A STUDY OF RESILIENCY IN
DEVIANT ADOLESCENTS

By

HINA MALIK

Dr. Muhammad Ajmal
National Institute of Psychology
Centre of Excellence
Quaid-i-Azam University
Islamabad-Pakistan

2005

A STUDY OF RESILIENCY IN DEVIANT ADOLESCENTS

BY

HINA MALIK

A dissertation submitted to the

Dr. Muhammad Ajmal
NATIONAL INSTITUTE OF PSYCHOLOGY
Center of Excellence
Quaid-i-Azam University, Islamabad

In partial fulfillment of the requirements for the

DEGREE OF MASTERS

IN

PSYCHOLOGY

2005

A STUDY OF RESILIENCY IN DEVIANT ADOLESCENTS

BY

HINA MALIK

Approved by

_____
Supervisor

_____
Director, NIP

_____
External Examiner

CERTIFICATE

Certified that M.SC Dissertation on **"A Study of Resiliency in Deviant Adolescents"** prepared by Miss **Hina Malik** has been approved for submission

(Miss Raiha Aftab)
Supervisor

Dedicated to

My Parents,
who are the symbols of pride for me,
and all those who have love
and care for me

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ANNEXURE

ACKNOWLEDGMENT

I especially thankful to my dear friend Saima whose wonderful company and support made me able to relax despite much work pressures. I am thankful to all my university friends and class fellows. I am also thankful to all my class fellows.

In the last I am thankful to all those people who helped me to reach at this level throughout my life.

"Thank You".

Hina Malik.

ABSTRACT

The present study was aimed at measuring resiliency in deviant adolescents. For the purpose, translated, Urdu versions of the Self-Reported Delinquency Scale (by Rifai & Tariq, 1977) and Ego-Resiliency Scale (Block & Block, 1989) were used. The sample consisted of 150 individuals. It was evenly distributed with respect to gender (75 boys & 75 girls). The data was collected from schools and colleges of Islamabad and Rawalpindi. All respondents were between the age ranges of 16 to 19 years. Results reveals (t = -.074) that there is no positive relationship between resiliency and deviant behavior. Correlation between Scores on Self-Reported Delinquency Scale and Ego-Resiliency Scale was calculated. The result indicates that both the variables co-vary negatively. t-test analysis was applied to assess mean differences with respect to gender and education on the Self-Reported Delinquency Scale and Ego-Resiliency Scale. Results indicate that there is a significant difference between delinquent behaviors of boys and girls (at .001 α). It also found that there is significant difference on level of resiliency between boys and girls (at .05 α). Analysis of Variance of different age groups of adolescents on Self- Reported Delinquency Scale and Ego-Resiliency Scale were also assessed. The results indicate that there are no significant differences between the age groups on Self- Reported Delinquency Scale. The results of Analysis of Variance of different age groups of adolescents on Ego-Resiliency Scale show that no significant difference in between four age groups in related to resiliency.

INTRODUCTION

INTRODUCTION

Personality has been defined as a "continuously changing, though relatively stable organization of all physical, psychological and spiritual characteristic of the individual that determines his behavior in interaction with environment" (Mayer, Moore, & Viljoen, 1989). Freidson (as cited in Gibbons & Jones, 1975) defined deviance as "conduct which violates sufficiently valued norms, that if it is persistent is assigned a special negatively deviant role, and is generally through to require the attention of social control agencies. These are the forms of deviance that are often called social problems." Human deviance is just as characteristic of society as conformity is. Every human group no matter how cohesive stable and well integrated most some how respond to such problems as mental illness violence theft and sexual misconduct as well as to other similarly difficult behavior. Deviance can be described as almost any behavior that departs from customary standards or expectation.

Deviance has been recognized for over three hundred years. To define deviance, most attention has been paid to deviants such as, criminals, delinquent, mentally disordered persons, homosexual, and prostitutes (Gibbons & Jones, 1975). Deviation takes many forms, the juvenile delinquency, the hermit, the hippie, the sinner and the saint, all have deviated from the conventional social norms (Horton & Hunt, 1979). Cohen (as cited in Gibbons & Jones, 1975) has offered a similar idea. "We define deviant behavior as behavior in which violators have institutionalized expectations which are expectations that are shared and recognized as legitimate with in the social system." For example, juvenile delinquents, who from a young age begin breaking conventional laws, or subject classed as conduct disorder, who breaks social rules. Deviant behavior is behavior that violates the normative rules understandings or expectation of social systems.

Merton says "Deviant behavior refers to conduct that departs significantly from the norms set for people in their social statuses" (Gibbon & Jones, 1975). Schur also states that human behavior is deviant to the extent that it comes to be viewed as involving a personally discreditable departure from groups' normative expectations and

elicits interpersonal or collective reaction that serve to isolate, treat, correct, or punish individuals engaged in such behavior (Vetter & Silverman, 1986).

Dinitz, Dynes and Clark asserted that "the essential nature of deviance lies in the departure of certain types of behavior from the norms of a particular society at particular time" (as cited in Gibbons & Jones, 1975). Normative rules are inherent in the nature of all social system. Sociologist Parsons (1951) defined deviance as departure from "the normative standards which have come to be setup as the common culture". He also explained that "a tendency to deviance in this sense is a process of motivated action, on the part of an actor who has unquestionably had a full opportunity to learn the requisite orientations, tending to deviate from the complementary expectations of conformity with common standards so far as these are relevant to the definition of his role" (Thio, 1988).

Deviant behavior that violates the norms of social system and provokes corrective efforts by agents of that system (Caplow, 1975). Simply stated, a deviant is a person who breaks the rules of society and is punished if caught. There is much evidence to show that deviance is it self socially patterned. This mean that the force of the norms varied from time to time and from place to place is a social system. When norm of reasons are relaxed, the amount of deviance rises. When norms are strengthened, the amount of deviance declines (Caplow, 1975). Deviance can shift form time to time and place to place (Kuper & Jessica as cited in Gibbons & Jones, 1975). For example a young age thief who gets involved in drugs and then in drug trafficking is changing or adding to his original deviant behavior, and is in fact deviating even further from social norms.

According to Becker (as cited in Thio, 1988), "Deviance is not a quality of the act the person commits, but rather a consequences of the application by others of rules and sanctions to an offender. The deviant is one to whom that label has successfully been applied; deviant behavior is behavior that people so label". Erikson argues and said "Deviance is not a property inherent in certain forms of behavior; it is a property conferred upon these forms by the audience which directly or indirectly witness them". Theorists Akers said, "The label does not create the behavior in the first place people can and do commit deviant acts because of the particular contingencies and

circumstances in their lives, quite apart from or in combination with the labels others apply to them (as cited in Thio, 1988).

Research indicates that family factors are related to the development of attitudes favoring deviance, where as acculturation conflicts are associated with delinquent behavior. Other studies have focused on relationships among acculturation processes and conflicts, protective family factors a disposition to deviance, and delinquent behavior. The absences of family protective effects produces sensitivity to cultural conflicts include negative ethnic group stereotypes. Although, family pressures around economic survival, parental disputes, family substance-abuse problems and spousal and child abuse producing disposition to deviance (Vega, Gil, Warheit, Zimmerman, & Apospori, 1993).

Deviants are those who violate structure of the society. Many societies consider marijuana smokers, witches nationalists, internationalists, and the Jews may have been defined as deviant (Rock, 1973). Miller defined a deviant subculture. He also defines individual deviants who reject the norms which surround them and deviate from their subcultures. Individual who deviate or deny the cultural norms and replace his own norms. Include Group deviation where is the individual is a conforming number of a deviant group. Deviant person tend to join with other similar persons in to form deviant groups. Individual hot-robbers, drugs addicts or homosexual tend to drift together in to group of deviants. These groups reinforce and sanction the deviation, give the member emotional protection against conformist critics and possibly help to cultivate new deviants. These groups of deviants tend to develop a private language and a set of rigidly stereotyped behavior norms of their own (Horton & Hunt, 1976). Individual deviants joint the deviant group for emotional protection.

Some time deviant acts are committed by, a large group of people rather then by isolated individuals. As Sargarin (as cited in Thio, 1988) defined, "a person in a given status,' whether or not they commit acts associated with their groups and imputed to them, they are disvalued and reacted to in a negative manner by large numbers of person in the society". Becker's says, that "social groups create deviance through the rules they invent" (Gibbons & Jones, 1975). When social acceptance is denied, it is usually found instead among deviant groups that instill values that are considered criminal

3

(Schmallegar, as cited in Ford, 2006). In some cases, the norms of a group member are required to violate the norms of the larger society; those who fail to violate the norms are punished by the group (Caplow, 1975).

Sometimes the concept of deviance is associated with criminals and the mentally ill (Hess, Markson, & Stein, 1985). In terms of psychopathology, deviance is defined as mental illness or personality disorganized behavior. Behavior is deviant in normative sense because it departs from the normative rules of some social system, whereas behavior is pathological because its proceeds from a sick, damaged, or defective personality. It is probable that most deviant behavior is clinically normal but most behavior symptomatic of personality defect or mental illness dose not violate normative expectation (Sills, 1968). By observing the involvement of people in social institutions such as family and the community, Durkheim (as cited in Sills, 1968) in his classic treatment of suicide stated that suicide is a consequence of social circumstance and properties, not the psychological properties. On the other hand, there is some evidence that physically handicapped, mentally retarded, and socially withdrawn children are the most "preferred" deviant groups. Hence easily labeled (Juvonen, 1991).

The term deviance has been employed for over three hundred years: Sociological meaning of deviance is "criminal behavior". Criminologists have taken deviance to refer to behavior that is banned, stigmatized or penalized. It is often portrayed as breaking of rules. It is more extensive than crime, crime being no more than a break of one particular kind of rule. (Kuper & Jessica as cited in Gibbons & Jones, 1975).

People sometimes seem to violate rules without guilt and without even necessity for some mechanism for neutralizing (Sills, 1968). Some people do not recognize the rules, and they will react in a hostile way to certain behavior. Merton (as cited in Sills, 1968) defined two kinds of deviants, those who violate rules for any number of reasons but do not question the rules themselves, and those who violate rules in order to activate certain processes. These processes may be positive or negative, but they serve some important function to the individual.

Lemert (as cited in Thio, 1988) gives the concept of primary and secondary deviations. Primary deviance is committed for the first time while secondary deviance is

continued or repeated deviance. Lemert sees primary deviance as a matter of value conflict. A behavior that the society defines as deviant but that the performer of that behavior does not so define. This behavior becomes secondary deviance only when the person comes to agree with the society's definition of the behavior as deviant and see him or herself as a deviant. For example when looking at a child/adult scenario, the child may consider a certain act as innocent, but the adult considers it as delinquent, this is primary behavior for the child. Secondary behavior is when the child and the adult consider or define a behavior as delinquent.

Dodge (as cited in Goode, 1991) talks about positive deviance. Defining positive deviance as "Those acts, careers, attributes and appearances that are singled out for special treatment and recognition, those persons and acts that are evaluated as superior because they surpass conventional expectation". Positive deviants are those who suppress their negative thoughts and actions. "Deviance may be defined as any act, role/career, attribute or appearance that departs significantly from social situational expectation. Some deviance is appraised as violating situational expectation and is termed negative deviance while other deviance is viewed as surpassing social situational expectation and is called positive deviance" (as cited to Ben-Yehuda, 1990). But Sagarin's (as cited in Heckert, 1989) defined deviance as negative. According to him "Deviance is breaking the rules and engaging in punishable behavior or possessing punishable characteristics". The research was conducted on negative deviance, actions or behaviors that are defined as positive deviance vary overtime, across societies, and with in societies. Positive deviance can become negative deviance and negative deviance can become positive deviance. Consequently, the Labeling theory can be applied to elucidate the nature of positive deviance. Positive deviance and negative deviance are similar. Harman (as cited in Thio, 1988) using oxymoronic concept as acceptable behavior to refer to such innovative creative behavior as being fashionable and using slang in a unique way.

Behavior or Characteristics of Deviance

Most of the norms that a larger civilized society takes seriously are expressed in its laws. They are old, relatively stable, and widely familiar types of behavior found in every large social system (Caplow, 1975). The deviant behavior of the groups observed

5

varied greatly in seriousness. Some of their activities may be considered deviant only when they become technically illegal, such as drinking, but sometimes they are more serious infractions such as theft, suicide and narcotics, involvement in drug racing, drinking, and many sexual activities (Dinitz, Dynes, & Clarks, 1969).

Universally deviant behaviors are classified by following acts:

Robbery. Robbery is one of the most feared crimes. Robbery is mostly a street crime (Thio, 1988). Robbery is both a crime against the person and a crime against property. Burglary, theft and embezzlement are crimes against property (Caplow, 1975). Official definition of the crime.

Robbery is the taking or attempting to take anything of value from the care, custody, or control of a person or person by force or threat of force or violence and putting the victim in fear. (Uniform Crime Report, 1986, Thio, 1980).

Robbery, in law, means taking of property from a person against his will by threatening or committing force or violence. The injury or threat may be directed against the person robbed, his property, or the person or property of his relative or of anyone in his presence at the time of the robbery (Sills, 1968). Two types of violence is in robbery, Actual violence and Potential violence. Actual violence in robbery is physical force that usually dose not involves the use of a weapon, while potential violence is the threat of force buttressed by the use of a weapon (Thio, 1980).

Robbery is almost invariably committed by a stranger in unexpected and threatening way. Conkin has formulated four types of robbers. *Professional Robbers* have a long-term commitment and employ planning, and work with their temporary gang (Silverman & Vetter, 1986). Professional robbers have also two types, one being more specialized in robbery. The other less specialized, commit robbery only occasionally but not with professional skills. *Opportunist Robbers* commit acts that are not planned and mostly involve non-commercial target (Silverman & Vetter, 1986). They behave quite unlike professionals. There robberies targets are elderly ladies with purses, drunks cab drivers, and people who walk alone on dark streets. According to Irwin, "Opportunist robbers are disorganized criminals, pursuing a chaotic, purposeless life, filled with unskilled, careless and variegated criminal activity" (Thio, 1980). This type engages in a variety of a simple and uncomplicated property crime including

6

unarmed robberies, holdups, burglaries, and larcenies. *Addict Robbers*, committed to theft, drugs selling, are not committed to robbery. They have less risk of being identified and arrested (Silverman & Vetter, 1986). The addict robbers are driven to steal money in order to maintain his drug habit. But they are occasionally forced to engage in robbery. *Alcohol Robbers* are least committed to the crime of robbery and most likely to be caught by the police (Thio, 1980). When they rob, they don't plan their crime. They often get involved in a situation that unexpectedly leads to a robbery.

