kind of disposition, nor the individuals' age or ethnic origin had a significant effect on their replies. The interviewees were asked if they believed what had occurred would "cause any further difficulty in finishing school." 92 percent of the 172 boys remaining in school believed there would be no specific difficulties. The few who disagreed were guys who had been experiencing academic difficulties prior to getting into contact with the police. The guys reacted with remarks such as "what I did had nothing to do with school" or "since the instructors are unaware, it will be irrelevant." The lads' only areas of concern were their interactions with the police and potential employers. 54% of boys anticipated the authorities to keep an eye on them after getting into mischief, and 40% of boys believed that future employers would hold the event against them.

None of these three researches demonstrates conclusively that minors see the court process as profoundly stigmatising. Their primary worries seem to be practical in nature - hearing out-comes, police monitoring, and probable employment discrimination. As Baum argues, "in the viewpoint of these adolescents, commitment to an institution is a kind of retribution for wrongdoing." According to his findings, the level of perceived stigma and social responsibility associated with police or judicial intervention seems to be overstated in the labelling theory. If the deviant feels that his acts are "insignificant" or that others would quickly forget about them, the deviant's perspective on the incident's long-term implications is lost, regardless of the presence of social responsibility.

This approach is consistent with the neutralisation process, in which the infractious character of crimes is neutralised and transgression is reduced to ordinary activity by the actors.

According to a study on boys' views of the influence of court appearances on their life, 73% of boys said that their parents' attitudes toward them had not altered as a result of the court appearance. Parental sentiments toward their children tend to be quite well established prior to court appearances in the majority of instances. They either see their kids as troublemakers or are unsurprised that they have run afoul of the law, or they believe their boys are fundamentally decent and will turn out well regardless of their court appearance. Nonetheless, court labelling may have a significant impact on family contact patterns in at least the remaining 27%, and the kid may suffer significant changes in his family status as a consequence of his court experience. It would be fascinating to do a follow-up research comparing later crimes committed by boys whose parents saw them as bothersome to those committed by boys whose parents believed they were fundamentally good.

Given the family's potentially significant labelling role, it is critical to collect empirical data on how a family responds to a member who has been formally branded as delinquent. In what scenarios does the family band together with its deviant member to stave off harsh community judgments? In which instances does the family band together with the judicial authorities to demonise the family member? In what circumstances does the family disengage from the whole situation? If we discover that family labelling has a significant effect on at least some kids, attempts to alleviate the stigma associated with court appearances or diversion programmes should concentrate on both the family and the community. For certain kids, if done in a non-stigmatizing manner, removal from the household may result in less labelling than returning the youngster to a home where he or she is characterised as "bad" or "no good."

The issue at the moment is that the alternatives to home are often correctional facilities or institutions, which introduce a whole new set of challenges for the kids and do nothing to alleviate stigma. Our long-held belief that a troubled adolescent should remain with his family wherever feasible benefits the middle-class, law-abiding neighbourhood. The belief that the family unit should be preserved and that a family should look after its own relegates responsibility for juvenile aberrant conducts away from the community and places it squarely on the shoulders of the family.

Additionally, it casts doubt on any commitment of public monies to houses and programmes that give alternatives to family life. If the family is held sacrosanct and its maintenance is a societal objective, then initiatives that provide alternatives to the family may be seen as morally immoral. Family preservation offers a moral rationale for giving modest community and judicial help to troubled adolescents. Such justifications are likely to persist until compelling empirical data is produced demonstrating that many adolescents really lack a healthy family unit or that some adolescents are gravely hurt by family labelling and scapegoating.

Assumptions

1. The more students will be Dropout from school the more likely to go to jails and more likely to involve in delinquent acts.
2. Because of different reasons such as inequality, social injustice and personal disparity, children become delinquent and do not follow social norms and legal dictum and involve in delinquent behavior.
3. Criminals are not born they are made. Children are made criminals by our own hand through labeling in childhood
4. Self-identity of a child is made by significant others in society. Labels means to disable or to make a juvenile delinquent.

Chapter No.3
THEORETICAL FRAMEWORK

In many cases, sociological theories are produced to explain, predict, and analyze a social occurrence, as well as to challenge and expand current knowledge within the boundaries of essential restricting assumptions. The theoretical framework is a well-defined structure that can encompass or support the theory of a research project. The theoretical framework describes and introduces the theory that explains why the research problem is occurring.

3.1 Social Learning Theory

Over the last three decades, social learning theory has remained one of the most prominent and influential criminological concepts. Individuals learn to commit crimes through social contact in society, according to this theory, Juveniles are exposed to a range of normative and behavioral patterns within a community. According to Pratt et al. (2010), they learn these behavioral and normative patterns through imitation.

Individuals learn by observing others, according to social learning theory. Social learning theory, which is linked to Albert Bandura's work from the 1960s, explains how people adapt to new behaviors, traits, and mindsets. For example, young individuals may pick up slang from their peers. Attention to the person being observed, recalling the seen conduct, the ability to repeat the behavior, and inspiration to act similarly are all expected outcomes of social learning. For example, a kid may observe a sibling receiving a treat for being sweet and imitate his or her sibling's desire to receive a reward.

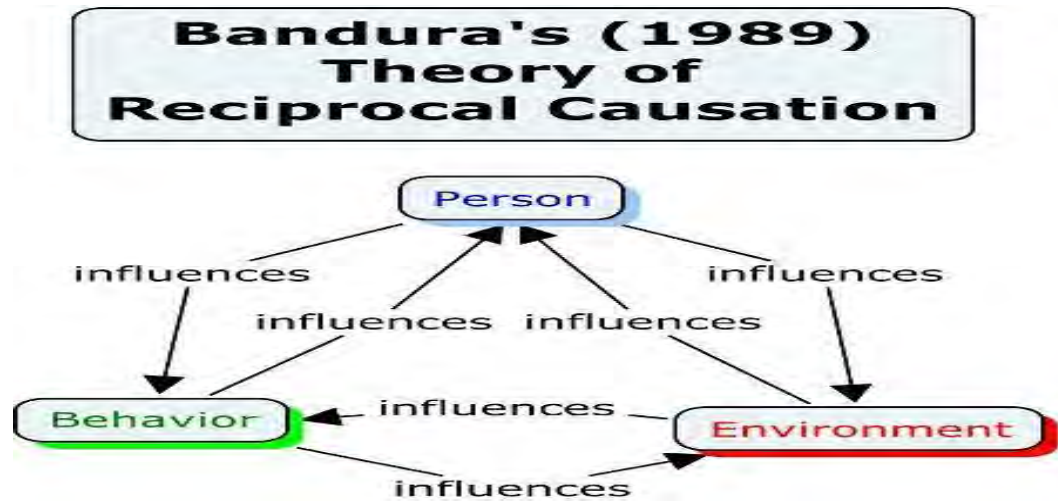
Individuals learn through perceptions and experiences, according to social learning theory. Humans do not acquire information when they are born, according to Bandura (1977); rather, people learn how to behave. Attentional (discernment), maintenance (remembering), motor reproduction (converting thoughts into actions), and inspiration are the four techniques used in observational learning. Behaviors that are rewarded or avoided are more likely

to be repeated, whereas conduct that is penalized is less likely to be repeated (Pratt et al. 2010).

