AL-AẔVĀ الاضواء

ISSN 2415-0444 ;E 1995-7904

Volume 51, Issue, 34, 2019

Published by Sheikh Zayed Islamic Centre,

University of the Punjab, Lahore, 54590 Pakistan

ANALYSIS OF THE DEVIANT BEHAVIOR AND SOCIAL DISORGANIZATION: COMPARISON OF MUSLIM AND NON-MUSLIM STUDENTS IN PAKISTAN

*Dr. Mazhar Iqbal
**Dr. Uzma Munwar
***Dr. MuhammadShakir
****Dr. Najam ul Kashif
*****Hamid Nawaz Khan

Abstract:

Deviant behavior is act that deviates from social codes and conduct. It is nor good nor bad but it must be assessed on the basis of case-by-case.The purpose of the study was to analyze the deviant social behavior of Muslim and Non-Muslim Students in Pakistan. The current study (a) to explore the deviant behavior and social disorganization of Muslim and Non-Muslim students; and (b) to recommend suitable measures how to minimize the deviant behavior and social disorganization among secondary school students in Pakistan. The study was descriptive in nature hence survey method was used to get information from the secondary school students throughout the Pakistan. 20 secondary school students were selected randomly from ten (10) districts of fourprovinces and ICT.The data was collected through questionnaires from the respondents. Statistical Package for Social Scienceswas used for further analysis. On the base of the analysis of the study, it was found that there was no significant difference between the mean scores of Muslim and Non-Muslim students. This study concluded that it was concluded that Muslim and Non-Muslim students have found equallydeviant behaviors.

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ISSN 2415-0444 ;E 1995-7904

Volume 51, Issue, 34, 2019

Published by Sheikh Zayed Islamic Centre,

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Keywords: Deviant Behavior, Social Disorganization and Social Codes

*Senior Head Master Gov't High School, Sargodha
**Assistant Professor, Department of Education, Government Sadiq College Women University Bahawalpur
***Lecturer, Department of Educational Training, The Islamia University of Bahawalpur
****Assistant ProfessorDepartment of EducationThe Islamia University of Bahawalpur
*****Lecturer, Agri-Extension Education, University College of Agriculture & Environmental Sciences The Islamia University of Bahawalpur.

Introduction

Deviant behavior is basicallyfearsomeor an unsociable act that hurts you or costs worth of life (Hogan, K., 2016). In a social setup, this type of behavior is the common term that is used to demonstrate or actions by the way that become a cause of loss or upset the worth of life of people (Directgov, 2010).It includes a variety of activities which are undesirable and self-interested as well as broad range which affect the whole community in negative in all respects. Some of variety of terms used for this are like,misunderstanding, bother and impatience which are keyclues of such type of behavior (Rizvi, S. A. A., & Shamsi, S. A., 2006)

Deviant behavior is the reaction of some event or situation as well as sign of interruption to individual situation. It points to a move in the long run; act to a focus on the reaction to that act which is result of illegal justification from a Centre. Burney (2004) defines deviant behavior such as avague kind defined by its effect or possibleconsequence on the emotional response of the others. Human violence is familiar to this. Research on Archaeological verification of established fierce and hostile behaviors on or afterward the supreme advanced early ages (DeWall & Anderson, 2011; Pinker, 2011),it is natural to represent the violence among human beings. The extent and frequency of each behaviors in human life are different for different people in span of life (Tolan, P. H., Smith, E. P., Gorman-Smith, D., Quinn, W. H., Rabiner, D. L., Winn, D. M., & Project, M. V. P., 2004).Even

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those also show aggressiveness in their behaviors who are not even skilled such as it is vital for a violent people who are capable of it (Farrington, 2007).Further some people never behave aggressively in their life (Elonheimo, H., Sourander, A., Niemelä, S., Nuutila, A. M., Helenius, H., Sillanmäki, L.,& Parkkola, K., 2009).

Students are considered as future of the nations and are leaders. Enhancing knowledge, values and skills for the refinement of behavior is the responsibility of teachers in educational institutions under supervisors.For this there is no doubt that schools are important for such education. Modification in the attitudes of students in accordance to norms, values and culture of society is the primary responsibility of schools. Education is the adjustment of not only to society in addition to personal one. Positive behavior of a man is reflected by his alignment to socio-cultural norms and value in life.Positivity in behavior is vital important in educational process. If an individual as well as his social life is founded on positive behavior and this is only possible in establishing such educational organizations aiming to behavioral positivity of citizens (Meyer, D. K., & Turner, J. C. (2006).