Robbery as property crime is believed to be a relatively rational, calculated act. Most robberies are committed for money. They need for money is the primary motive for their crime. One study in Oakland, California, showed that two-thirds of robbery offenders cited money as their reason for robbing. Robbers found to have been a great potential for violence. But usually the violent potential only sometimes results in actual violence when they are committing robbery. Studies have indicated that mostly robberies involve some degree of force, violence, or injury (Feeney & Weir, 1988).

Research show that the routine activities and degree of exposure experience certain life style patterns, which is increase property and personal crime victimization. It is a subcultural approach, subcultural norms influence individual activities that in turn, influence exposure to victimizations and shape the behavioral choice to members in response of victimization (Kennedy & Baron, 1993).

Suicide.   The word suicide comes form two Latin roots, Sui (of one self) and Cidium (a killing or slaying). This gives us the definition of suicide as the deliberate or intentional killing of self (Salvator, 1998, 1999).

According to Encyclopedia Britannica (1994), suicide is defined as, *"An act of voluntarily or intentionally taking one's own life"*. Because this definition does not specify the outcome of such acts, it is now customary to distinguish between fetal suicide and attempted or non fatal suicide.

Merriam-Webster's collegiate dictionary (1994) defines suicide as,

"The act an instance of taking one's own life voluntarily and intentionally especially by a person of discretion and of sound mind".

Another definition by Encarta (1998) defines suicide as:

"Intentional self-inflicted death, a uniquely human act, suicide committers usually suffer from extreme emotional pain and distress and feel unable to cope with their problems. They are likely to suffer from mental illness, particularly sever depression and to feel hopeless about the future".

The Socio-cultural view believes that the social context is an important influencing factor for human behavior. Durkheim (1951) studied the probability of suicide by observing the involvement of people in social institutions such as family and the community. He believed that the suicide is a consequence of social circumstance and properties. Based on individual's relationship with the society, he defined three categories of suicide. (1) People who are not integrated well in the society commit "Egoistic suicides". Society has no control over them and they are not concerned about the rules and norms of the society. Egoistic suicides are isolated and non-religious people. (2) "Altruistic Suicides" are sacrifices offered to the society by people who are well integrated in to the social structure. Japanese Kamikaze pilots, Buddhist monks and nuns who set themselves on fire in protest against war in Vietnam are example of altruistic suicide. (3) People whose society has failed to provide them with stable configurations that give meaning and support to their lives commit "Anomic Suicides". Economic depression increase suicide rates (Cormier & Klerman as sited in Comer, 1992). Anomic Suicide may be result of a change in an individual's immediate surroundings. This could be a change in relationship with social, economic, or occupational structure. Bow (as cited in DeCatanzo, 1981), explain four motivations for suicide to be, (1) to preserve honor, (2) to avoid pain, (3) in bereavement from loss of loved one, and (4) for a patriotic cause.

Behaviorists believe that self destructive behavior is a result of particular shift in pattern of reinforcement (Ullman & Krasner, 1975). "Modeling" is believed to be a contributing factor towards committing suicide.

Drinking (Alcohol, other toxicant usage). The term alcohol comes from an Arabic word meaning "finely divided spirit". Alcohol is made by yeast in a process of fermentation. Beer and Wine are also types of alcohol (Ray & Ksir, 2002). Mitchell (as

cited in Landsheer, Hart, & Kox, 1994) found that strongest path between relationship of neutralization and deviance can vary for different deviant behavior.

Alcohol is a depressant drug. It reduces the drinker's sensorimotor skills or effects mental and physical functional activity but not moral competence. The sensorimotor ability can be reduced depending on the level of intoxication. Moderate amount of alcohol is acceptable in many human groups. But excessive drinking, may damage liver, cause sexual importance, bring about heart attacks, cancer, weaken muscles and impair learning ability and memory (Thio, 1988). Moderate dose of alcohol impair performance on a variety of information processing tasks, research show that alcohol appears to have a general liner effect on information prossing (Maylor & Robbitt, 1993).

According to criteria established by American Medical Association in 1972, Alcoholic is an individual who drinks to the extent that it interferes with any major area of his or her life, including social relationships with family members, employment, the law and the criminal justices system, and health. Alcoholism is viewed as continuous and repetitive, although it is not necessary for an alcoholic to drink every day of his or her life; he or she may drink as little as once a year (Silverman & Vetter, 1986).

When people take a drink for the first time in their lives, they do not immediately become alcoholics. They usually encounter a sequence of events that culminates in alcoholism. World Health Organization in 1952, defined alcoholics, as "Alcoholics are those excessive drinkers whose dependence upon alcohol has attained such a degree that it shows....an interference with their bodily and mental health, their interpersonal relationships, and their smooth social and economics functions" (Thio, 1988). In other words, alcoholism or problem drinking can be identified by the fact that it causes problems in a major aspect of one's life, such as problem with one's health, marriage family, employment, friends, or the laws. The study was conducted to investigate the influence of family and marital relationship amongst the alcoholic person. The result show that the parents who neglect his alcoholic child and marital relations are also disturbed (Jiloha & Soni, 1994).

Freud and Fenichel believed that *oral dependency* was the major psychodynamic factor in the occurrence of alcoholism and resulted in the wish to use the mouth as the primary means to achieve gratification, such people experience over whelming unconscious, desires for warmth and nurturance which cannot be satisfied in ordinary relationship (Jiloha & Soni, 1994). In Psychoanalytic perspective "drinking is a dissolver of the superego". And in Behaviorist perspective "drinking has been viewed as reducer of fear, and conflict" (Sills, 1986).

Some medical scientists assume that alcoholism is caused by various physical problems such as nutritional deficiencies, glandular disorders, innate metabolic dysfunctions, and malfunctions of the central nervous system (Thio, 1988). One of the findings in epidemiological studies of alcohol use is that young adults exhibit the highest frequency and the greatest quantity of alcohol consumption of all age groups (Blane & Chafetz, 1979).

Jellinek, an influential pioneer in the study of alcoholism has identified three stages of becoming alcoholic. *Indroductory Stage:* a person start drinking, he discovers the ability to experience some relief from tensions (Silverman & Vetter, 1986). These experiences increase the psychological and physiological impact of alcohol on the drinker but in this stage most people control their drinking so that they can continue to function normally in their occupational and social world. *Forewarning Stage:* when people drinking excessively, the attack of amnesia or memory loss, may cause them to pass out on the spot. It venders them totally incapable of interacting with others. Such excessive drinking may and usually do begin to hurts their relations with relatives, friends and fellow workers, and they therefore start feeling guilty about drinking too much. *Crucial Stage:* It marked by loss of control over drinking. They have also developed a physical addiction to alcohol, but the addiction is moderate rather than excessive. *Chronic Stage:* the alcoholic becomes isolative and withdrawn. He or she may drink and remain intoxicated continuously for several days without doing anything else. These people are completely dependent on alcohol (Thio, 1988). Research finding revealing that alcohol consumption rates change the way important predictors such as poverty and deterrence are related to specific types of homicide (Parker, 1995).

10

Research show that the personality of the alcoholic and their wives differ on eight of the sixteen factors of the personality. Alcoholic were more intelligent than their spouses, dominant, more extraverted, more practical, wives of alcoholics showed low general ability, submissiveness, suspiciousness. They are shy withdrawn and aloof with considerate and careful behaviors (Kondandaram, 1996).

Illegal drugs. The word drug will be defined as "any substance, nature or artificial, other than food, that by its chemical nature alters structure or function in living organism" (Ray & Ksir, 2002). An illicit drug is a term used to refer to a drug that is unlawful to possess or use. The use of dangerous drugs, the narcotics, hallucinogens, and marijuana are considered deviant.

The use of such drugs as alcoholic beverages and tobacco cigarettes is considerably more common then the use of such illegal drugs as marijuana, cocaine, and heroine. Other legal drugs such as sedatives, tranquilizers, and stimulants, though less popular than alcohol and tobacco, are more widely used than illegal heroin and cocaine. Research has reported that alcohol and tobacco has caused for more deaths, sickness, violent crimes, economic loss, and other social problems than the use of illegal drugs (Thio, 1988). The younger population is also found to indulge in the use of alcohol and nicotine.

The study was conducted to find out the relationship between deviant and drug abuse. Illegal drugs were associated with rule breaking than with other forms of deviance. The results show that drugs abuse and deviant activities are statistically correlated. The other variables like family, peers, etc mainly responsible for drugs abuse and deviance (Lopes, Martin, Redondo, Pena, & Trinanes, 1994).

Clinard and Meier (as cited in Karofi, 2005) point out that not only are manufacturing, selling and using of certain illegal drugs, but there are also crimes associated with drug abuse, such as those committed by drug addicts in order to secure money to purchase drugs. There are other areas of establishing a relationship between drug abuse and involvement in other unwanted behavior, for example, deviant and criminal activities.

11

National Commission on marijuana and drugs abused has identified five types of drugs using behavior. (1) *Experimental use* is short-term, occasional trail of one or more drugs. The individual feels curious about drugs effects or want to experience new feeling states. (2) *Recreational use* for the purpose of having a good time at a party, such drugs users are like social drinkers, they are more knowledge able about drugs effects and use more drugs but they do not escalate their drugs use to uncontrolled use. (3) *Situational use* of a drug for coping with a specific situation. (4) *Intensified use* is the outcome of drug use escalation among a small minority of recreational or situation users. The individual use drugs daily for seek relief from persistent problems but they are capable of functioning normally in daily life activities. (5.) *Compulsive use* is a deepest involvement with a drug. They developed a psychological dependence on drugs; drugs use has a very dominant factor in their lives (Thio, 1988). Kaplan has also identified some general patterns associated with drugs use. He divided users in to three types: *situational users, spree users,* and *hardcore users* (as cited in Vetter & Silverman 1986).

Descriptions made in the 1930's and 1940's found use was predominantly among minority group members and economically depressed urban youth, especially those judges as having inadequate personalities. Officials and Federal Bureau of Narcotics personnel have held that marijuana leads to criminal acts associated with impulsivity, recklessness, and violence, distasteful behavior associated with disregard for cleanliness, unrestrained sexuality, rebelliousness, unpredictable relations with others, risk of later heroin dependency because marijuana can not produce and because it is obtained through illicit channels which also provide opportunities for access to heroin and cocaine (Dinitz, Dynes, & Clarke, 1975).

Merton (as cited in Thio, 1988) introduced the concept of *Retreatism* to explain a form of deviant behavior that can be exemplified by drug use. According to Merton's Strain theory, some people turn to illegal drugs as a means of quitting the rat race after they have failed to succeed not only in the conventional society but also in the criminal world. The study was conducted in Penang, Malaysia to find out the relationship between drug abuse and criminal offences. The result was approved that both are related to each other (Karofi, 2005).

Deviant sexual relationship.   The regulation of sexual relationship is one of the most fundamental aspects of the social organization. Society prohibits sexual relations between certain close relatives, makes some distinction between the permissible sexual behavior of married and unmarried persons, and imposes some restriction on usual sexual acts. Since deviant behavior are behavior that violates explicit social norms and is repressed or punished by agents of norms enforcement. "Deviant sexual relationships which activities involving mutual consent and participation" (Caplow, 1975).

Research has shown that deviant individuals tend to favor deviant sexual relation. In deviant sexual relationships swinging is one of the deviant illegal relationships. Swinging is a temporary exchange of marital partners for sexual purpose. Swinging is a relatively new form of adultery. In adultery involves having an extra martial affair behind the spouse's back, swinging is an open sexual event in which both husband and wife agree to participate swinging has been referred to as open adultery. Swinging have many types: *Closed swinging, open swinging, swinging party* and *threesome swinging.* In all these activities are driven by the deviant sexual relationship (Thio, 1988).

Explanations of Deviance by Various Schools of Thoughts

Deviant behavior in various school of thought perspectives, deviant behavior seen as different among individuals, people who possess unusual physiological, psychological, or behavioral pattern (Gilstein, as cited in Corsini, 1984). The Classical approach theory studies individual differences in deviance. They identified groups of individual's labeled deviant to some coding scheme. These schemes include legal typologies as criminality, insanity, mental illness, and educational schemes as learning disabilities.

In Psychoanalytic point of view, Freud's concept of id, ego, and superego. Crime takes place when the superego, the civilized self-concept of the individual, is unable to restrain the savage, primitive, destructive impulse of the id (Horton & Hunt, 1976). The id is an instinctive, unsocialized, desire and impulses, selfish and anti social. Superego is the complex of social ideals and values which one has internalized and which from the conscience. Criminal have weak or damaged ego or poor superego control which is driven by the id.

13

According to Learning Theorist, all actions deviant and normal, are learned according to the laws of modeling, reinforcement, or punishment (Corsini, 1984). Those individual who show deviant behavioral pattern have received difference rewards for such action. Akers define that "Deviant behavior can be expected to the extent that (1) It has been differentially reinforced over alternative behavior and (2) It is defined as desirable or justified when the individual is in a situation discriminative for the behavior" (as cited in Thio, 1988). In operant conditioning principles said that, criminal behavior, abnormal behavior and learning disabilities are learned (Corsini, 1984).

Theories of Deviance

Theories attempt to explains why people deviate form the expected, each of which reflect a particular value position with distinct consequences for controlling deviance and dealing with nonconforming people. Researcher feel that the following theories define deviance with relation to individual choices and reactions.

1. Anomie and strain theory.   Anomie theory provides an explanation of the concentration of crime. In Strain theory, "the structure of the society primarily restrains the free expression of man's fixed native impulses". Stated simply, strain theories believe that Societies encourage the individual to engage in deviant activities (Merton, 1938). According to Durkheim, the social needs or desires of humans are potentially insatiable, so collective order is necessary as an external regulating force to define and control the goal seeking of individuals. If the collective order is disrupted or disturbed, human aspirations may increase to the point of outdistancing all possibilities of fulfillment. When traditional rules loose the authority over behavior, a state of deregulation, normlessness, or anomie is said to exist and therefore the individual's behavior exceeds the boundaries or limits set by society (as cited in Gibbons, 1978).

According to Merton, "anomie is the form that societal incoherence takes place when there is a significant detachment between valued cultural ends and legitimate societal means to those ends" (as cited in Akers, 2000). Merton distinguished between two major elements of social and cultural structures: the culturally defined goals human beings are enjoined to pursue and the social structure that regulates and controls the acceptable modes or means for the pursuit of goals and interests (Gibbons, 1978, p.

14

108). The social structure had a direct effect on psychological well-being and social behavior (Vega, Gil, Warheit, Zimmerman, & Apospori, 1993).