3.2 Application of Social learning theory

Sociologists have used social learning theory to better understand and explain aggressive and criminal conduct. This notion of social learning helps explain a lot of children's illegal behavior. Children's learning is a fascinating complex phenomenon, and their learning is influenced by a variety of circumstances. Most parents and instructors are probably aware that observation plays an important part in establishing how, when, and what children learn. Children, as the cliché goes, are sponges, absorbing up all they encounter daily. Albert Bandura's theory clearly explains some of the reasons why youngsters commit crimes and act delinquently and aggressively. This idea discusses how labeling a youngster might set the stage for an individual to engage in deviant behavior. It also describes how youngsters learn antisocial conduct from important others, most likely from friends with whom they spend most of their time. As a result, juvenile delinquency can be defined as antisocial behavior taught by the society in which the juvenile lives. If a youngster is labeled as a terrible kid by significant others, he internalizes the label, incorporates it into his self-identity, and acts in the same way that he learns from society about self-perception.

3.2.1 Model of Social learning theory which explains delinquency



3.3 Link's modified labeling theory

Bruce Link and colleagues have conducted several researches on the effects of labelling on mentally ill patients. Based on these studies, which took place in 1987, 1989, and 1997, Link developed a "modified labelling theory," which demonstrated that labelling expectations could have a huge negative impact, that these expectations often cause patients to withdraw from society, and that those labelled as having a mental disorder are constantly being rejected from society in seemingly minor ways but that, when taken as a whole, these rejections cause patients to withdraw from society. Link's modified labelling theory, published in 1989, broadened the actual framework of labelling theory to include a five-step process of labelling as it related to mental illness. His model's steps are as follows:

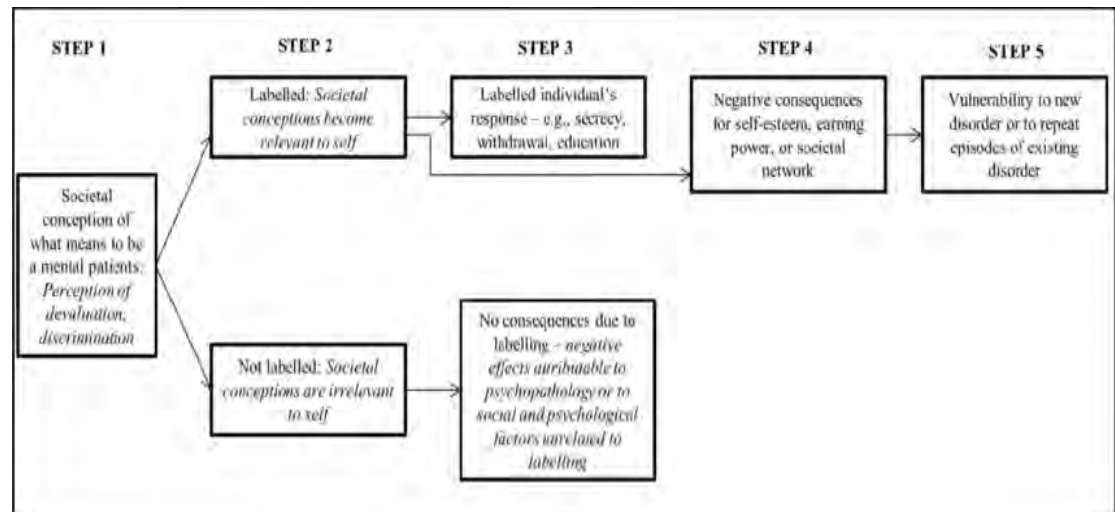
- (1) The amount to which people assume mental patients (slow learners, unintelligent,) would be marginalized and discriminated against by their peers.
- (2) The amount of time it takes for persons to be formally labelled by treatment services (jails, educational institutions)
- (3) When a patient responds to labelling with concealment, retreat, or education, this is referred described as "response to labelling."

- (4) Negative effects on this person's life because of labelling, and
- (5) The final stage of vulnerability to future deviation due to labeling's effects.

3.4 Application of Link's Modified Labeling theory

Modified labelling theory is a "sophisticated social-psychological account of 'why labels matter,'" according to the researchers. In a two-year study conducted in 2000 on patients discharged from a juvenile rehabilitation center, it was discovered that stigma was a powerful and persistent force in their life, and that social rejection was a constant cause of social stress. This hypothesis also aids researchers in their investigation into how labels affect behavior and how labelling a youngster leads to delinquency, and then the labeled person has feeling of discrimination withdraws himself from society and makes a deviant self-identity. This theory provides a good empirical base for this study because this study also explores the effect of negative labeling on juvenile delinquency.

3.4.1 Link's five step model in explaining deviancy



3.5 Propositions

Through this research the researcher is interested to explore how internalizing a self-stigma (attached by informal labeling of parents, teachers and significant others) by juveniles lead them toward delinquency. Here the researcher is not interested to study the impact of formal labels attached by justice system and other educational institutions) on the behavior of juvenile. The base of this research relies on the concept that to what extent parents, teachers and significant others are responsible in making a child delinquent. Child behavior and personality is shaped by the society most particularly by their teachers and parents. An old myth exist in our traditional society is that when a child is praised and labelled as “Good” by many other individuals then Angel say Ameen and the child automatically becomes good and when a child is labelled as “Bad” by others in the society then Angels also disapprove him or her and the individual also become automatically bad and behaves in a deviant way. Through this research the researcher aims to justify whether this notion which exist in our traditional society is just a myth or it has some scientific grounds.

By keeping the above concept in mind it is hypnotized that internalization of stigmas due to negative informal labels attached by parents, teachers and significant others can lay the base for deviance an individual will participates in.

3.6 Hypothesis

On the basis of the above statement we construct the following null and alternate hypothesis.

3.6.1 Null Hypothesis (Ho)

There is no significant relationship between informal negative labels attached by significant others and juvenile delinquency.

3.6.2 Alternate Hypothesis (H1)

There is significant relationship between informal negative labeling attached by significant others (teachers, parents and peer) and juvenile delinquency.

CHAPTER No.4
CONCEPTUALIZATIONAND OPERATIONALIZATION

4.1 Conceptualization

Here we will completely understand abstract words “juvenile”, “delinquency”, “juvenile delinquency”, “formal and informal negative labels” etc. We cannot research these concepts and find their relationship until and unless we know exactly what they are. Everyday language often has vague and unspecified meanings. The most basic and important process of science is abstract conceptualization. Conceptualization is to explore and specify exactly what we mean and don’t mean by the terms we use in our research. So, by keeping the above points in mind here, the researcher had conceptualized the following concepts.

4.1.1 Juvenile

According to Cambridge Dictionary “the term Juvenile is related to a young person who is not yet old enough to be considered an adult. In Pakistan a person whose age is less than 18 years is considered juvenile, but it may vary from state to state. In some states like Wyoming it is 19 and in New York, North Carolina it is 16. The minimum age limit for juvenile is 7. According to Pakistan penal code 1860 “Nothing is an offence which has been done by a child under seven years of age. This means that the age bracket for juvenile in Pakistan is 7-18. Any individual between the age range of 7-18, if commits offence will not be considered as crime and will be dealt by Juvenile Justice system.

Further the United States department of Justice defines Juvenile as “A "juvenile" is an individual who has not yet reached at his eighteenth birthday, and "juvenile delinquency" is the violation of a law of the United States committed by an individual prior to his eighteenth birthday which would have been a crime if committed by an adult. “The Juvenile Justice System Ordinance, 2000” which is an ordinance promulgated in Pakistan in 2000 states that a ‘Juvenile’ means a person who at the time of the committing of an

offence is not yet eighteen years old. This law also provides protection to accused children from the death penalty.

4.1.2 Juvenile delinquency

To explore the causes of juvenile delinquency it is important to completely understand the term Juvenile delinquency. Here I am going to discuss how the term Juvenile delinquency has been defined.

Juvenile delinquency, according to (legaldictionary.net), is the involvement of a minor, usually between the ages of 12 and 18, in illegal behavior or activities. Juvenile delinquency also refers to youngsters who exhibit a pattern of misbehavior or disobedience that causes them to be regarded out of parental control and liable to legal prosecution by the judicial system. Juvenile delinquency is also known as "juvenile offending," and each country has its own legal system for dealing with children who break the law.

The term delinquency is given a liberal interpretation in the sociological approach. This viewpoint is aptly articulated by Clyde B. Vedder's definition, which states that "juvenile delinquency refers to the anti-social activities of children and young people under the age of eighteen." Such behaviours are either expressly prohibited by law or may be properly regarded as constituting delinquency or necessitating government intervention." It denotes a departure from typical conduct. According to Robison, the legal term "delinquency" refers to "a wide range of socially condemned behaviour that varies depending on the period, place, and attitudes of those charged with enforcing the law.

4.1.3 Formal labels

Individuals who have come into touch with educational or correctional institutions with the authority to legally designate the individual (juvenile) as deviant are given formal labels (Chirico's, Barrack, Bales, & Bondage, 2007). They also stated that formal labels, once attached to an individual, enhance the likelihood of that person engaging in delinquent behaviour in the future, and

that such designations cause individuals to absorb the stigma associated with the criminal justice or educational systems.

Henry and Huizinga (2008) investigated the influence of punishments and arrests, concluding that both increase future delinquency or have no impact on future involvement in delinquency.

Lopes and her coworkers (Lopes et al., 2012) also mentioned that there is a growing interest in examining the impact of labeling on non-offending outcomes that could exacerbate delinquency. They discovered that formal labeling, such as police intervention in childhood/adolescence, had a large indirect impact on criminal and non-criminal outcomes later in life. Non-criminal outcomes such as job, education, and financial stability were significantly affected by formal labeling or police action, and all of these findings are consistent with labeling theory.

4.1.4 Informal labeling

Individuals are given informal labels by people who do not have the official or professional authority to distinguish between deviant and non-deviant behavior (Liu, 2000; Ray & Downs, 1986). When seen as a process, this is referred to as informal labeling. Parents are the primary source of informal labels, according to Ray and Downs (1986), and informal labels can have a direct impact on a child's self-concept or self-esteem. Self-concept research is a difficult and important element of labeling theory research.

4.2 Operationalization

Operationalization is the process of defining how a notion will be measured in detail. It entails determining the appropriate research strategies for gathering evidence on our concepts.

4.2.1 Juvenile Delinquency

Juvenile delinquency is usually viewed as a behavior of a child which is not generally according to the norms of society. Such behavior when committed

by adults is considered as a crime. Deviant behavior includes smoking and drunk behavior in public places, playing truant from schools and colleges, violating traffic rules, shop lifting etc. This research is looking for how negative labeling a child by significant others (parents, teachers, and friends) can take a juvenile toward delinquency. To check whether a child is delinquent or not different indicators were used in different questions like whether you have ever violated traffic rules or not, whether you have drunk in public places or not, have you ever damaged public property or not. A question about labeling was asked about the children whether he or she has been negatively labeled by parents, teachers in childhood. If the child response is yes about negative label in childhood, then that means negative label in childhood has impacted the kid and that is why he has been involved in many deviant acts. So, we can say that negative labeled is being internalized by juvenile and later such labels provide a base for the juvenile to participate in offence.

The variable was measured as accordingly:

Q9.do you ever arrest by police?

a). yes

b). no

If yes please specify frequency of arrest.

a). Never

b). once or twice

c). three to four times

d). more than four times

Q.13 Do you ever taken thing from shop?

a). yes

b). no

if yes please specify

- a). Shop lifting
- b). Never
- c). once or twice
- d). three to four times
- e). more than four times

4.2.2 Informal labeling

Child is usually called by different names which have negative connotation. The child then internalizes those names and make them part of their self-identity. Informal labeling is operationalizing as it means that sometimes juvenile are called with bad names like bad boy, troublemaker, drunken, thief, daakoo, faradi, Shaitan etc. These guys then make their self-perception on the basis of these names and internalize these labels and make them part of their self-identity. So here, we want to study to what extent these negative words affect the behavior of the child and take children toward delinquency.