Anomie theory can be separated in to two specific categories. Durkheim's concern with macro level is associated with term anomie, meaning with out norms or normlessness as an aspect of behavior. In a pluralistic world, normality is complex, even unattainable in a "macro level" and therefore crime is inevitable. "The pluralist perspective mirrors the thoughts of multiplicity of values and beliefs exists in any complex society" (Schmallegar, as cited in Ford, 2006).

The society is structured in a way that people of the lower social class, when compared with those of the higher, have less opportunity to realize their success and aspiration. Thus lower class people find themselves trapped in a very difficult situation. They have been encouraged by the society to hold high success aspiration but they are not given the opportunity to realize those aspiration. To get themselves out of that situation, they engage in different types of activities, such as stealing, robbery, and other similar forms of deviant activities (Thio, 1988).

Merton refers to deviant behavior as innovation but Merton also identified five modes of adaptation: (1) *Conformity*: during this mode, people strive to obtain success by the most pure conventional means available (Akers, 2000, pp. 144). (2) *Innovation*: is largely found among lower-class people, who reject the use of legal means in favor of illegal ones in their attempts to achieve the high success goal that they have learned to accept. (3) *Rebellion*: involves rejecting the prevailing social expectation that we work hard in the rat race to reach the goal of great success the rebel also attempts to overthrow the existing system and put in its place a new one with new goals and new means of reaching those goals. Thus the rebel may abandon both the pursuit of fame and riches and the cutthroat competition needed to achieve this worldly goal. At the same time the rebel may encourage people to seek goodwill toward others and to cooperate in attaining this heavenly goal. (4) *Retreatism*: is a dropout from society into the shell of one's self. The retreatist dose not cares about success, nor dose he or she care to work. For example such people are psychotics, autists, outcasts, vagrants, alcoholics, and drug addicts. (5) *Ritualism*: the final mode, people realize that they have no real opportunity to advance in society and accept the little relevance that they have. It is in this mode that

15

people concentrate on retaining what little they possibly gained or still have in place of concentrating on a higher yield of success. They return to adhering to conventional norms in hopes of maintaining the few possessions or possible gains that they have attained. For many members of the urban lower socioeconomic populous and disadvantaged minorities this period of short-lived and slightly increased gains takes nearly a lifetime to obtain and to recognize its worth in a modern industrial society (Akers, 2000).

Cohen extends this theory by proposing that when their aspirations for status are frustrated in the middle-class peers, lower-class boys tend to setup a delinquent subculture. Cloward and Ohlin (as cited in Thio, 1988) introduced the concept of differential illegitimate opportunity. They defined 3 types of illegitimate opportunities: (1) *"Criminal"* subculture provides the illegitimate opportunity for achieving success goals. (2) *"Conflict"* subculture flourishes. In this, a youngster has the opportunity to achieve or status with in a violent delinquent gang. But that opportunity is available only to those boys who can meet such requirements as possessing great fighting skills and demonstrating enthusiasm for risking injury or death in gang welfare, the third subculture is (3) *"Double failures"* in which candidate is supposed to meet in the willingness to enjoy the use of drugs. Person who engage in this subculture, have failed to achieve success in the criminal or conflict subculture, because of their failure to achieve success or status in the delinquent underworld and in the conventional upper world.

2. Conflict theory. According to the Conflict theory, social harmony is impossible in most existing societies. The roots of conflict lie in the tension between the few who control the means of production and who also have great political influence, on the one hand, and the mass of powerless citizens, on the other. That power is used to enact and enforce laws supporting the interests of the owners against those of the less powerful. Certain kinds of laws and patterns of law enforcement are thus produced by powerful interest groups. As the French author Anatole France once wrote, "the law its majestic equality forbids both rich and poor alike to beg in the streets, steal bread, and sleep under bridges" (Hess, Markson, & Stein, 1985).

According to this view, the small groups (elites who control the economic and political systems set the policies that define legal as well as cultural conformity. Because the goal of elites-to maintain their power-is essentially contrary to the strivings of the less powerful, there is a on going "crisis of legitimacy" in which the ruling groups must continually create the impression that the established system is serving the interests of all segments of the population (Hess, Markson, & Stein, 1985).

According to Turk's (as cited in Thio, 1988) the greater the cultural difference between authorities and subjects, the greater the probability of their conflict. The authorities are lawmakers and law enforcers, while the subjects are ordinary people who are supposed to be controlled by the law. If these two parties cannot see eye to eye on the content of a law or on what constitutes a criminal act, they are likely to argue and fight over their disagreement. But such disagreement or cultural difference does not always result in an argument, fight, confrontation, or conflict between the two parties. Basically, Turk deals with the immediate context of the conflict between legal authorities and their subjects. His Conflict theory conveys the image of an uneven dogfight, involving the legal authorities as the larger top dog and their subjects as the underdog (Thio, 1988).

Goode presents this analysis: "Conflict theory deals with the issue of making the rules, especially the criminal law …arguing that laws are passed and rules are approved because they support the customs or the interests of the most powerful members of a society…powerful groups are able to impose their will on the rest of the society and make sure that laws and rules favorable to themselves, and possibly detrimental to other, less powerful groups, are instituted" (Thio, 1988).

A Marxist approach to the analysis of deviance sees crime and other forms of deviance as rooted in class and economic conflicts in the capitalist system. Crime and deviance are not only outcomes or the exploitation of the proletariat by capitalists but result when the wealthy capitalists define as deviant acts that threaten their economic interests. For non-Marxist conflict theorists, not all conflicts in social life are based on class or economic factors. Crime and deviance will continue regardless of whether a system is capitalist or socialist (Thio, 1988).

17

3. Differential association theory. Sutherland developed his theory to explain two forms of criminality. First, he wanted to explain why crime rates vary with different groups of people. He wanted to explain, for example, why city people are more likely to commit crimes than country folks, why males are more delinquent than females, why there are more crimes in poverty areas of cities than in other areas. To make sense of these different crime rates, Sutherland suggested what he called "differential social organization" or "differential group organization". By *differential group organization* he referred to the fact that a society consists of different groups of people, some having a criminalistic tradition and others having an anticriminalistic tradition. Sutherland said, "The formal statement of the theory indicates, for example, that a high crime rate in urban areas can be considered the end product of criminalistic traditions in those areas" (as cited in Thio, 1988).

Sutherland had given his 9 points about differential association theory. According to him:

1. Criminal behavior is learned; mean criminal behavior is not inherited. Person learned this behavior.
2. Criminal behavior is learned in interaction with other persons in a process of communication.
3. Impersonal agencies of communication, such as movies and news papers, play a relatively unimportant part in the genesis of criminal behavior.
4. When criminal behavior learned, the learning techniques are used i.e. how to commit a crime and direction of motives, drives, and attitudes.
5. The specific direction of motives and drives is learned from the legal codes as favorable or unfavorable.
6. A person becomes delinquent because of an excess of definitions favorable to violation of law over definitions unfavorable to violation of law. Sutherland means the idea of committing crime. He means that the person has a lot of knowledge of criminal pattern, he or she will not become a criminal, but when a person know a lot of criminal patterns and influence by them later they are likely to become criminal.
7. Criminal behavior is learned in the base of crime frequency, intensity, duration, and priority.

18

8. The process of learning criminal behavior by association with criminal behavior by association with criminal and anti-criminal pattern involve all the mechanisms that are involve in any other learning process.

9. Criminal behavior is an expression of general needs and values, it is not explained by those general needs and values since non-criminal behavior is an expression of the same needs and values (criminals must be differentiated from non-criminals) (Thio, 1988, and Gibbons, 1987).

This by differential association theory, "concrete condition cannot be a cause of crime, and that the only way to get a causal explanation of criminal behavior is by extracting from the varying concrete conditions things that are universally associated with crime." In his view differential association is universally linked to criminal action (Gibbons, 1987).

According to Glaser 'a person can not be associated with criminals or criminogenic effect on him or her unless he identifies with them'. The Differential identification theory focuses on attention on the interaction in which individual choice of model occurs. A persons identifies criminals in real life or in books or in movies, when they are not identifying the crimes in real life they considers crime an imaginary behavior but when they identify it, they are likely to become criminals. Burgess and Akers given the idea of differential reinforcement as the substance of that learning process. Burgess and Akers derive their idea from a well-known theory in psychology, which has been variously referred to as *learning theory, behaviorist theory, operant behavior theory, operant conditioning theory, and reinforcement theory*. The theory says that we are motivated to continue behaving in a certain way if we have been rewarded for doing so, or to discontinue the behavior if we have been punished for it. Criminal behavior, reinforcement theory says that people will continue to engage in criminal activities if they have been rewarded for doing so. Robbers, for example, will continue to rob if they have made much money from their robberies or if they have not been caught for their crimes (as cited in Thio, 1988).

4. Control theory.   Social control theory focus on the strategies and techniques which help regulate human behavior and thus lead to conformity and compliance of the rules of society, including the influences of family, school, morals, values, beliefs, etc.

In Containment theory, Reckless assumes that there are powerful forces pushing the individual to a deviant course of action. Reckless gets the idea that the individual is propelled to deviancy by such external or sociological forces as "poverty or deprivation, conflict and discord, external restraint, minority group status, and limited access to success in an opportunity structure...the distractions, attractions, temptations, patterns of deviancy, advertising, propaganda, carriers of delinquent and criminal patterns (including pushers), delinquency subculture, and so forth." From psychology and common sense, Reckless gets the idea that the individual is motivated to deviancy by such inner or psychological forces as "drives, motives, frustrations, restlessness, disappointment, rebellion, hostility, feelings of inferiority, and so forth." Being caught up in those inner and outer forces, people have a strong tendency to violate social norms (Thio, 1988).

According to containment theory, inner and outer forces that pressure the individual toward deviance, there are inner and outer forces that protect and insulate the individual against deviance. Since the latter forces protect and insulate the individual against deviance by containing those deviance-generation forces, they are referred to as inner and outer containment. *Inner containment* is found within the individual. It consists of such personal qualities as "self-control, good self-concept, ego strength, well-developed superego, high frustration tolerance, high resistance to diversions, high sense of responsibility, goal orientation, ability to find substitute satisfactions, tension-reducing rationalizations, and so on." *Outer containment* exists outside the individual, it is composed of such social forces in the person's institutional reinforcement of his norms, goals and expectation, the existence of a reasonable set of social expectations, effective supervision and discipline (social controls) provision for reasonable scope of activity (including limits and responsibilities) as well as for alternatives and safety-valves, [and] opportunity for acceptance, [for] identity and [for] belongingness." If people's inner and outer containments are strong, they will most likely engage in conforming behavior. If their inner and outer containments are weak, they will most likely engage in deviant behavior (Thio, 1988).

Nye (as cited in Thio, 1988) assumes that there are powerful forces pushing all of us toward deviance. Nye only draws on Freudian psychology for his assumption that our

animal instincts are the motivating force of deviance. Since all of us are born with the same animal instincts, we all have the same natural tendency to behave like an animal by breaking social norms. Yet most of us do not actually break the norms, while some of us do.

According to Nye's (as cited in Thio, 1988) Control theory, society uses social control to help us check our animal instincts or deviant tendencies so that we become law-abiding citizens. Social control, then, is seen as preventing us from deviation or ensuring our conformity, and the lack of social control is seen as producing the opposite result. Nye divides social control into four types. In *Internal Control*, society, particularly through parents as its control agents, socializes the child in its values and norms so that he or she will internalize them and turn them into a conscience. The conscience is the internal control that prevents the person from getting involved in deviance. In *Indirect control* the development of affection and respect for his or her parents serve as the indirect control over the child. In *Direct Control* society relies on the police, parents, friends, and other conforming groups to impose direct control on the individual. Direct control entails the threat and application of ridicule, ostracism, and various forms of punishment. *Legitimate Need Satisfaction* is the fourth type of social control. Society provides legitimate means for satisfying the individual's need for affection, recognition, and security. This serves to protect the person against deviant activities. Nye has focused his empirical research on the family. His findings have overwhelmingly supported his theory that family control prevents delinquent behavior.

Hirschi (as cited in Thio, 1988) the third control theorist, assumes that we are all animals endowed with the ability to commit deviant acts. Our strong bond to society, then, ensures our conformity. Conversely, if our bond to society is weak or broken, we will commit deviant acts. According to Hirschi, there are four ways for individuals to bond themselves to society. The first is by *attachment* to conventional people and institutions. In the case of juveniles, they may show this attachment by loving and respecting their parents, making friends with conventional peers, liking school, and working hard to develop intellectual skills. A *commitment* to conformity is the second way. Individuals invest their time and energy in conventional types of action, such a getting an education, holding a job, developing an occupational skill, improving a professional status, building up a business, or acquiring a reputation for virtue. At the

same time, people show a commitment to achievement through these activities, the third way is *involvement* in conventional activities. People simply keep themselves so busy doing conventional things that they do not have time for partaking in deviant activities or even for thinking about deviant acts. A *belief* in the moral validity of social rules is the fourth way in which people bond themselves to society. Individuals have a strong moral belief that they should obey the rules of conventional society. A young person may show such moral belief through respect for the police or through a positive attitude toward the law.

If these four elements of the bond are weak, the individual is likely to slide into deviance. Hirschi has tested such a version of Control theory on schoolchildren. His findings support the theory very well (Thio, 1988).

5. Labeling theory. In Labeling Model, deviance, like beauty, is in the eye of beholder; it is quality that lies, not in behavior it self, but in the interaction between the person who commits the act and those who respond to it (Barker, 1973). Deviance is an interactive process between those who violate the norms and who interpret and react to the act.

According to labeling theorist, people who represent the forces of law and order as well as conventional morality typically apply the deviant label to those who have allegedly violated that law and morality. Labelers are the police, judges, prison guards, psychiatrists, mental hospital attendants and social control agents. Labeled are criminals, juvenile delinquents, drugs addicts, prostitutes, homosexuals, mental patients, mental retarded. As Becker says "A major elements in every aspect of the drama of deviance is the imposition of definitions of situations, acts, and people by those powerful enough or legitimated to be able to do so".

Deviant produces negative consequences for individual so labeled. In Frank Tennenbaum's view, a child may engage in many forms of activities such as breaking windows, annoying people, climbing over the roof, stealing apples, and playing hooky and innocently consider all these enjoyable. But the parents, teachers, and police may define this type of activities as delinquency, or evil. Once labeled the deviant the person suffer negative consequence of continuing to engaged in this types of activities such as

22

being ridiculed, humiliated, degraded, harassed, beaten, imprisoned, or otherwise dehumanized treated as an object, animal, or non person. As Becker's well known words, "more sinned against than sinning" (Thio, 1988).

Individual who deviated in either an anti-or-normative direction relative to normative members. In studies, despite objective equivalence, pro-norm deviance was perceived as less "atypical" than anti-norm deviance. Judgment and reactions to deviance depend on group membership and direction of deviance, not just its magnitude. Evaluations of deviants are also related to perceiver's identification with their own group (Abrams, 2000).