The variable was measured as accordingly:

Q.6 Do you ever called by bad names?

- a) *Yes*
- b) *No*

Q.7 If yes with whom

- a) *Parents*
- b) *Teachers*
- c) *Relatives*
- d) *Others*

Q.8 Which kind of bad names do you mostly reviewed from family?

- a). Bad Boy

- b). Troublemaker
- c). Stupid
- d). drunken
- e). Other

Q14. Negative labels can lay a base for deviance an individual will participate in

- a). strongly disagree
- b). Disagree
- c). neither
- d). agree

Q.15internalization of negative labeling is responsible to construct self-identity?

- a). strongly disagree
- b). Disagree
- c). neither
- d). agree

4.3 Dependent Variable

The dependent variables indicate the output or outcome. It is the only dependent variable whose variation is being studied. The independent variables are controlled inputs, and the variation in the value of the dependent variable is due to the multiple inputs. In this case, the delinquency of juveniles is being studied or we can say that the variation of the dependent variable is being studied. The more a child is negatively labeled by parents teachers and peers the more he/she will internalize the negative label and the more will be the level of delinquency and more chances for a juvenile to commit a crime.

4.4 Independent Variable

Negative labels or internalization of negative labels is an independent variable as it affects the dependent variables. Here the negative labels are independent variables. The more a child is negatively labeled by significant others the more will be the rate of internalization and the more will be the rate of delinquency. So we can say that the more the internalization of negative labels the more the juvenile will be delinquent. So negative labels affect delinquency so negative informal labels (internalization of negative labels) are the independent variable.

Chapter No.5
RESEARCH METHODOLOGY

The methodology is a set of structured information and logically arranged ways for determining various procedures and techniques to gain a thorough understanding of the research being undertaken. To conduct this investigation, the researcher employed the appropriate procedures and analytical methods.

5.1 Research Design

To get a clear pathway for research it is necessary to specify and described an appropriate research design. A research design is the complete set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research. The researcher used a quantitative research method in which a self-administered questionnaire (SAQ) was designed to collect the responses from the respondents. The quantitative approach focused on the collection and analysis of numerical data.

5.2 Universe

The selection and specification of the population is an important step in research methodology. DistrictDera Ghazi khan was chosen to study.Due to study this increment of juvenile offense, DistrictDeraGhazi Khan has been taken as the universe of this current study. The study will explore the causes of juvenile delinquency, reasons behind high school dropout children, and the relationship between juvenile delinquency. Theresearches also identified those juveniles who have remained in the custody of police for some time and took their consent to participate in the study.

5.3 Target Population

The target population in this research includes all the juvenile offenders in district Jail and police stations ofDeraGhazi Khanof Punjab. The researcher also identified all those juveniles who have once been in the custody of police

and questionnaires were also filled by them. This record has been collected from the five district Station House Officers (SHOs).

Further few juveniles as identified by community police as a drug smugglers and who mostly smoke opium and drank alcohol in public gatherings.

5.4 Sample Size

The total number of respondents who participated in the research was 100. The unit of analysis was the juveniles. Among them, 40 were incarcerated in district Jail of Dera Ghazi Khan, Punjab. 44 respondents were also identified and took their consent to participate in the recent study because they were once or twice remained in jail or the custody of the police. There are remaining 6 respondents who also had committed the offense while drinking alcohol in public gatherings also recorded their responses. The other 10 respondents were approached by the identification of local community police.

5.5 Pre Test

A pre test is required before gathering the original data from the study respondents using research instruments. In research, pre testing the questionnaire is a common method. Pre tests, according to Creswell (2012), are required to help refine and simplify the questions before the actual start of data collecting. This gives the researcher the time and opportunity to pose the questions to a representative of the population to be sampled to see if they would elicit the intended responses (Gillham, 2000). This research study's self-administered questionnaire was pre tested.

5.6 Tools for data collection

The questionnaire was a proper and systematic method for gathering data in a logical and orderly manner. A standardized questionnaire was created for the research investigation. The respondents were assigned the task of gathering relevant and appropriate data. The English language was used for the

questionnaire's development. The researcher handed out the questionnaires to the respondents face to face in jail, while the opinions of the other 60 respondents were collected at their doorsteps once they were freed.

5.7 Tools and Techniques for data analysis

The data were analyzed using the Statistical Package for Social Science (SPSS). Every response was input and examined to determine if there was a significant association between the factors. Finally, the researcher examined bivariate correlations to determine whether negative labeling and juvenile delinquency have a positive, negative, or no significant association.

5.8 Limitations and weaknesses of the study

Quantitative research's basic purpose is the quantification of the data. It allows generalizations of the findings by measuring the views and responses of the sample population. Through this research methodology, the researcher divide the whole process into two phases, planning, and execution phases. The researcher has put all his energy and talent into minimizing the limitations but while passing through these two phases, there are likely to have limitations that are beyond the researcher's control. The research has limitations and weaknesses due to lack of resources for data collection, Inability to control the environment, limited outcomes due to structured closed-ended questions,

5.9 Ethical concerns in the research

All the research has been carried out by keeping research ethics in consideration. The researcher took informed consent from all the research participants in juvenile jail and police stations. The researcher also took legal permission from the jail superintendent. The anonymity and confidentiality of all the research participants were also assured. The interview was conducted in a friendly environment to maximize the reliability of research findings. The researcher also tried his level best to protect the dignity of any of the research respondents and did not lower and harmed their self-respect in front of any

other. All the interviews were conducted in a private place to keep the privacy of the respondent.

Chapter No.6
RESULTS

This study aimed to determine the impact on a young adult’s delinquent behavior when a negative informal label of ‘bad’ or ‘troublemaker’ or stupid was applied by significant others (parents, teachers, close relatives, and friends) when he/she was a child. To attain this insight, a survey was conducted to collect the respondent’s views in district jail and police stations of districtDeraGhazi Khan. In total 100 participants having age from10-17 years in district jail and 5 police stations were asked to fill the research questionnaire.

6.1 RESULTS

The results are obtained by analyzing the data in SPSS. The results are of prime importance and shown in the form of tables and each table is interpreted.

Table 1.Sex of Respondents

Sex	Percentage (%)
Male	85%
Female	15%
Total	100.0

Interpretation:

In total, 100 respondents age ranges from 10 to 17 years were asked to fill the survey questionnaire. Of them, 85% were male respondents and 15% were female respondents which mean that only fifteen participant were female as shown in Table 1.

Table 2. Ages of Respondents in the Year

Age	Percentage (%)
11-14	25%
15-17	75%
Total	100.0

Interpretation:

Table No. 2 shows the range of the ages of juvenile respondents. Most of the juvenile offenders who participated in district jail and police stations identified their age range from 15-17. 75% of the juvenile offenders who were in jail and remained in police custody once or twice in their life were mostly from the age range 15 – 17 years. Only 25% of research participants were in the 11-14 years of age range. This shows that the age range 15-17 years of age is a very important period in a person's life in which a child faces many emotional and psychological challenges. In this age range a person gets matures, mentally and sexually and due to this the chances to involve in irregular behavior increases.

Table 3. Educational status

Level of Education	Percentage (%)
Illiterate	10%
middle or below	30%
Matriculation	45%
Intermediate	15%
Total	100.0

Interpretation:

Table No. 3 shows the statistics of the education of the respondents. The results show that out of the total number of respondents 10% were illiterate i.e. they had never been to schools since their childhood.30% had a middle or below the level of education and 45 % were having a matric level of education. Only 15 % of the respondents identified themselves with an intermediate level of education. This shows that most of the children who commit offenses were having a low level of educations. To overcome the issue of delinquency we have to educate our young generation so that they can stay away from such social issues. The more educated will be a person the more civilized and responsible will be the individual.

Table 4. Current Schooling status

Schooling status	Percentage (%)
Drop out	63%
Enrolled	31%
Illiterate	6%
Total	100.0

Interpretation:

Table No. 3 Show interesting results by showing the current schooling statuses of the offenders. The majority of the juvenile delinquents who are behind the bars in jail and police stations are school dropout students. The results show that 63 % of the total juvenile offenders are those children who have been dropped out of school due to certain reasons. Only 31% were enrolled students and 6 % are illiterate who have not been to school since their early childhood. The higher rate of school dropout students is a matter of concern for all educationists and policymakers. We can lessen juvenile offense to a better extent by giving chances to all those students who are

weak, poor, and slow learners. We should appreciate and give moral support to poor and weak students in educational institutions so that they can realize their weaknesses and potentials.

Table 5. Family Income status

Family income status	Percentage (%)
Family living below the poverty line	35%
Low-income family	46%
Medium income family	19%
Total	100.0

Interpretation:

To understand whether delinquency has any relationship with family income the researcher asked about the income status of the participant. Table No. 5 Shows that 35% of the research participants were living under the poverty line and the remaining 46% were members of a low-income family and only 19% respondents show their family status as a medium-income family. None of the research participants marked themselves as a member belonging to a high-income family or members of the upper class. This shows that delinquency is related to poverty. The poorer an individual will be the more chance of that individual to participate in delinquent acts. We can say that the child who is living in a low-income family or living below the poverty line has more chances to be delinquent. As it is said that poverty is the mother of all social issues and to overcome juvenile delinquency, we have to improve the standard of life and overcome poverty.

Table 6. Residential setup

Residential setup	Percentage (%)
Urban	27%
Rural	73%
Total	100.0

Interpretation:

Table No.6 shows the statistics of residential background of the research respondents to the whether the participants belong to rural setup or urban setup. Statistic shows that most of the delinquents who committed different offence were living in rural setup. 73% responded that they belong to rural setup and remaining 27% said that they belong to urban setup. This statistic has some sort of significance in a sense that most of the child who commit crime belongs to rural sides which contradicts the other findings conducted by Alcott (2003) that most of the criminals come from urban setup. All responsible authorities should ponder on this increasing issue.

Table 7. Family grown up with

Family grows up with	Percentage (%)
single parent(father/mother)	31%
Both parents	53%
Relatives	9%
Other	7%
Total	100.0

Interpretation:

Table No.7 shows that out of the total respondents 31% respondents identified themselves as a child grown up in single parent home means they passed their childhood either with his/her mother or father. 53 % responded that they were living with both parents and only 9% said that they have grown up with their relatives.

Table 8. Labeling in childhood or not

Labelled or not	Percentage (%)
Yes	69%
No	26%
Don't know	5%
Total	100.0

Interpretation:

Now the main concern of this study is to explore whether there is a significant relationship between labeling and juvenile delinquency. To study the correlation between labeling and delinquency, a question was asked from the respondents that whether they have been labeled as a bad child, troublemaker, stupid or drunken by their parents, teachers, or significant others. The findings are quite interesting in which 69% said that they have been negatively labeled by their parents, teachers, and friends while only 26 % of respondents said that they have not been labeled by significant others in their early childhood. This result shows that when a child is negatively labeled as Bad boy, troublemaker, stupid or drunken in childhood then the child internalizes the negative label and makes it a part of his self-stigma. This can later become part of his/her self-identity.

Table 9. Label Attached by Teachers.

Labelled by teachers	Percentage (%)
Never	5%
Rarely	10%
sometimes	30%
Always	55%
Total	100.0

Interpretation:

According to a study by Alcott (2003), teachers also play an important role in the socialization process of a child. Appreciation and encouragement of a child at school can lead a child toward high academic outcomes and on the other hand, discouraging a child and underestimating a child's potential can take a child's life toward destruction. Here our findings also match the results of Alcott that all the children who have been committed offenses and are incarcerated are all those children who have been mostly underestimated, discouraged, and negatively labeled by their teachers. These are most of the vulnerable child of our society who has not been appreciated and encouraged by anyone in their early childhood and due to this isolation, negative perceptions of others about these vulnerable children took these children toward delinquency. The statistics of Table No.8 shows interesting results. Out of the total juvenile respondents, 55 % inside the jail and police stations said that they have always been labeled by their teachers as Bad boys, stupid boys, etc. Teachers always underestimated these children. So we can say that such negative behavior and non-appreciative behavior of teachers can take a child toward delinquency.

Table 10. Labels attached in childhood.

Labels in childhood	Percentage (%)
Bad Boy	47%
Troublemaker	24%
Stupid	14%
Drunken	8%
Other	7%
Total	100.0

Interpretations:

The consequences of informal labeling by significant others on children and youth's deviant behavior and participation in delinquent behavior have been demonstrated in research on informal labeling (Adams, Robertson, Gray-Ray & Ray, 2003; Matsueda, 1992). The findings revealed that labeling by parents, teachers, and peers harms people's life. However, this study mostly focused on adolescents and youth, and it did not take into account childhood labeling. By examining childhood labeling and its impact on delinquent conduct, our current study fills this research gap. This result is similar to what we found in our research. The majority of the study participants reported they were called various derogatory names. Table No. 10 shows that 47%percent of total respondents were labeled as Undesirable or bad Boy, 24% as Troublemaker, 14 percent as Stupid, 8% percent as Drunken, and the remaining 7%percent indicated they had been labeled by other bad titles. We can deduct from this that the majority of juvenile offenders have been given unpleasant names and that this naming attitude of significant others has had a big impact on these juveniles' attitudes and provided a foundation for them to become delinquent.