Literature Review

Sociologist implied that positive deviance is valid and useful concept but because there are some compelling theoretical arguments favoring such a stand. Processess of shaming, vilification, divinization, stigmatization and criminalization can be interpreted sociologically by referring to this conceptualization of deviance. Sociological study of deviance in to social process of change and stability in a dynamic, historical, and political perspective (Sagarin, 1985). It is a theoretical and empirical accumulation of knowledge in the area of the sociological study of deviance which supports the notion of positive deviance, it also seems that the over whelming majority of sociologist of deviance reject this possible paradigmatic (Ben-Yehuda, 1990).

Researches have found a connection between Anomie theory and sense of powerlessness. Conflicts theorists often attribute deviance to the oppression of the powerless. Powerless people, lacking the authority to define their ascribed characteristics, investments, and costs as valuable, experience distributive injustice when they lack means to goal of find that their costs and investments do not yield rewards of profits. This diminishes their commitments to legitimacy of the unjust system norms and leads to refusal to submit to the normative system. Their attempts to regain control of their lives outcomes by use of alternative to submission will be labeled deviance by authorities (Funk & Wise, 1989).

23

A meta-analysis of 51 twin and adoption studies was conducted to estimate the magnitude of genetic and environmental influences on anti social behavior. The magnitude of familial influences was lower in parents-offspring adoption studies than in both twin studies and sibling adoption studies. Operationalization, assessment method, zygosity determination method, and age were significant moderations of the magnitude of genetic and environmental influences on anti social behavior, but there were no significant differences in the magnitude of genetic and environmental influences for male and female (Rhee & Waldman, 2002).

Males have more anti social behavior then women. Because males and females have different moral judgments stage, the gender discrepancy in anti social behavior might be attributable to gender differences in other moral cognitive variables, specifically, moral self-relevance and self-serving cognitive distortion. In multiple regression analyses, moral judgment and moral self-relevance correlated negatively, and self serving cognitive distortion correlated positively with anti social behavior. Path analysis revealed that mature moral judgment and higher moral self-relevance were associated with lower levels of self-serving cognitive distortion, which partially mediated the relationship between those variables and anti social behavior. Relationships among the moral, cognitive variables and anti social behavior did not vary by gender. Although the genders did not differ in moral judgment stages, females evidenced greater moral self-relevance, less self-serving cognitive distortion, and less anti social behavior (Barriga, 2001).

The relationship between inmates, race, socioeconomic status, and suicide is explained through a combination of phenomenological perspectives on deviance and suicide, theories of inmate social organization, and excerpts from inmate interviews and inmate poetry. Inference from these sources suggests that suicide occurs in inmates whose social reality orientation is incongruent with that of the prison milieu. This result from a double-deviant status being placed on the inmate who is deviant both by social and prison standards. The inmates most susceptible to a double-deviant status are predominantly white and middle class. For these inmates, reality becomes anomic and suicide becomes a cognitive alternative to meaning less situation and an alternative to their socially constructed sense of reality (Leslie, 1994).

Neutralization was conceptualized as part of a continuum of responses beginning with the moral principal drinking is wrong. Through a situational exception to moral principle, and then to neutralization of drinking behavior through denying responsibility, denying injury, denying a victim, condemning condemners, and appealing to higher loyalties (Dodder & Hughes, 1993).

Resilience

Adolescents must adjust to a variety of experience that confront them. A large number of adolescents are exposed to many adverse conditions. Some will develop stable and healthy personalities, others will not. The quality that enables people to cope with these circumstances is called resilience. Resilience is defined by positive out comes in the face of risk or threat. It implies protection from risk factors, or the ability to with stand life's adversities (Smith & Prior, as cited in Nelson, 2003).

Resilience is a universal human capacity to face, overcome and even be strengthened by experiences of adversity. Resiliency may be found in a person, group or a community and may make stronger the lives of those who are resilient. The resilient behavior may be in response to adversity in the form of maintenance of normal development, despite the adversity, or as a promoter of growth beyond the present level of functioning. Further, resilience may be promoted not necessarily because of adversity, but, indeed, may be developed in anticipation of inevitable adversities. Resilience is promoted as part of the developmental process of a child over time.

Definition of Resilience

The term resilience and resiliency have been used interchangeably in the literature. Both are believed to have the same root. The concept of resiliency has gained much attention among personality psychologists. It has become a topic of much speculation, and psychologist's are trying to explore what exactly entails the construct of ego resiliency. A simple dictionary definition of resiliency is as follows:

"An ability to recover from or adjust easily to misfortune or change" (Merriam-Webster, 2001).

Although a single definition of resilience is not found within the literature, Zimmerman and Arunkumar's (1994) research described the commonality of the varying definitions of resilience as encompassing: individual characteristics, context of the problem situation, risk factors, and protective attributes. Benard (1991) reported that, as the children studied in various longitudinal projects grew into adolescence and adulthood, the amazing and consistent finding that emerged resulted in numerous terms to describe the same phenomenon; "invulnerable," "stress-resistant" "ego-resilient," "invincible," and, the most popular term, "resilient". Thus, even though various labels were used within investigations to describe resilience, the under-lying meaning proved congruent. Rutter (1987) felt that resiliency encompassed one's "perceptions of self-efficacy, ability to deal with change and a host of problem solving skills" (p.316). Garmezy (1991) defined resilience as,

"A process of, or capacity of, or the outcome of successful adaptation despite challenging and threatening circumstances"

They noted that researchers must take into account two aspects to identify resilience: (1) there has been a significant threat to the individual. This is usually either high-risk status or status or exposure to severe adversity or trauma. (2) The quality of adaptation or development in good. That is, the child is behaving in a competent manner. Research show that risk behavior takes depend on the various dimension of the socialization environment. In which family, peers, community, the legal system, the media, the cultural belief system, all are involve in producing risk behavior (Arnett & Jensen, 1993).

The concept of resilience is not a new one, although defining it precisely remains a problem. A number of researchers have identified specific factors such as trusting relationships, emotional support outside the family, self-esteem, encouragement of autonomy, hope, responsible risk taking, a sense of being lovable, school achievement, belief in God and morality, unconditional love for someone. But there is insufficient understanding on the dynamic interaction of these factors, their roles in different contexts, their expression and their sources. A child's own genetic make-up and temperament are fundamental to whether he or she will be resilient. That is, a child's

26

vulnerability to anxiety, challenges, stress or unfamiliarity determines his or her self-perception, how he or she interacts with others, how he or she addresses adversities.

The term "invulnerable" and "invincible" were used in the early days of research on people who did well despite adversity. However, these terms proved to be not quite accurate as in the words of Rutter, they implied an "absolute resistance to damage." Rutter goes on to note: *firstly,* no one has absolute resistance; rather, it is more appropriate to consider susceptibility to stress as a graded phenomenon. Some individuals are more resistant than other but every one has their limits. *Secondly*, the term suggests that the characteristic applies to all risk circumstances. Obviously, that is a biologically implausible suggestion. There is a range of mechanisms by which risk factors operate and it must be anticipated that the features that constitute resilience will vary according to the risk mechanism. *Thirdly*, the concept seems to imply that the characteristic is an intrinsic feature of the individual. That is misleading because research finding indicate that resilience may reside in the social context as much as in the individual as such. *Fourthly*, the term suggests that it deals with an unchanging characteristic. That, too, is wrong because there is every reason to suppose that development changes will influence resilience just as they influence any other characteristic" (Rutter, 1991).

Resilience is the human capacity to face, overcome, and even be strengthened by experiences of adversity. However, defining resilience is a continuing problem (Kaufman, Cook, Arny, Jones, & Pittinsky, 1994), and there is still a lack of consensus about the domain covered by the construct of resilience; i.e., its characteristics and dynamics (Gordon & Song, 1994). Further, some languages do not yet have an equivalent word in the behavioral sciences (Kotliarenco, 1993). Spanish, for example, has no word for resilience in the psychological literature but, instead, used the term "la defense anta la adversidad" which means "defense in face of adversity" (Grotberg, 1993).

Masten and Coatsworth (1998) define resilience globally as "manifested competence in the context of significant challenges to adaptation or development". Dyer and McGuinness (1996), for example, see resilience as a global term describing a dynamic process, highly influenced by protective factors, whereby people bounce back

27

from adversity and go on with their lives. They define "protective factors" as "specific competencies that are necessary for the process of resilience to occur", and "competencies" as "the healthy skills and abilities that the individual can access".

Resilience is the capability of individuals and systems to successfully in the face of significant adversity or risk. This capability develops and changes over time, and is enhanced by protective factors within the individual/system and the environment, and contributes to the maintenance or enhancement of health (Reid, Stewart, Mangham, & McGrath, 1995). According to Garmezy and Rutter (1983) resilience includes protective factors such as: temperament, gender (girls less vulnerable than boys), warmth of the parents, and encouraging school environment. Factors for resilience further include: positive self-esteem, supportive family milieu, external supportive societal agency, and perceived internal locus of control.

In his approach, Block (1980) contends that if a person is to become attuned to the surrounding environment, impulse cannot be allowed free rein. Instead the capacity to regulate the impulse must be developed. By regulating the impulse, the surrounding environment becomes less fearful and more controllable. Ideally, resourceful regulation and equilibrium of impulses must be achieved. This suggests something is needed to bridge the internal needs and motivations of the individual with his/her external surroundings.

Block defines resiliency as "Resourceful adaptation to changing circumstances and environmental contingencies, analysis of the "goodness of fit" between situational demands and behavioral possibly, and flexible invocation of the available repertoire of problem-solving strategies (problem-solving being defined to include the social and personal domains as well as the cognitive" (Block & Block, 1980).

The degree of resiliency has implications for the individual's adaptive capabilities under conditions of environmental stress, uncertainty, conflict, or disequilibrium (Block, 1980). The Blocks offer the high extreme of resiliency as a person who is "resourceful and adaptive to changing circumstances, analytical for finding the best fit between situational demands and behavioral possibilities, and flexible with problem-solving strategies (Block, 1980).

28

Literature or resiliency have yielded models the explain the development of resilience. They attempt to identify factors that aid the individual in becoming resilient. The two major models have characterized the research on resilience in development.

Variable focused model of resilience.   This approach examines the linkage among characteristic of individuals, environments, and experiences to try to ascertain what accounts for good outcomes on indicator of adaptation when risk or adversity is high. This method effectively draws on the power of the whole sample or the entire risk group, as well as the strengths of multivariate statistics. It is well suited to searching for specific factors models of resilience that have been tested in the empirical literature: additive models, interactive models, and indirect models.

According to this model the assets and risks contribution independently to how well a child is doing in life on the outcome variable or criterion of interest. Pure risk factors have a negative effect on the outcome of interest when they occur, but no effects if they are absent (like loss of parent). Pure asset have positive influences if they are present, but do not have negative effects if they are absent (like a fairy godmother of a musical talent). Many attributes operate along a continuum of risk-assets where more is good and less is bad for the outcome of interest (such as the way intellectual skills and the quality of parenting may work for academic achievement). Assets can theoretically counterbalance high levels of risk in such models, hence the idea of "compensatory effects" (Garmezy, Masten, & Tellegen, 1984). Interventions that attempt to boost the presence of assets or reduce the number of risk factors are based on these additive models.

Person focused model of resiliency.   The person-focused approach identifies resilient people and tries to understand how they differ from others who are not faring well in the face of adversity or who have not been challenged by threats. This approach reflects the perspective that resilience is configurable, in that individuals are viewed as resilient because they are doing well in multiple ways, rather than just one. This approach is well suited to studying diverse lives through time.

The person-focused model of resilience is based on identifying very high-risk individual who do well, a resilient subgroup. This is a classic approach in the resilience field, exemplified by the most important longitudinal study of resilience to date the Kauai longitudinal study by Werner and Smith (1982, 1992). In this study of a large birth cohort that began in 1955, high risk group of children was identified according to multiple risk indicators that were present before the age of 2. Then the outcomes of these children, how well they were doing on multiple development and mental health makers at around 10 and 18, were examined to identify a subgroup of resilient children. Resilient children could then be compared with their peers in the high-risk group who did not fare well. Results indicated main differences beginning at an early age that favored the resilient group, including better quality of care in infancy, higher self-worth and intellectual functioning in childhood, and more support form the relatives and family.

This approach often results in evidence of small differences in the assets, human and social capital, characterizing the lives of resilience versus adaptive children from risky back-ground; however, two key issues limit the contributions of such studies. First, results often suggest that the resilient subgroup actually has been exposed to lower levels of risk or adversity; in effect, they come from a lower-risk level of a risk gradient. Second, even when risk levels are comparable, it is not clear whether the correlates of resilience are general predictors of good outcome, regardless of risk, or specifically protective moderators of risk, because the low-risk groups are missing from the analysis. This led to a third approach, which includes children from a general population, with the goal of comparing the resilient to lower risk peers as well as high-risk, maladaptive peers.

Perspective of Resiliency

In the early 1950s, as doctoral students at Stanford University, Block empirically derived five personality types as they analyzed personality continuity and change among 84 men (Block, 1951). The types they described in reference to level of resilience were:

30

1. *Ego Resilient* – well-adjusted and interpersonally effective
2. *Unsettled Undercontrollers* – highly impulsive and antisocial
3. *Vulnerable Overcontrollers* – rigidly overcontrolled and maladjusted
4. *Belated Adjusters*– maladjusted during adolescence but functioning effectively by adulthood.
5. *Anomic Extraverts* – well adjusted in adjusted in adolescence but maladjusted in adulthood.

Resiliency is the ability to spring back from and successfully adapt to adversity. The Broaden-and-Build theory indicates that resilient individuals "bounce back" from stressful experiences quickly and effectively. Research studies have provided empirical evidence for this theory. They Broaden-and-Build theory of positive emotions is used as a framework for understanding psychological resilience. This research is multimethod approach, in which 3 studies is predict that resilient people use positive emotions to rebound from, and find positive meaning in, stressful encounters. Results shows that the experience of positive emotions contributed, in part, to participants' abilities to achieve efficient emotion regulation, demonstrated by accelerated cardiovascular recovery from negative emotional arousal and by finding positive meaning in negative circumstances.