Table 11. Frequency of Police arrest

Frequency of police arrest	Percentage (%)
Never	5%
once or twice	13%
three to four times	37%
more than four times	45%
Total	100.0

Interpretation:

Table No. 11 also shows important results. Out of the total research participants 45% said that they have been more than four times in the custody of police before this incarceration and 37% said that they had been three to four times in the custody of police, 13% said that they had been once or twice in the custody of police and only 5% said that they had never been in the custody of police before this. This statistic shows that the juvenile who are currently incarcerated are high levels of delinquents because most of the juvenile offenders have remained in the custody of police four or more four times.

Table 12. Frequency of stay out of home till late night

Frequency of our home stay	Percentage (%)
once or twice	20%
three to four times	35%
more than four times	45%
Total	100.0

Interpretation:

Delinquent behavior of child was also measured by asking about the frequency of their stay out of home with friends till late night. Out of total respondents inside the jails 45 % said that they had stayed out of home with friends till late night.35% said that they only stay three to four times stay out of their home till late night and only 20% said they only stayed once or twice out of their home as clearly illustrated in table no. 12.

Table 13. Taken things from a Shop or elsewhere without paying for them.

Shop lifting	Frequency
Never	15%
once or twice	45%
three to four times	30%
more than four times	10%
Total	100.0

Interpretation:

Table no. 13 clearly illustrates the frequency of shop lifting behavior.10% of respondents said that they had been lifted things from shops without paying for them.30% said that they had been lifted things from shop three to four times and 45% said that they had been lifted once or twice. 15% out of total respondents said that they had never been lifted anything from shops without paying for them.

Table 14. Negative labels can lay a base for deviance

strongly disagree	5%
Disagree	10%
Neither	15%
Agree	40%
strongly agree	30%
Total	100.0

Interpretations:

Criminals are not born they are made by the society. The following question generally seeks the perception that to what extent this statement is true that negative label can lay a base for deviance or delinquent behavior an individual will participate in. While answering this question 30% strongly agreed that negative labels can lay a base for deviance an individual will participate in.40% of the research participants simply agreed with the statement. Rest of the 5% disagreed with the statement that negative labels do not lay a base for an individual to participate in delinquent acts, which is clearly illustrated in table No. 14.

Table 15. Negative labeling is responsible to construct self-identity

Internalization of labels	Percentage (%)
strongly disagree	5%
Disagree	10%
Neither	15%
Agree	43%
strongly agree	27%
Total	100.0

Interpretation:

When a child is labelled he/she internalize the label and make it as a part of their self-identity. To measure this perception a question was asked to what extent the respondents agree that negative labels are internalize by individuals and make part of his/her self-identity. Table No. 15 shows that 27% strongly agreed with the statement and 43% simple agreed with the statement.15% simply remained neutral to this statement and 10 disagreed with the statement.

Table 16.punished with a stick or any other object by your parent or guardian

Frequency of punishment	Percentage (%)
Never	13%
Rarely	19%
Sometimes	39%
Always	29%
Total	100.0

Interpretation:

Punishment and aggressive behavior in childhood by parents and teacher can have negative effect on children behavior and this can lay a base of deviance for a juvenile to participate in (Alex 1999). To measure the perceptions of juveniles to what extent they have been punished by their parents a question was asked whether they have been punished by their parents or not.29% of the research participants said that they have been always punished by their parents and 39% said that their parents punish them sometime. Only 13% of the total respondents said that they have never been punished by their parents. This shows that punishment may have negative effect on children and due to this

strict behavior children become delinquent. These findings also favor the findings of Alex.

Table 17. Scolded by Significant others

Frequency of scolding	Percentage (%)
Never	10%
Rarely	15%
Sometimes	38%
Always	37%
Total	100.0

Interpretation:

In response to the question to what extent they have been scolded by their parents teachers and significant others,37% percent of the respondent said the they have always been scolded by their parents teachers and other relatives and the other 38% also said that they have sometimes scolded by significant others.15% said that they had been rarely scolded by parents ,teachers and other relatives and the remaining only 10% said that they have never been scolded by significant other (parents ,teachers and relatives) as shown in table no 17. This shows that strict and aggressive behavior towards children by parents and teachers may lead children toward delinquency.

Table 18. Stayed away from School without a valid excuse.

Frequency to remain out of school	Percentage (%)
Never	5%
once or twice	15%
three to four times	29%
more than four times	51%
Total	100.0

Interpretation:

Delinquent child usually remains out of schools without reasons and valid excuse. To measure how frequently the offenders have remained out of school a question was asked to measure how frequently these children remain out of school. Out of the total respondents 51% research participants said that they have remained out of school without valid reason more than four times. 29% said that they had remained out of school only three to four times, 15% said that they have remained out of school only once or twice. The statistics in table no 18 shows that majority of the respondents were those respondents who remained out of school without reasons more than four times. This is one of the signs of juvenile delinquency.

Table 19.Frequency of violation of traffic rules

Frequency of violation of traffic rules	Percentage (%)
Never	35%
once or twice	25%
three to four times	27%
more than four times	13%
Total	100%

Interpretation:

Most of the respondents who participated in the research study were not drive any sort of vehicle. Only 13% of the respondents said that they had violated the traffic rules more than four times, 27 % said that they had violated traffic rules three to four times, 25% said that they had violated traffic rules once or twice in their lifetime. The remaining 35 % said that they had never been violated the traffic rules in their lifetime.

Table 20. The major cause of offence

Causes of delinquency	Percentage (%)
Poverty	28%
Unemployment	24%
peer pressure	26%
Bad Company	12%
Broken Family	10%
Total	100.0

Interpretation:

While exploring the causes behind the delinquent acts of the juvenile offenders a question was asked about the main cause behind the offence. 28% said that poverty was the main cause behind the offense which they committed. 24% of respondents said that due to unemployment they committed the crime, 26% said that they offended due to peer pressure. 12% said that they committed offense due to bad company, and the remaining 10% said that there are the main cause behind their offense was broken family.