According to Masten, Best, and Garmezy (1990) resilience is the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstance. In the literature, the identifying characteristics of resilient adolescents are such things as social competence, problem-solving skills, mastery, autonomy and sense of purpose and future (Waters, & Sroufe, 1983; Garmezy, 1985; Rutter, 1980, 1984, 1985; Werner & Smith, 1987; Masten, Best, & Garmezy, 1990; Gore, & Eckenrode, 1994)

Luthar (1991) focused on high-risk adolescents, defining risk both in terms of negative life events and sociodemographic variables (e.g., family size, ethnicity, parents' education and occupation). The central question was why some inner-city 9th graders with high profile of risk were able to maintain socially competent behaviors (measured by teacher ratings, grades, and peers ratings). Moderator variables such as; intelligence, internal locus of control, social skills, and positive life events were investigated.

Linquanti (1992) defines resiliency as "that quality in children who, though exposed to significant stress and adversity in their lives, do not succumb to the school failure, substance abuse, mental health, and juvenile delinquency problems they are at grater risk of experiencing". Reset approaches to drug prevention have emphasized risk and resiliency factors. Two models have been developed to explain these factors, one which posits that separate elements make up each set and other which posits that single factor can be either a risk or resiliency factor. In this study tested these models and attempted to compare the effects of risk and resiliency across gender and ethnicity. Results show that overall resiliency factors play a larger role than risk factors in substance use and drug resistance processes.

The notion of invulnerability from harmful influences-resilience-emerged, almost by accident, from longitudinal developmental studies of at risk groups of children as they encountered many life stressors during their development, through childhood and adolescence, to adulthood (Silva & Stanton, 1996; Werner & Smith, 1987). While these were essentially epidemiological studies of the incidence of disease and pathology in the studied populations, interest grew as Rutter (1990) describes that "the ubiquitous phenomenon of individual difference in people's responses to stress and adversity". As Benard (1991) observes: "A consistent-and amazing- finding has emerged. Although a certain percentage of these high-risk children developed various problems (a percentage higher than the normal population) a greater percentage of the children became healthy, competent young adults".

Later studies focused on specific populations of resilient children and adolescents (Garmezy & Rutter, 1983). In these studies the subjects were classified as being at risk of psychiatric disorders, delinquency and other negative life outcomes because of a variety of individual, family and environmental factors. According to Thornberry et al. (1995) these factors include low parental education, parental unemployment, family receipt of welfare, family transience and family members experiencing trouble with drugs and the law.

As the researches Baldwin, Kasser, Zax, Sameroff, and Seifer (1993) had tried to find out the characteristics that differentiate resilient from non resilient children on

mental health measures. The child variables that correlate with mental health are exactly those that have been found to mark resilience.

The study conducted to test and replicates a therotical model of individual variation in African-American young adolescents' positive and negative outcomes in the academic domain. The research measure context, self, and action are related to risk and resilient outcomes in school performance. African-American youth's experience their parents' school involvement predicted a composite of self-system process, which in turn predicted the subjects reports of their engagement in school. The data supported a reciprocal path from action to context, suggesting that youth who show more disaffected patterns of behavior and emotion in school experience less support from their families than those reporting more engaged patterns of actions (Connell, Spencer, & Aber, 1994).

The international Resilience Project, which surveyed almost 600 children aged 11 years, described the most commonly mentioned adversities reported by children. In order of frequency, these were death of parents and grandparents, divorce, parental separation, illness of parents or siblings, poverty, moving home, accidents, abuse, abandonment, suicide, remarriage and homelessness. This project, which collected data from 30 countries, described resilience as 'a universal capacity which allows a person, group or community to prevent, minimize or overcome the damaging effects of adversity' (Grotberg, 1997).

The two most fundamental concepts contained within the notion of resiliency are risk and protective factors. Historically, health promotion research has focused on either, (a) decreasing risk factors in high risk groups, (b) enhancing protective factors in all individuals. In contrast, resiliency suggests the need to enhance protective factors only among high risk groups of individuals.

Writing in the July 1987 issue of the American Journal of Orthopsychiatry, British psychiatrist Michael Rutter recommended four "protective processes" to foster resilience on youngsters. First, reduce negative outcomes by altering the risk or the child's exposure to the risk. Second, reduce the negative chain reaction following risk

33

exposure. Third, establish and maintain self-esteem and self-efficacy. Fourth, open up opportunities for youngsters.

Rutter (1987, 1990) describes four types of protective factors or processes: those that reduce risk impact or reduce a person's exposure to risk; those that reduce negative chain-reactions that follow bad events or experiences; those that promote self esteem and self efficacy through achievement and, finally, positive relationships and opportunities that provide needed resources or new directions in life.

Life events. Serious injury or the death of a close relative increased individuals' exposure to risk; the departure of a bullying *de facto* parent from the household proved to be protective. Opportunities to join and belong to supportive groups contributed to individuals' resilience, while high mobility due to changes in parental employment contributed to individuals' disconnectedness and their vulnerability. These *life events* were largely beyond the capacity of individuals to control, and serve to reinforce Garmezy's caution about using the notion of resilience to blame individuals who, for a variety of complex reasons, do not achieve positive life outcomes (Garmezy 1994). Acknowledging the influence of these sometimes indiscriminate and haphazard *life events*, challenges socially native and simplistic explanations of success and failure based on the liberal-humanist view which individualises social issues and leads away from broader social and cultural considerations (Cormack 1998).

Personal factors. Serendipitous life events can either protect or threaten adolescents' well-being, a significant cluster of protective factors focuses on the personal attributes and skills of individuals. The combination of positive dispositional characteristics, personal coping strategies and beliefs about personal efficacy and agency contribute to individual resilience.

Family factors. Consistent parenting practices that promote attachment and emotional bonding promote resilience. So too, do siblings and members of the extended family who provide emotional and material support and who model social problem-solving. These relational requisites can be provided in many types of families, not just in conventional nuclear families (husband, wife and children).

34

School factors.   Schools that are safe, positive and achievement-oriented help adolescents develop a sense of purpose and autonomy and promote connectedness. They can also teach valuable life skills such as social problem-solving as well as social competence. Perhaps most importantly, schools can ensure that every student develops the foundation academic competencies needed for further learning and the development of positive self esteem. In these ways schools can 'teach for resilience' by promoting academic competence and attending to the social and emotional needs of students.

Community factors.   Individuals and groups within the community can provide opportunities for adolescent involvement and participation in social, sporting and cultural activities promote feeling of belonging and connectedness that are central to the development of resilience.

Rationale of the Research

The purpose of the present research is to investigate the resiliency in deviant adolescent's (aged 16 to 19 years). Deviant behaviors were chosen to be studied because the researcher wanted to understand the reasons why adolescents engage in deviant activities and what are the circumstances and environmental factors what lead the adolescents toward deviant, delinquent and criminal types of activities. On the other hand, the researcher also wanted to find out the risk factors which help these adolescents to cope with risky environment and situations. We chose resilience as a variable to investigate whether deviant adolescents are resilient or not.

The research is also an attempt to investigate and explore the gender differences in deviant behavior as well as to find out the gender differences in resilience. The sample of young adolescents was chosen because young adolescents are mostly involved in these types of activities. This is the age that most researches have called the "vulnerable" and "sensitive age" (Rutter, 1991). Family relations, peers pressures, biological changes occurring at this time of life are very influential. Balanced relations and good, positive self-esteem can lead these adolescents towards productive normal life styles. Any disbalance or problematic elements in the environment of the adolescents can led them towards deviant behaviors. The research wants to identify the extent of involvement of adolescents in the deviant activities. It also wants to

35

understand what role does resilient factors of personality play in the adaptation and maintenance of deviant lifestyle.

The sample will be selected keeping the age range between the ages of 16 to 19 years. This is because adolescents mostly engage in reckless activities. These types of activities are scientifically called deviant behaviors. At 16 to 19 years of carelessness and thrill seeking activities are the cause behind deviant behaviors. On the other hand young adults are less likely to engage in deviant activities because they have other kinds of commitments or duties. For example they are trying to get jobs, starting careers, developing relations and getting married etc. They are assumed to be less likely to get involve in deviant behaviors as compared to young adolescents.

Review of the relevant literature shows that the concept of deviance has been the focus of study in the last few years. Resilience has been studied in relation to various other factors but no research has linked resilience with criminal or deviant behaviors. This study is specifically carried out with the objective to clarify and understand the relationship between resiliency and deviant behavior on a Pakistani sample.

METHOD

METHOD

Objectives of the Study

The focus of present study is to investigate resiliency in young deviant adolescents. The major objectives for carrying out this research were:

1.   To investigate the deviant behaviors in adolescents.
2.   To investigate the relationship between resiliency and deviance.
3.   To investigate the gender differences in deviant behavior.
4.   To investigate the gender differences in resilience.

Operational Definition of Variables

Deviant behavior.   Deviant behavior was measured through the score on the Self-Reported Delinquency Scale that is assessed in terms of deviant behavior in adolescents. Percentile ranks were computed on SRDS to determine the cut off score. The score below 50th percentile indicated low deviant behavior. The score above 50th percentile indicate high deviant behavior. The score corresponding to 50th percentile was taken as cut off score.

Resiliency.   Resiliency was measured through the score on the Ego-Resiliency Scale that assessed in term of resiliency. Percentile ranks were computed on ERS to determine the cut off score. The score below 50th percentile indicated low resiliency. The score above 50th percentile indicate low resiliency. The score corresponding to 50th percentile was taken as cut off score.

Instruments

Self-Reported Delinquency Scale.   Self-Reported Delinquency Scale (SRDS) by Rifai and Tariq was used. It was designed to measure the delinquent behavior in adolescents. The KR-20 of SRDS was 0.90. SRDS is in Urdu language. It is a 37 items, self reported inventory. Each of the 37 items requires dichotomous response on i.e.,

37

either a YES or NO. A response of Yes is high ranking (i.e., Yes = 1), or response of No is low ranking (i.e. No = 0). The maximum possible score is 37 and the minimum possible is 0.

Ego-Resiliency Scale. Ego-Resiliency Scale (ER) by Block and Block was used. ER was designed to measure the quality of resilience by assessing the way each person manages the fluctuation in daily life and what they do about their own experiences. The ability of the scale was .83. ER scale is in Urdu language. It is a 14 items, self reported inventory. Each of the 14 items in the questionnaire requires response on the following 4 point scale, (1) "Dose not apply at all", (2) "Applies slightly, if at all", (3) "Applies some what", (4) "Applies very strongly". A response of 4 represents a high ranking on the scale. The maximum possible score is 56 and the minimum possible score is 14.

Sample

The sample of the study included 150 young adults, (75 boys, & 75 girls).They were between 16-19 years of age. Their education level ranged from Matric to F.A/F.SC. The data was collected from the twin cities of Islamabad/ Rawalpindi.

Procedure

The subjects for the study were taken from the Islamabad and Rawalpindi. They were individually approached at their college or schools. They were told that the purpose of the study was to know about the resiliency in deviant behavior. They were given instruction prior to the filling in of the instruments and the demographic data form. They were assured that their response would be kept confidential and will only be used for the research purpose. They were asked to complete the instruments with care. They were instructed not to omit any response. The instruments were collected at the same time.

RESULTS

OUTCOMES OF THE MAIN STUDY

Reliability of the Instruments

Reliability estimates of the instruments were calculated for the sample of study. Co-efficient alpha of Self-Reported Delinquency Scale and Ego- Resiliency scale was computed. Split half reliability of both the measures was computed. Tabulated finding are presented in the tables given below.

Table 1

Alpha reliability Co-efficient of Self-Reported Delinquency Scale (N=150)

	No of items	Alpha Coefficient
Self-Reported Delinquency Scale	37	.94

The reliability co-efficient of the scale is .94. The magnitude of the alpha Co-efficient shows that it is a highly reliable measure of delinquent behavior. The findings of the study can also be considered reliable.

Table 2

Split half reliability of Self-Reported Delinquency Scale (N=150)

	No of items	Split-half reliability Coefficients	Spearman Brown Coefficient
Self-Reported Delinquency Scale	37	.90	.92

The value of split half reliability estimate for the scale is .92. This means that the scale is internally consistent.

Table 3

Alpha reliability Co-efficient of Ego-Resiliency Scale (N=150)

	No of items	Alpha Coefficient
Ego-Resiliency Scale	14	.66

The reliability analysis of 14 items Resiliency Scale revealed alpha co-efficient of .66. It shows adequate reliability.

Table 4

Split half reliability of Ego-Resiliency Scale (N=150)

	No of items	Split-half reliability coefficients	Spearman Brown Coefficient
Ego-Resiliency Scale	14	.75	.75

Reliability estimate of Ego-Resiliency Scale shows that the scale is internally consistent. It has good reliability.

Figure 1

Distribution of scores of sample on deviancy scale

Graphical Representation of Scores on Self-Reported Delinquency Scale

- Hight Deviant, 69, 46%
- Low Deviant, 81, 54%

Legend:
- Low Deviant
- Hight Deviant
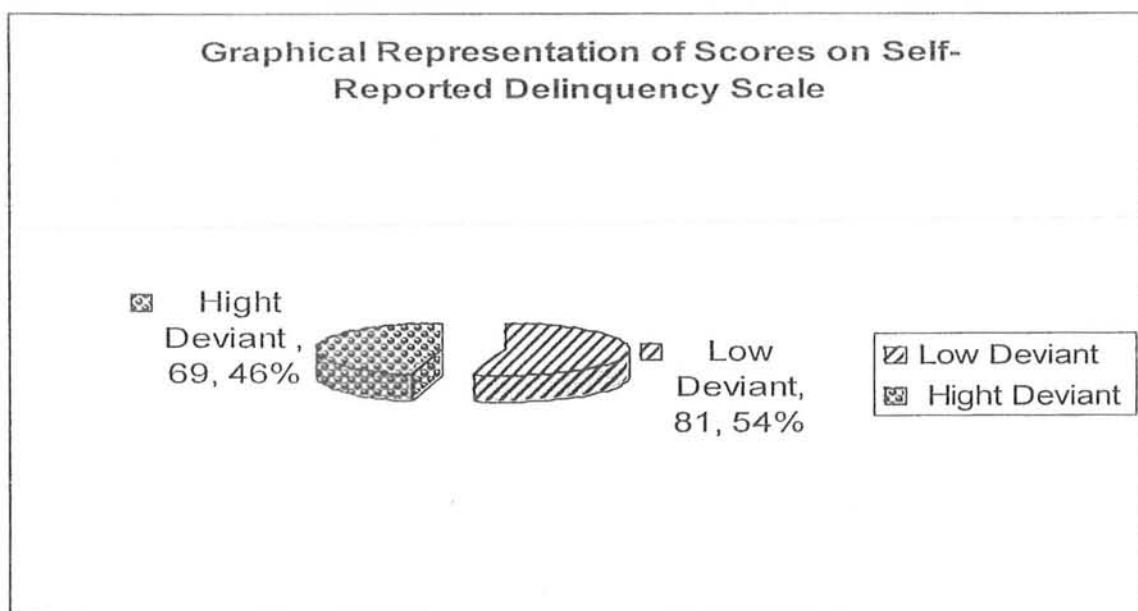
The graph shows that the majority of the sample was low in deviant behaviors. That is their scores were below the 50th percentile. The graph below shows that the scores of the sample were almost equal. Thus the sample was almost equally divided with respect to resiliency

Figure 2

Distribution of scores of sample on resiliency scale

Graphical Representation of Scores on Ego-Resiliency Scale

- More Resilient, 76, 51%
- Less Resilient, 74, 49%

Legend:
- Less Resilient
- More Resilient

Table 5

Mean, Standard deviation and t-value, of Boys and Girls, on the Scores on Self-Reported Delinquency Scale (N = 150)

Scale	Boys (n = 150)		Girls (n = 148)		t
	M	SD	M	SD	
Self-Reported Delinquency	10.0933	8.7952	2.6400	4.1415	6.640

df = 149, ***p < .001

Table 7 reveals that there is a significant difference between delinquent behaviors of boys and girls. Mean of boys is 10. and the average score of girls is 2..