Table 21. Type of Offense committed.

Nature of offense	Percentage (%)
	51%
Drug dealing and use	
Murder	4%
stealing/larceny	38%
sexual Abuse	6%
Total	99%
System missing	1%
Total	100.0

Interpretation:

Table No. 21 clearly illustrates the nature of the crime which the incarcerated juvenile committed. Out of the total respondent, the nature of the crime of 51% was drug dealing and use, 4% of offenders have done serious crime of murder, and 38% were involved in stealing or larceny. Only 6% had a crime of sexual abuse. These statistics show that most of the children who commit a crime in District Dera Ghazi Khan of Punjab use and deal drugs. This is a serious concern for all parents and law enforcement agencies and this has to be controlled to save the future of the children of district Dera Ghazi Khan. The local wine (Desi Kuppi) prepared on the local level by the household has a serious concern throughout the district and police should take serious notice of it and should make effective policy to control the use and dealing of this drug.

Table 22. Cross tabulation

What is your age? * What is the major cause behind this offense?							
Cross tabulation							
		What is the major cause behind this offense?					Total
		Poverty	Unemploy ment	peer pressure	Bad Company	Broken Family	
What is your age?	11-14	10	6	6	3	2	27
	15-17	21	16	18	10	8	73
Total		26	22	24	13	10	100

Interpretation:

Table No. 22 shows the cross tabulation between age and cause of crime which the offenders committed. The statistics of the above tables shows interesting results. Most of the crimes committed by juvenile are from age ranges 15-17. This age range is no doubt is one of the important transition period in which a child is passing through different biological, emotional and

psychological changes. If at this interval of age a child is not supervised and controlled then he/she can involve in many forms of social evils and delinquent acts. So it is important for both parents and teachers to check the behavior of this adolescence at this interval of age so that they cannot involve in any sort of unhealthy activities.

Table 23. Pearson's Correlation

		Frequency of Delinquent behavior	Frequency of Labelling
Frequencies of delinquent behavior	Pearson Correlation	1	.946**
	Sig. (2-tailed)		.000
	N	47	47
frequency of labeling	Pearson Correlation	.946**	1
	Sig. (2-tailed)	.000	
	N	47	47

**Correlation is significant at the 0.01 level (2-tailed)

Interpretation of Pearson's Correlation:

The correlation between labeling and delinquency is shown in the above table no.23.As we know that the coefficient of correlation always lies between -1.0 and +1.0. The coefficient close to zero shows a weak relationship and the coefficient near 1.0 or -1.0 shows a strong relationship. If the absolute value of Pearson's correlation goes higher than 0.7 then it means the relationship is strong and if it goes below 0.3 then it means that the relationship is weak. The absolute value which lies between 0.3 and 0.7 then it means that the relationship is strong.

In the above case after finding correlation the absolute value of Pearson's correlations is .946 between frequency of label attached and level of delinquency,a child will participate in.This shows that a correlation of .946 is

a strong positive correlation and its significance level is 0.01. By keeping these results in mind the researcher come to the following conclusion.

A Pearson's correlation coefficient was calculated to find the relationship between labeling and delinquency. A strong positive (+) relationship or correlation was found $r=.946$ at the degree of freedom =14 and level of significance 0.001. This shows that the more a child is negatively labeled the more he/she will internalize the negative labels and the more he/she will participate in the delinquent act. The more a child is negatively labeled with bad names in childhood by significant others the more frequently he/she will involve in delinquent acts.

These results support our assumption of the Alternate Hypothesis and hence alternate hypothesis is accepted. There is a significant relationship between labeling and juvenile delinquency.

Table 24.Suggested Strategy

Suggested Strategy	Percentage (%)
Through counseling at home and schools	36%
Strict Punishments by police and other forces	23%
Through recreational activities	22%
Through community involvement	19%
Total	100.0

Interpretation:

To control the issue of juvenile delinquency the stakeholders and responsible authorities should implement effective strategies at the national and regional level all across Pakistan. To grab the ideas of the juvenile in jail and police custody the study asked a question related to the ideas suggested by the respondent about effective strategies that can help overcome the issue of juvenile delinquency. Table No. 24 shows that out of the total number of

respondents 36% respondents said that juvenile delinquency can be lessened or control by giving a child better counseling at home and schools.23% said that juvenile delinquency can be controlled by giving strict punishments by police and other law enforcement agencies i.e. control by police and other forces can act as deterrence in overcoming the issue of juvenile delinquency. Another 22% agreed that juvenile delinquent acts can be controlled by engaging children in recreational activities. This can be one of the most effective strategies in controlling juvenile offenses because the more a child will participate in positive and healthy activities the less he/she will involve in any antisocial behavior. The remaining 19% said that juvenile delinquency can be lessened when children will actively involve in community matters. This means that the community involvement of children can be an effective strategy in controlling juvenile offenses.

CHAPTER NO. 7
DISCUSSION CONCLUSION AND RECOMMENDATIONS

7.1 Discussions

This research study has interesting results and the purpose of this discussion section is to highlight and present a summary of all the major statistical findings from the result section and also to discuss the significance of the current study.

The impact of negative informal labeling by significant others (parents, teachers, and peers) on deviant conduct was one of the study's main goals. Its main focus was on the extent to which labeling an impact has on a child's delinquent behavior. This research will also serve as an empirical foundation for Thomas Theorem. "If a person considers a situation as genuine, it is real in its consequences," says sociologist W.I Thomson. In other words, one's action is based not just on the situation's objective fact, but also on one's subjective understanding of it. Conduct is made real by the consequences or outcomes of that behavior. For example, a teen who was labeled as deviant as a youngster may begin to act defiantly as an adult. He gives his label substance. The goal of this research is to find out how this theorem is founded on reality and what its theoretical implications are. This research looked at the demographics of delinquents as well as the key causes of their crimes.