Figure 3

Graphical representation of gender wise differences on Self-Reported Delinquency Scale.
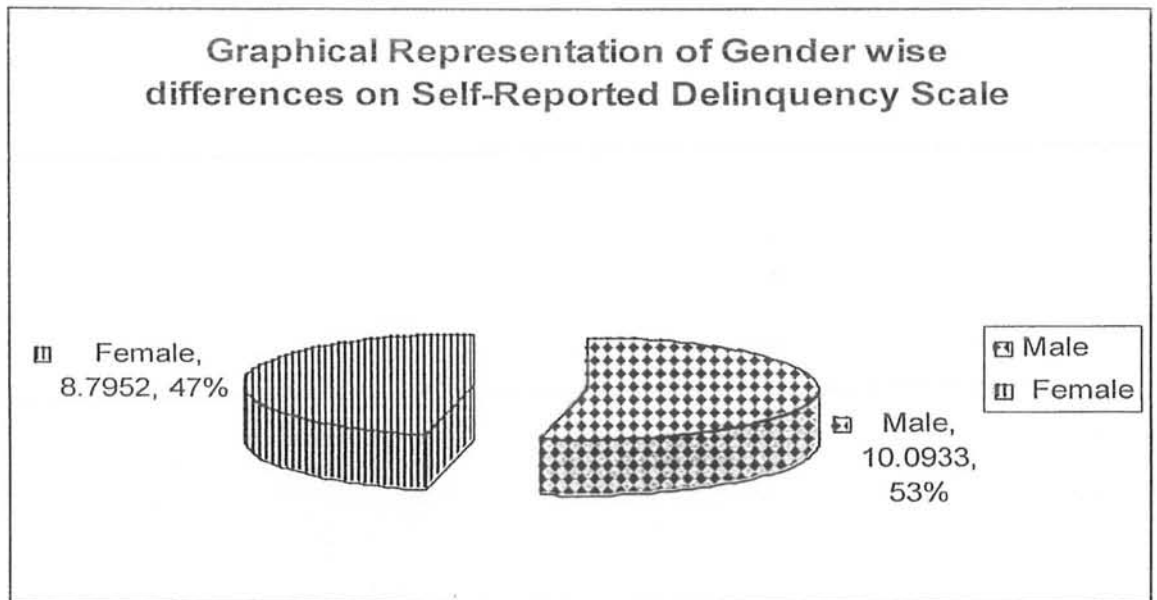
Graphs depict deviant behavioral distribution of the sample with respect to gender. As shown in the table, boys are more deviant as compared to girls (graphs are based on mean values).
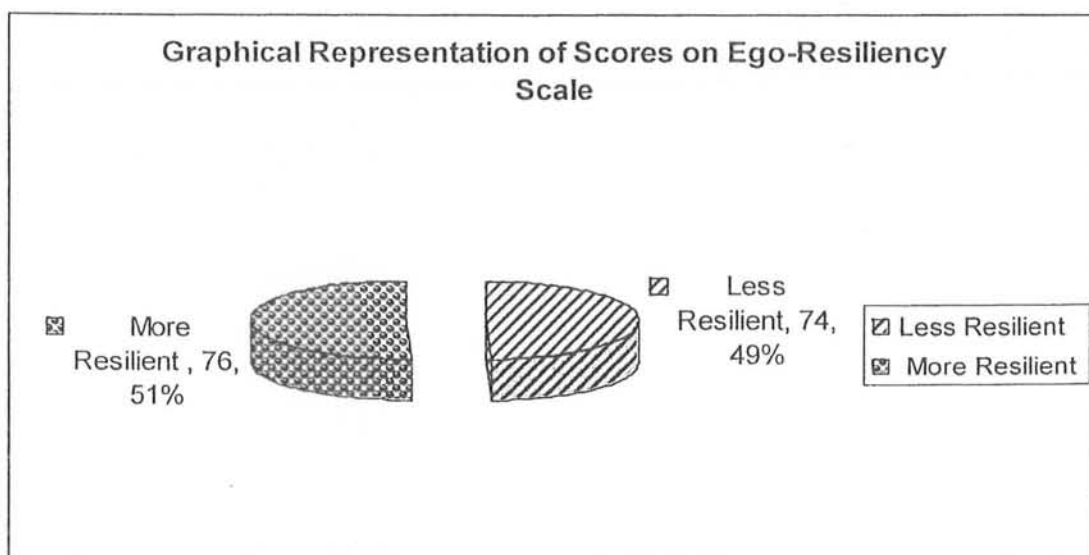
Table 6

Mean, Standard deviation and t-value, of Boys and Girls, on the Scores on Ego-Resiliency Scale (N = 150).

Scale	Boys (n = 150)		Girls (n = 148)		t
	M	SD	M	SD	
Ego-Resilience Scale	41.5067	6.0524	44.2000	5.1779	2.928

df = 149, *p < .004

Table 8 reveals that there is significant difference on level of resiliency between boys and girls. Mean values of girls are indicating more resilient and significant at 0.004 than boys.

Figure 4

Graphical representation of gender wise differences on Ego-Resiliency Scale.

Graphical Representation of Gender wise diffeences on Ego-Resiliency Scale

Girls, 44.2, 52%   Boys, 41.5067, 48%
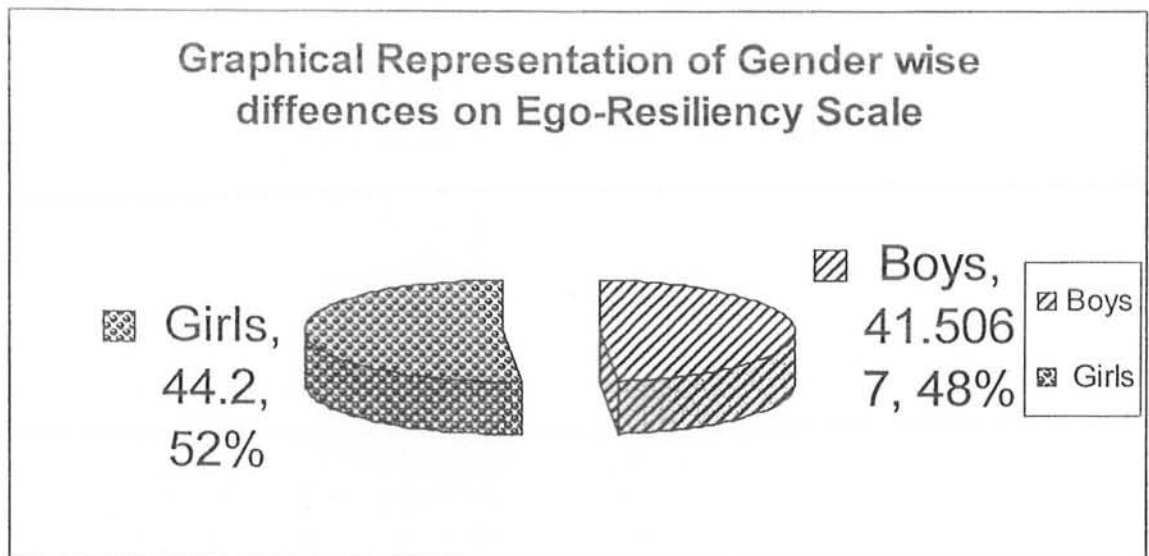
Graphs depict resilience of the sample with respect to gender. It indicates that girls are slightly more resilient than boys (graphs are based on mean values).

Table 7

Analysis Of Variance of Different Age Groups of Adolescents on Self- Reported Delinquency Scale (N=150)

Scale	16 year (n = 34)		17 year (n = 47)		18 year (n = 38)		19 year (n = 31)		
	M	SD	M	SD	M	SD	M	SD	F
SRDS	4.52	7.05	7.25	8.25	7.84	7.89	5.22	7.57	1.520

df= 149, p=n.s

The results given in table 5 indicate that there are no significant differences between the age groups. The mean score of age 16 is 4.52, mean score of age 17 is 7.25, mean score of age 18 is 7.84, and mean score of age 19 is 5.22.

Figure 5

Graphical representation of age groups differences on SRDS
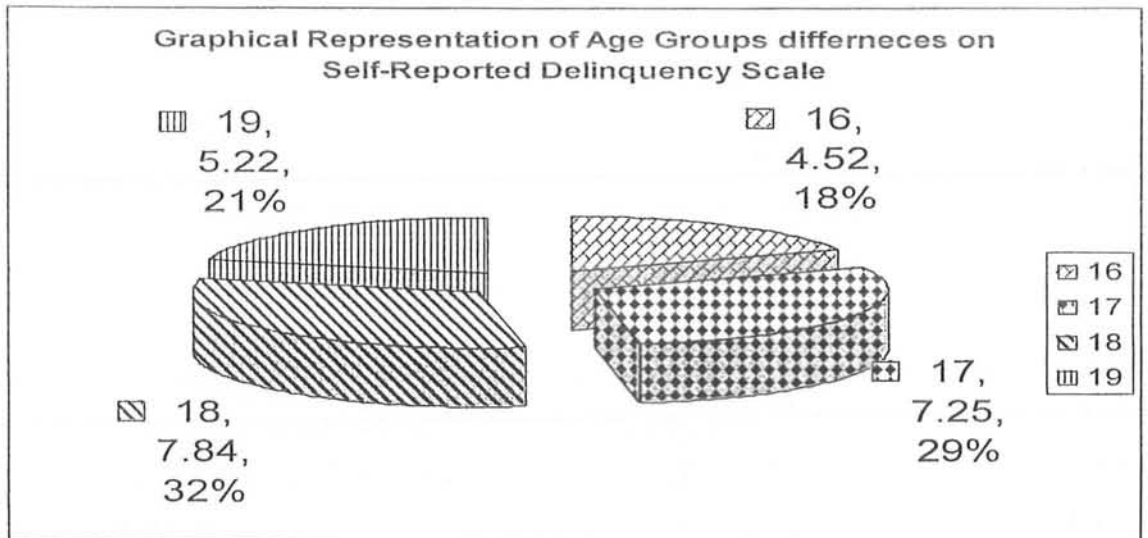
Graph indicates man scores of ages. This is show that there are slight differences in age groups.

Table 8

Analysis Of Variance of Different Age Groups of Adolescents on Ego-Resiliency Scale
(N=150)

	16 year (n=34)		17 year (n=47)		18 year (n=38)		19 year (n=31)		
Scale	M	SD	M	SD	M	SD	M	SD	F
SRDS	43.14	4.53	42.53	5.66	43.34	5.89	42.41	7.08	.224

df= 149, p=n.s

This table shows that no significant difference in between four age groups in related to resiliency. Mean score of age 16 is 43.14, mean score of age 17 is 42.53, mean score of age 18 is 43.34, and the mean score of age 19 is 42.41.

Figure 6

Graphical representation of age groups differences on Ego-Resiliency Scale

Graphical Represesnation of Age Groups differences on Ego-Resiliency Scale

19, 42.41, 25%

16, 43.14, 25%

18, 43.34,

17, 42.53,

16
17
18
19
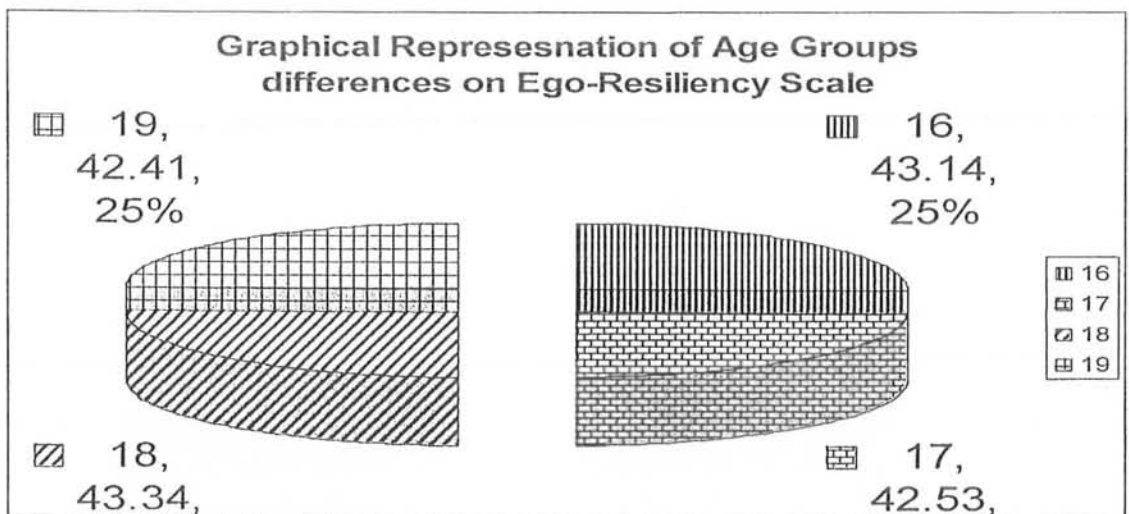
Graphs show the mean resiliency scores with respect to age groups. The sample was equally divided into four parts.

Table 9

Correlation between Scores on Self-Reported Delinquency Scale and Ego-Resiliency Scale (N=150)

Scales	I	II
SRDS	-	-
ERS	-	-.074

The result indicates a non significant, negative correlation between Self-Reported Delinquency Scale and Ego-Resiliency Scale. It means that deviant behavior increase with a subsequent decrease in resiliency of the individual.