The study found that most of the juvenile offenders who were incarcerated were male with only fifteen female offenders. This shows that delinquency is a male phenomenon. The male phenomenon refers to the idea that most of the offenders in jail and police stations are mostly men or boys. This clearly shows that boys commit more crimes than girls due to aggressive behavior and it also suggests that how boys are treated by their family members and teachers calls for more criminal activity. This historical firm and commonly existed view about more male involvement in delinquent acts is further verified by this current study as male juveniles are more significantly involved in delinquent acts as stated by handling (2011). Most of the offenders who were incarcerated were youth of age between 15-18 and mostly they were

school dropout students. Here the assumption of High school dropouts are more likely to go to prison becomes valid as more than half of the juvenile offenders who committed the crime were school dropout children. This result of High school dropout more likely to go to prison (Backman 2017) is further justified. To lessen or control the increasing rate of juvenile delinquency we have to adjust the weak and slow learner students inside the class and should give them more chances to adjust themselves with other talented students. We should encourage students to realize their different abilities and push them ahead with positive energy. The current study also identified that most of the juveniles who commit crimes are members of a low-income family and most of them live below the poverty line. According to Sharkey (2017), crime is significantly related to poverty and low economic status. The study further states that poverty can lead to a high level of tension, depression that in response may lead the person to commit theft, robbery, or other violent acts. The findings of this study also reveal that most of the juveniles who were behind the bar were due to drug dealing, use, and robbery. So the current study has some sort of significance as it has some empirical justification.

The study's major results are quite interesting. The correlation between negative informal labeling and juvenile delinquency by significant others (parents, teachers, peers) is found to be quite significant. The Pearson's r -value of 0.946 shows that there is a strong correlation between labeling and delinquency. The more a child is labeled with bad names in childhood the more he/she will likely participate in delinquent acts. Hence these results support the statement of our alternate hypothesis that there is a significant relationship between labeling and juvenile delinquency.

The results of this study have theoretical and practical significance. This study can add to the literature of those students who want to research to understand the relationship between informal labeling and its impact on the behavior of children. It can also act as a guiding tool for parents and teachers as the study

revealed that labeling has a positive correlation with delinquency. It has also practical significance and this study can help police, other law enforcement agencies, and policymakers to make a better regional level policy to control the rate of juvenile offenses.

7.2 Conclusion

The findings of this study in the result section were generally supportive of labeling and social learning theory. This research study analyzed the relationship between labelling in childhood, and juvenile delinquency. It was hypothesized that the more an individual internalizes negative informal labels by significant others, the more likely it will have an effect on the level of delinquency an individual will potentially participate in. This research used a research tool of Self-Administered Questionnaire on a survey that was conducted for studying youth delinquency of incarcerated juveniles in district jail and police stations across District Dera Ghazi Khan of Punjab. The total number of respondents were (n=100) having age limits from 10 to 17 years old. This research effectively used the opinions from this survey to evaluate the relationship between informal labelling and juvenile delinquency.

The result after analyzing the data shows that there is a strong positive relationship between labelling and delinquency which means that the more frequently an individual especially a child is labelled the more likely to participate in delinquent acts. This happens because when a child is labelled as Bad boy, troublemaker, stupid by others especially parents, teachers and friends then the child internalizes these labels and make them part of their self-identity in a process of self- fulfilling prophecy. The study also revealed that high school dropout more likely to go to prisons. Out of the total respondents more than 50% respondents were school dropout. This shows that when children are dropped out from school they join different antisocial behavior of which one is delinquency.

In concluding we can say that delinquency is significantly related to poverty, poor socialization, and treatment by parents and teachers. School dropout has also a significant impact on juvenile behavior. So the study comes to the conclusion that to control juvenile crime we have to treat our children in a better and effective way so that they can be active and responsible citizens of Pakistan.

7.3 Recommendations

Based on the above findings the researcher makes the following broad recommendations:

- The research designed which was used to study the impact of labeling on delinquency was quantitative. To get a deeper understanding of the issue of juvenile delinquency the researcher suggest and recommend a qualitative research design to get a deep insight about the topic for those students who want to conduct research.
- Due to poor rehabilitative strategies across all police stations and district jail of Dera Ghazi Khan juvenile offenders are suffering a lot. The researcher recommend for future studies to research the perception of juveniles in jail and police stations across district Dera Ghazi Khan.
- The researcher recommends responsible authorities to make separate jails for juveniles so that the children can keep in safe custody without any abuse.
- Parents, Educators, and the police force must pay more attention to study and check what youth are doing that could constitute anti-social behavior. What better socialization in families and schools by parents and teachers can act as an effective tool in the lessening juvenile offense? The researcher recommends researching such topics.
- All concerned institutions and role-players should conduct seminars and workshops with youth encouraging positive behavior.

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ANNEXURE-1
QUESTIONNAIRE

**LABELING A CHILD IN CHILDHOOD AND ITS IMPACT ON
JUVENILE DELINQUENCY**

This research is being conducted for the partial fulfilment of M.Sc. degree in the department of sociology Quaid-i-Azam University Islamabad. The topic of this research is "Impact of Labeling of Parents on their Children's Delinquency". Your cooperation is valuable for me; all personal information will be confidential. May I ask for information?

Demographic profile

Q1. What is your age.....?

Q.1 what is your Education?

- a). illiterate*
- b). middle or below*
- c). matriculation*
- d). intermediate*

Q2. Current Schooling status?

- A). drop out
- B). Enrolled
- C). illiterate

Q3. What is your family income?

- a). 10000-15000 per month*
- b). 15000-20000 per month*
- c). 20000-25000 per month*

d).25000-30000 permonth

Q.4 What is your Residential setup?

- a) Urban*
- b) Rural*

Q.5 With whom you grown up with?

- a) single parent(father/mother)*
- b) Both parents*
- c) Relatives*
- d) Other*

Q.6 Do you ever called by bad names?

- c) Yes*
- d) No*

Q.7 If yes with whom

- e) Parents*
- f) Teachers*
- g) Relatives*
- h) Others*

Q.8 Which kind of bad names do you mostly reviewed from family?

- a). Bad Boy*
- b). Troublemaker*
- c). Stupid*
- d). drunken*
- e). Other*

Q9.do you ever arrest by police?

- a). yes
- b). no

If yes please specify frequency of arrest.

- a). Never
- b). once or twice
- c). three to four times
- d). more than four times

Q.11DO you use to of staying outside from the home?

- a). yes
- b) no

Q.12 if yes please specify

- A) *Once*
- B) *Twice*
- C) *For many times*
- D) *Frequently*

Q.13 Do you ever taken thing from shop?

- a). yes
- b). no

if yes please specify

- a). Shop lifting
- b). Never
- c). once or twice
- d). three to four times
- e). more than four times

Q14. Negative labels can lay a base for deviance an individual will participate in

- a). strongly disagree
- b). Disagree
- c). neither
- d). agree

Q.15internalization of negative labeling is responsible to construct self-identity?

- a). strongly disagree
- b). Disagree
- c). neither
- d). agree

Q16.do you ever punish with a stick or any other object by your parent or guardian?

- a).Yes
- b). No