Figure 7

Correlation between Self-Reported Delinquency Scale and Ego-Resiliency Scale
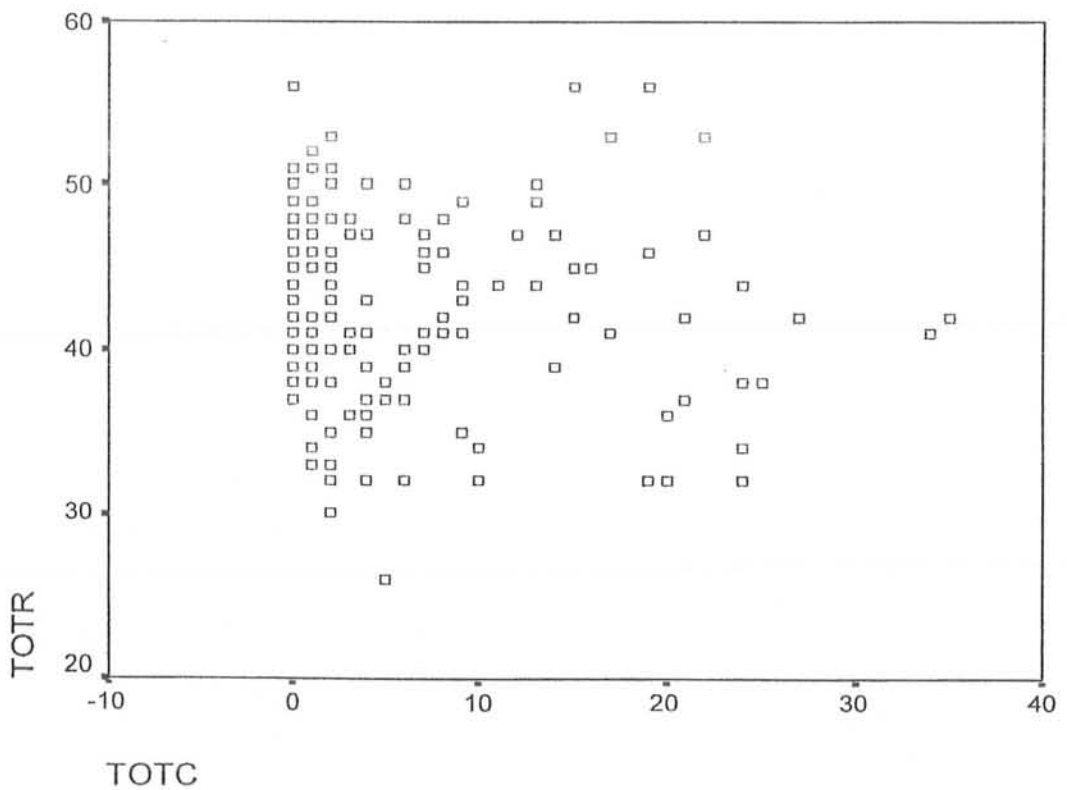
This figure shows the scatter plot of the covariance of scores on Self-Reported Delinquency Scale and Ego-Resiliency Scale. As duplicated the scatter shows a weak relationship. With more values falling on the left side of the plot.

DISCUSSION

DISCUSSION

The present study was conducted to measure the resiliency in deviant behavior in adolescents. Deviance is behaviors that violates or depart from the norms of social system and against the rules which society demands from him or her. Deviant adolescents depart from the norms and involve destructive behavior, mostly punishable activities. A deviant behavior is also called pathology or criminal behavior. Resiliency is an adverse condition in which young adolescents survive with positive out comes in the face of risk or threatening circumstance i.e. it protects the individual from risk factors. Thus, this research can be considered as an innovative investigation of the reasons and motivation for why adolescents engage in careless types of behaviors and whether they resiliency plays a part or not.

Resiliency was investigated in deviant adolescents aged 16 to 19 years. The data for the present study was collected from Islamabad and Rawalpindi. We used two scales, Self-Reported Delinquency Scale (SRDS) and Ego-Resiliency Scale (ER). SRDS was used to measure the deviant behavior in adolescents and ER was used for measuring resiliency in adolescents. For the sake of analysis the sample was divided in to equal parts. One comprising of 75 boys and other comprising of 75 girls.

The alpha reliability Self-Reported Delinquency Scale was found to be .94 for 37 items. Which shows high reliability of the scale (see Table 1 & Table 2). This suggests the relevance of the instruments to be used for measurement of deviant behavior in our social setup. The finding of the study can also be reliable. The split-half reliability also validated and the internal consistency reinforce the view the scale has high reliable for the measure the deviant behavior. The second inventory was Ego-Resiliency Scale was used. The alpha reliability of the ER scale was found to be .66 for 14 items (see Table 3 & Table 4). This showed adequate reliability, this suggests relevance of the instruments in being used for the measurement of resiliency in our society.

Deviant behaviors were an area of interest for the study. Emphasis was made to collect comparable data from adolescents. Literature has given importance to

47

understanding the young adolescents' deviant behavior. Our first objective was to investigate the deviant behaviors in adolescents. The result has shown that for the present sample, a higher proportion of the adolescents were classified as low deviance (see Figure 1). May be the reasons was they were adapt cultural norms in early age. Basically our norms don't allow adolescents to engage deviant behavior. And our society, parents, and community try to learn the child, how he or she survives in the environment with good and positive behavior. And they also inform them what is good behavior and what is wrong behavior. That's why the adolescents adopt earlier the positive behavior and mostly deny the negative behavior.

The score of resiliency scale was computed to differentiate the sample in to two groups, i.e. 'more resilient' and 'less resilient'. The result indicated less resilient and more resilient has not so much differences (see Figure 2). May be the reason was that the sample was belonged to normal, middle class families, and their style of there life was healthy. And the adolescents were coping effectively with the risk environment and survive in a better way.

Our second objective was to investigate resiliency in deviant adolescents. The inventory was administered in to (150) adolescents. The result has shown negative correlation between resiliency and deviant behavior. The result has shown that there is non-significant, negative relation between resiliency and deviant behavior (see Table 9 & figure 7). Our assumption was that resilient adolescents would be more deviant; but results have shown that it is not correct. There is less resiliency in deviant. The scale was reliable and they complete measure the deviant behavior and resiliency. May be the reason for negative correlation between resiliency and deviant behavior is that deviant behavior is a behavior that violate the social norms. Resiliency is positive factor in which help individual positively survive in negative circumstances. The relationship was negative because deviant adolescents who do not get the cultural norms, obey there own rules. When normal positive elements give way, their resiliency decrease. Another reasons was that adolescents are some time do not agree any type of negative situation and deny social norms which going to bound them. They ignore the risk factors and involve deviant and anti social behavior for there own well and ignore the resiliency. It is only our assumption that deviant adolescents have resiliency but the finding indicated that it is incorrect.

48

The third objective was to investigate the gender differences in deviant adolescents. The result obtained given from the sample has shown that there are significant gender differences in deviant adolescents ($r = 6.640$, ***$p<.001$;) (see Table 5 & Figure 3). Our assumption was that boys are more deviant compare to girls. The result has proved that our assumption. Perhaps the reason behind it is that boys are more independent, they have more opportunity to engage deviant activities. On the other hand our society structure and norms do not allow the girls to involve such types of behavior. Thus, it due to different cultural norms for boys and girls. Our society and cultural norms do not allow girls to live independently and they have no opportunity to involve deviant activities. Boys break the law but girls generally do not this. The another reason was may be the biological functioning of the boys, the testosterone hormones and neurochemical increase high level in boys that's why they involve disruptive types of behavior. The one another reason for boys' deviant behavior that boys cope from the media. Media play a major role for boys' to expose the different life style and many other characteristics of deviant behavior. Boys learned this behavior from media and adapt it. Girls also adapt these types of behavior but they did not expose it. But boys expose it.

The fourth objective was to assess gender differences in resiliency. The result has shown that girls are more resilient than boys ($r = 2.928$, *$p<.004$). Mean values of scores of girls indicate more resiliency as compared to mean values of scores for boys (see Table 6 & Figure 4). The reason behind it may be that girls are not depended on their parents, and other family members. They live at homes and are more likely to survive in risk environment that's why they have more resiliency compare to boys. Boys reject the negative situation and engage in deviant and anti-social behavior. Another reason was that our cultural norms which try to bond the girls to survive positively in negative situations. That why the element of resiliency is high in girls as compared to boys.

The data also yielded some other information that had not set out to study. The result has shown that there are slight differences in age groups (see Table 7 & Figure 5) because the age gaps are not very large. That's why no clear differences in age group results. Adolescent's deviant behavior is same for these age groups because they mostly

49

have similar psychological needs and are involved in same, some what deviant characteristics. With respect to resilience age differences for the sample have yielded results that are non significant (see Table 8 & Figure 6). The reason may be that resilience is an outcome of the interaction between the individual's age and his or her environment. Therefore, with a small age group, the different would not vary. Experienced of the groups of are similar, there thoughts and ideas are mostly same that's why the results has not shown significant differences.

Conclusion

The research study explores the new area of research regarding deviant behavior and resiliency. It leaves a starting point for the future researches who wish to study criminal behaviors and their cases. They can work of different directions of deviant behaviors and on the different aspects of resiliency. This research conducted that the relationship between resiliency and deviancy is a broad one. Which is and may be affected by individualistic and environmental factors.

Limitations

This study was limited in nature due to financial and time limitation. Number of selected sample is 150, which is limited a particular section of society and not over the whole population. Demographic variables such as age, gender have been assessed, but the researchers feel that other variables such as parenting styles, social economic status, and number of siblings can also be linked with the variables. The effects of the media as well as peers group are also aspects that can be studied in depth.

In present study two scales have been used. More than two scales can be used to measure deviant behavior and resiliency in this age group (16-19 years). The cultural and traditional norms vary from area to area. There are more possibilities that the finding of the present study can not be implemented in some areas. Where the cultural and traditional value are different from the selected sample of the present data collection.

REFERENCES

REFERENCES

Abrams, D. (2000). Pronorm and anti-norm deviance with in and between groups. *Journal of Personality and Social Psychology, 78*(5), 906-913.

Akers, R. (1985). *Deviant Behavior: A social learning approach.* Belmont: Wadsworth. Bandura. Retrieved October 23, 2005, from http://faculty.neweedu/toconnor/ 301/3011ect10.htm

Arnett, J., & Jensen, L. B. (1993). Cultural based of risk behavior: Daish adolescents. *Child Development, 64*(6), 1842-1855.

Baldwin, A. L., Baldwin, C. P., Kasser, T., Zax, M., Sameroff, A., & Seifer, R. (1993). Contextual risk and resiliency during late adolescence. *Development and Psychopathology, 5,* 741-761.

Barriga, A. Q. (2001). Moral cognition: Explaining the gender difference in anti social behavior. *Merrill-Palmer Quarterly, 47*(4), 532-553. Retrieved October 5, 2005. from httrp://muse.jhu.edu/cgi-bin/access.cgi?uri=/journals/Merrill-palmer_quarterly/v047/47.4barriga.pdf&session=76025131.

Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community.* Portland: Northwest regional education laboratory.

Ben-Yehuda, N. (1990). Positive and negative deviance: More fuel for controversy. *Deviant Behavior, 11*(3), 225-235.

Blane, H. T., & Chafetz, M. E. (1979). *Youth, alcohol, and social policy.* New York. Plenum Press.

Block, J. (1978). *An experimental investigation of the construct of ego-control.* Unpublished doctoral dissertation, Stanford University.

Block, J. (1980). *Lives through time.* Berkeley, CA: Bancroft Books.

Block, J. H. (1951). *An experimental study of a topological representation of ego structure.* Unpublished doctoral dissertation, Stanford University.

Caplow, T. (1975). *Sociology* (2nd ed). New Jersey: Prentice-Hall, Inc.

Comer, R. J. (1992*). Abnormal psychology.* USA: W. H. Freeman & Co.

Connell, J. P., Spencer, M. B., & Aber, J. L. (1994). Educational risk and resilience in African-American youth: Context, self, action, and outcomes in school. *Child Development, 65*(2), 493-506.

Corsini, R. J. (1984). *Encyclopedia of psychology.* New York: John Wiley, & Sons.

DeCatanzo, D. (1981). *Suicide and Self-damaging behavior: A sociobiological perspective.* New York. Academic Press Inc.

Dinitz, S., & Dynes, R. R., & Clarke, A. C. (1975). *Deviance.* New York: Oxford University Press.

Dodder, R. A., & Hughes, S. P. (1993). Neutralization of drinking behavior. *Deviant Behavior, 11*(3), 65-78.

Durkheim, E. (1951). Suicide: A study in sociology. In J. A Spaulding & G. Simpson (Eds) *Anomie theory*, New York. The Free Press.

Encyclopedia Britannica. (1994). *Copernic.* Retrieved December 16, 2005, from http://www.britannica.com/thresure?va=suicide.

Ford, A. R. (2006). *Crime causation.* Retrieved January 8, 2005. from http://www.anairhoads.org/calderon/crimec.shtml.

Funk, A. G., & Wise, G. M. (1989). Anomie, powerlessness, and exchange: Parallel sources of deviance. *Deviant Behavior, 10*(1), 53-60.

Garmezy, N. (1987). Stress, competence, and development: Continuities in the study of schizophrenic adults, children vulnerable to psychopathology, and the search of stress-resistant children. *American Journal of Orthopsychiatry, 57*(2), 159-174.

Garmezy, N. (1991). Resilience in children's adaptation to negative life events and stressed environments. *Pediatric Annals, 20*(9), 462-466.

Garmezy, N. (1993). Children in poverty: Resilience despite risk. *Psychiatry, 56,* 125-136.

Garmezy, N., & Rutter, M. (1983). *Stress, coping development in children.* New York: McGraw, Hill.

Gibbons, D. C. (1987). *Society, crime and criminal behavior* (5th Ed). Englewood Cliffs: Simon & Schuster.

Gibbons, D. C., & Jones J. F. (1975). *The study of deviance perspectives and problems.* Englewood Cliffs: Prentice-Hall.

Goode, E. (1992). Positive deviance: A viable concept. *Deviant Behavior, 12*(3), 289-307.

Grotberg, E. H. (1995). *A guide to promoting resilience in children: Strengthening the human spirit.* Retrieved October 12, 2005, from http://resilnet .uinuc.edu/library/grotb98a.html.

Heckert, D. M. (1989). The relativity of positive deviance: The case of the French impressionists. *Deviant Behavior, 10*(4), 131-142.

Hess, B. B., Markson, E. W., & Stein. (1985). *Sociology* (3rd ed). New York Macmillan.

Homestead (2005). *Conflict theory.* Retrieved December 20, 2005, from http://www.ryoung001.homestead.com/Deviance_Conflict.html.

Horton, P. B., & Hunt, C. L. (1976). *Sociology* (4th ed). London: McGraw-Hill.

Howard, S., & Johnson, B. (2005). Young adolescents displaying resilient and non-resilient behavior: Insights from qualitative study-can schools makes a difference? *AARE.* Retrieved January 23, 2005. from http://www.aare.edu.au/00pap/how00387.htm.

Jiloha, R. C., & Soni, S. (1994). Influence of family and marital relationship in alcohism. *Journal of Personality & Clinical Studies,10*(1-2), 77-82

Jovonen, J. (1991). Deviance, perceived responsibility, and negative peer reactions. *Developmental Psychology, 27*(4), 672-681.

Karofi, U. A. (2005). Drug abuse and criminal behavior in Penang, Malaysia: A multivariate analysis. *Bangladesh-e-Journal of Sociology 2*(2). Retrieved October 23, 2005. from http://www.bangladeshsociology.org/BEJS%20-%202.2-%20Karofi%20-%20Drug%20abuse.pdf

Kaufman, J., Cook, A., Arny, L., Jones, B., & Pittinsky, T. (1994). Problem defining resiliency: Illustrations from the study of maltreated children. *Development and Psychopathology, 6,* 215-229.

Kennedy, L. W., & Baron, S. W. (1993). Routine activities and a subculture of violence: A study of violence on the street. *Journal of Research in Crime and Delinquency, 30*(1), 88-112.

Kondandaram, P. (1996). A study of personality of alcohol dependent individuals and their spouses. *Journal of Personality & Clinical Studies, 12*(1-2). 17-22.

Landsheer, J. A., Hart, H. T., & Kox, W. (1994). Delinquent values and victim damage: Exploring the limits of neutralization theory. *British Journal of Criminology, 34*(1), 44-53.

Leslie, N. R. (1994). Prison suicide: Suggestions form phenomenology. *Deviant Behavior, 14*(2), 113-125.

Lopez, J. M. O., Martin, A. L., Redondo, L. M., Pena, M. T. C. D. L., & Trivanes, E. R. (1994). An empirical study of the relations between drugs abuse and delinquency among adolescents. *British Journal of Criminology, 34*(4), 459-478.

Luthar, S., & Zigler, E. (1991). Vulnerability and competence: A review of research on resilience in childhood. *American Journal of Orthopsychiatry, 61*(1), 6-22.

Mackee, A. J. (2003). Anomie and strain theory. In *International encyclopedia of Justice Studies*. Retrieved November 6, 2005, from http://www.iejs.com/Criminology/anomie_and_strain_theory.htm.

Marriam Webster's Collegiate Dictionary. (1994). Retrieved September 15, 2005, from Copernic, http://ash.xanthia.com/suistudy.html.

Masten, A. S., & Reed, M. J. (2002). Resilience in development. In C. R. Synder & S. J. Lopez (Eds.), *Handbook of positive psychology*. New York: Oxford University Press.

Masten, A. S., Garmezy, N., Tellegen, A., Pellegrini, D.S., Larkin, K., & Larsen, A. (1988). Competence and stress in school children: the moderating effects of individual and family qualities, *Journal of Child Psychology and Psychiatry, 29*(6), 745-764.

Maylor, E. A., & Rabbitt, P. M. A. (1993). Alcohol, reaction time and memory: A meta analysis. *British Journal of Psychology, 84*(3), 301-317.

Meyer, W. F., Moore, C., & Viljoen, H. G. (1989). *Personality theories from Freud to Frankl*. Johannesburg: Lexicon.

Moon, D. G., Jackson, K. M., & Hecht, M. L (2000). Family risk and resiliency factors, substance use, and the drug resistance process in adolescence. *Journal of Drug Education, 30*(4), 373-398. Retrieved November 25, 2005, from http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3resil.htm

Nelson, R. W. (2003). *Behavior disorder of childhood* (5th ed). New Jersey: Pearson education, Inc. New Jersey.

Parker, R. N. (1995). Bringing Booze Bach in: The relationship between alcohol and homicide. *Journal of Research in Crime and Delinquency, 32*(1), 3-38.

Ray, O., & Ksir, C. (2002). *Drugs, society, and human behavior* (9th ed). New York: McGraw-Hill Companies, Inc.

Rhee, S. H., & Waldman, I. D. (2002). Genetic and environmental influences on anti social behavior: A meta-analysis of twin and adoption studies. *Psychological Bulletin, 128*(3), 490-529.

Rock, P. (1973). *Deviant behavior*. London: Hutchinson & Co.

Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry, 57,* 316-331.

Rutter, M. (1990). Psychosocial resilience and protective mechanisms. In J. Rolf, A. Masten, D. Cicchetti, K. Nuechterlein, & S. Weintraub (Eds.), *Risk and protective factors in the development of psychopathology* (pp.181-214). Cambridge: Cambridge University Press.

Rutter, M. (1991). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *British Journal of Psychiatry, 147,* 598-611.

Sills, D. L. (1968). *International encyclopedia of social science.* New York, :The Macmillan Company and The Free Press. *(3)*. Pp. 148-154.

Thio, A. (1988). *Deviant behavior* (3rd ed). Harper & Row, New York.

Tugade, M. M., & Fredrickson, B. L. (2004). *Resilient individual use positive emotions to bounce back from negative emotional experiences. 86* (2), 320-333. Retrieved October 23, 2005, from http://www.Isa.umich.edu/psych/peplab/pdf/MMT_BLF_JPSP_2004.pdf.

Ullman, L. P., & Krasner, L. (1975*). A Psychology approach to abnormal behavior* (2nd Ed). Englewood Cliffs NJ: Prentice-Hall.

Vega, W. A., Gil, A. G., Warheit, G. J., Zimmerman, R. S., & Apospori, E. (1993). Acculturation and delinquency behavior among Cuban American adolescents: Toward an empirical model. *American Journal of Community Psychology, 21*(1), 113-125.

Vetter, J. H., & Silverman, I. J. (1986). *Criminology and crime.* Harper & Row Inc New York.

Werner, E. (1993). Risk, resilience, and recovery: Perspective from the Kauai longitudinal study. *Development and Psychopathology, 5*, 503-515.

Zimmerman, M. A., & Arunkumar, R. (1994). Resiliency research: Implication for schools and policy. *Social policy report: Society for research in child development, 4,* 13-35.

ANNEXURE

کوائف

نام:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

عمر:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

جنس:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

سکول:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

جماعت:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

SELF REPORTED DELIQUENCY SCALE (SRDS 77)

<div dir="rtl">

ہدایات

ہمارے معاشرے میں نوجوان افراد روزمرہ کی زندگی میں مختلف ساجی کردار کا مظاہرہ کرتے ہیں۔ اس سوالنامہ میں مختلف ساجی کردار سے متعلق بیانات دیئے گئے ہیں۔ اگر آپ نے پچھلے دو مہینوں میں ایک بھی مرتبہ یا اس سے زیادہ اس طرح کے کردار کا مظاہرہ کیا ہو تو آپ نے ان بیانات کے سامنے دیئے ہوئے جواب (ہاں) پر نشان لگانا ہے اور اگر آپ نے کبھی بھی ایسا نہیں کیا تو پھر آپ (نہیں) کے سامنے نشان لگائیں گے۔ آپ سے درخواست اور توقع کی جاتی ہے کہ آپ اپنے تجربے کے مطابق ایمانداری سے جوابات دیں گے۔ آپ کے جوابات مکمل طور پر محفوظ رہیں گے اور کسی بھی دوسرے کے علم میں نہیں لائے جائیں گے اور صرف تحقیق کے لئے مددگار ہوں گے۔ آپ کے تعاون کا شکریہ۔

نہیں	ہاں	بیانات
--------	--------	1. رات کے اندھیرے میں لائٹ کے بغیر سائیکل یا موٹر کار چلانا۔
--------	--------	2. اٹھارہ سال کی عمر سے پہلے (بغیر لائسنس) موٹر سائیکل یا موٹر کار چلانا۔
--------	--------	3. لوگوں کے ایسے گروپ سے تعلق ہونا جن کا کام شور شرابا اور ہنگامہ آرائی وغیرہ کرنا ہو۔
--------	--------	4. سکول کالج سے غیر حاضر ہونا یا بھاگ نکلنا۔
--------	--------	5. جان بوجھ کر بغیر کرائے یا کرائے سے کم پیسے دے کر بس میں سفر کرنا۔
--------	--------	6. سڑک پر آتش بازی کرنا یا پٹاخے چھوڑنا۔
--------	--------	7. گھر سے پیسے اٹھا لینا واپس نہ رکھنے کی نیت سے۔
--------	--------	8. کسی دوسرے کی سائیکل، موٹر سائیکل یا گاڑی محض تفریح کے لئے وقتی طور پر لے اڑنا۔
--------	--------	9. پبلک مقامات مثلاً مارکیٹ، سینما، ریلوے سٹیشن، ٹرین یا بس سٹاپ پر لگی ہوئی چیزوں کی توڑ پھوڑ کرنا۔
--------	--------	10. مارکیٹ بازار میں راہ چلتے لوگوں سے پنگا لینا، لڑائی جھگڑا کرنا یا ان کی بے عزتی کرنا۔
--------	--------	11. کسی سٹور یا کتاب شاپ یا آفس وغیرہ میں چوری کی نیت سے گھسنا۔
--------	--------	12. چھوٹی دکانوں میں چوری چھپے گھسا چاہے کچھ بھی نہ چرایا ہو۔
--------	--------	13. سڑک پر پارک ہوئی گاڑیوں میں سے چیزیں نکال لینا یا اتار لینا۔
--------	--------	14. اپنے ساتھ ہر وقت تیار نما چیز مثلاً چاقو، آہنی مکا، چمڑے کی بیلٹ وغیرہ یا اسلحہ رکھنا تاکہ لڑائی یا جھگڑے کی صورت میں کام آ سکے۔

</div>

نہیں	ہاں	بیانات
---------	---------	15. پبلک مقام پر اپنے مخالف گروپ کے کسی شخص پر بغیر ہتھیار کے حملہ کرنا۔
---------	---------	16. خالی گھروں کی کھڑکیوں کے شیشے توڑنا۔
---------	---------	17. لڑائی جھگڑے کے دوران کسی قسم کا ہتھیار استعمال کرنا جیسے کہ چاقو، آہنی مکا، تیز دھار والا آلہ مثلاً خنجر۔
---------	---------	18. شغل کے طور پر نشہ آور اشیاء کا استعمال کرنا۔
---------	---------	19. نیو ائیر نائٹ منانے کیلئے بڑے ہوٹلوں میں جانا۔
---------	---------	20. بڑی دوکانوں اور شاپنگ سٹور سے سیلز مین سے آنکھ بچا کر چیزیں اٹھا لینا۔
---------	---------	21. چھوٹی دوکانوں سے چپکے سے چیزیں چرا لینا۔
---------	---------	22. جان بوجھ کر بازار، فٹ پاتھ اور سڑک پر شیشے کی بوتلوں، جوس کے ڈبوں اور کوڑے کے کنستروں کو توڑنا۔
---------	---------	23. چوری شدہ چیزوں کو سستے داموں لینا یا تحفتاً قبول کر لینا۔
---------	---------	24. باقاعدہ منصوبہ بنا کر کسی گھر یا فلیٹ میں گھس جانا۔
---------	---------	25. اتفاقیہ موقع پا کر کسی کے گھر میں گھس جانا اور جو ہاتھ لگے لے اڑنا۔
---------	---------	26. کسی کی سائیکل چرا لینا۔
---------	---------	27. کسی قانونی خلاف ورزی کے بعد پولیس سے چھپنے اور بچ نکلنے کی کوشش کرنا۔
---------	---------	28. پولیس مین اگر کسی کو پکڑ رہا ہو تو اس میں مداخلت کرنا اور اس سے الجھنا۔
---------	---------	29. سکول کالج سے کوئی چیز چرا لینا۔
---------	---------	30. اپنے آفس، بزنس یا ورکشاپ کے مالک کی کوئی چیز اٹھا لینا۔
---------	---------	31. ایسی ممنوع جگہوں مثلاً ریلوے لائنز، گودام، بجلی گھر یا شاہراہوں پر چلے جانا جہاں داخلہ منع ہو۔
---------	---------	32. گندی فلمیں (بلیو فلمز) دیکھنا۔
---------	---------	33. جوا کھیلنا یا شرط لگا کر تاش کھیلنا۔
---------	---------	34. سگریٹ نوشی کرنا۔
---------	---------	35. پبلک مقام پر پڑی ہوئی چیزوں کو نظر بچا کر اٹھا لینا اور چھپا لینا۔
---------	---------	36. والدین دوستوں یا کسی کے لٹکے ہوئے کپڑوں میں سے پیسے یا قیمتی اشیاء نکال لینا۔
---------	---------	37. شغل میں دوستوں کے ہمراہ شراب پینا۔

EGO RESILIENCY SCALE (ER 89)

اس سوالنامے میں آپ کی شخصیت کے کچھ پہلوؤں کا جائزہ لیا جائے گا۔ اس لیے اگر آپ بالکل متفق ہیں تو "1" پر دائرہ لگائیں اور اگر
بالکل متفق نہیں ہیں تو "4" پر دائرہ لگائیں۔

بالکل متفق	متفق	غیر متفق	بالکل غیر متفق	بیانات	
(4)	(3)	(2)	(1)		
				میں اپنی دوستوں کے ساتھ مہربان ہوں۔	1.
				میں گھبراہٹ میں خود پر آسانی سے قابو پا لیتا/ پا لیتی ہوں۔	2.
				مجھے نئے اور انوکھے حالات کا سامنا کرنے کا مزہ آتا ہے۔	3.
				میں اکثر لوگوں پر اچھا تاثر چھوڑنے میں کامیاب رہتا/رہتی ہوں۔	4.
				مجھے نئے کھانے کھانے میں مزہ آتا ہے جو میں نے پہلے کبھی نہ کھائے ہوں۔	5.
				مجھے پرجوش انسان سمجھا جاتا ہے۔	6.
				مجھے جانی پہچانی جگہوں پر مختلف راستوں سے جانا اچھا لگتا ہے۔	7.
				میں کافی لوگوں سے زیادہ تجسس پسند ہوں۔	8.
				میرے میل جول کے زیادہ تر لوگ پسند کئے جانے کے لائق ہوتے ہیں۔	9.
				میں اکثر کوئی بھی کام کرنے سے پہلے اچھی طرح سوچتا/سوچتی ہوں۔	10.
				مجھے نئے اور مختلف کام کرنے میں مزہ آتا ہے۔	11.
				میرے روز مرہ کے معمولات دلچسپ ہیں۔	12.
				میں خود کو ایک مضبوط شخصیت کہلوانا پسند کروں گی/گا۔	13.
				میں اپنے غصے پر جلدی قابو پا لیتی/پا لیتا ہوں۔	14.