Generally, secondary school learner has to pass through a vast diversity of developmentalmodificationsthroughout their instructive career. The educationalatmosphere of institute has abundantinfluence for accomplishing these alterations in the behaviors of student. The ultimate goal of schools is provision of such environment for learning that is suitable for the development of social behaviors among students. In contrast, because ofassuredreasonsfor example, peers' pressure, teachers' behaviors, home environment, sound effects of media etc. deviant social behaviorsare formed among the learners.Hence, the study of social disorganization and deviant behavior and is significant todevelop environment for learning andsupporting positive behavior among students. The problems related to behaviors have been of chief apprehensions for family, managers, social workers, teachers and educationistsuniversally. They have an influence on the education of students. Many researches have discovered the close associationamong behavior problems and educational environment of learners (Ruter, 1982).

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Glueck and Glueck(1960) studied that incompetence and the inculcation of deviant behaviors among children happened when they were of seven years and exhibition of such kind of children progressivelydecrease during the educational career.Poor achievements are also related to difficulty in focus and accomplishment of accountabilities. Farrington, D. P., Piquero, A. R. & Blumstein, A. (2003) stated that numerouspreceding research studies have recommendedforecast of deliberate prevention programs and negative-social behavior and for their extremepracticality if experiencedtillaround the era of eight years of age.

Current Study

The present study tried to explore the deviant behavior and social disorganization between Muslim and Non-Muslim students throughout the Pakistan. The purpose of the study was to analyze the deviant social behavior of Muslim and Non-Muslim Students in Pakistan. Students come in educational organizations with ranges of behaviors. They are member of different social system, diverse classes, different economic status and dissimilar ethnic groups. Thus, they show and reflect their behaviors in different styles as they have different behavioral bases. Selected students display positive behaviors to education. They affect educational environment of the school positively while some students have deviant social behaviors showing and reflecting deviant social behaviors towards learning. So, they disturb educational environment of the school. Therefore, the research was aimed at, to analyze deviant social behaviors and educational environment of secondary schools in Pakistan. The current study aimed to (a)explore the deviant behavior and social disorganization of Muslim and Non-Muslim students; and (b) recommend suitable processes how to minimize the deviant behavior and social disorganization among secondary school students in Pakistan.To achieve the research objectives, the researchers attempted to answer the following research questions.

1. What are the major sources of deviant behaviors among secondary school students in Pakistan?

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2. What are the major deviantbehaviors and social disorganization of students of secondary School students?
3. What are the deviant behavior and social disorganization of Muslim and Non-Muslim students?

Significance of the Study

The study aimed to analyze the deviantbehaviors and social disorganization of secondary schools students. This is also an effort to identify the causes of the deviantsocial behaviors of students as well as to recommend properprocedures to improve the educational environment of secondary schools in Pakistan. This study would be useful for the heads of institutions as being controlling authorities of the whole institutes and they keep eyes on development of the environment of the institution thus positive behaviors can be endorsed among students. This studywouldalso be helpful for teachers to study the behavioral problems of students and help the students in making positive behavior among them in view of the recommendations of this study. This study would also be helpful for family as they are liable tocreate encouraginghealthy and peacefulenvironment for their child at homes. This study would also be helpful for educationists; to introduce such policies to improve the educational environment of the institutes. This study would also be valuable for the curriculum designers to develop such curriculum inculcating positive values amid students as to avoid any deviant social behaviors.

Method

The research was descriptive in nature and survey method was used to collect data from the secondary school students. All the students of secondary schools, studying in 9th and 10^{th}class, in Pakistan were considered the population of the study.The education system of Pakistan is comprised of 260,903 institutions and is facilitating 41,018,384 students.So, it can be saidthat Government schools have the principal group providing educational services to the general public on the lowest costs. Some where it is 100% free along with some specific scholarship. A review of the education system of Pakistan suggests that there has been a little change in

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Pakistan's schools since 2010, when the 18th Amendment describes that education as a fundamental human right in the constitution.

Sampling

Multi stage sampling technique was used to collect the data for this study.In the first stage,the sample was taken from all provinces including Gilgit-Baltistan and federal area of Pakistan. In second stage the sample was taken from ten (10) districts from all provinces and federal area by random sampling technique.It was included; Islamabad, Bahawalpur, Multan, Lahore, Peshawar, Abbottabad, Karachi, Hyderabad, Quetta, and Gilgit.in third stage. Eight (08) secondary schools were selected as a target sample with the same ratio of public and private, urban and rural, male and female secondary schools from each district mentioned above. Gay (2005) described that "for smaller population, say N = 100 or fewer, there is little point in sampling, survey the entire population. So hundred percent is considered to be an appropriate sample size for survey studies having the population size of only ten or twenty". For this proposed study twenty (20) students were taken from the eachschool. The sample was spread and ideally representative of the population. According to Best and Khan (2003) in survey research, the sample should be large enough than experimental researches to represent the population. Therefore, stakeholders of secondary schools are the participants of the study such as students of 9^{th} and 10^{th} class were included in the targeted sample.The size of the sample was rationalized as Cohen, Manion, and Morrison (2008) and Jyothi (2007) suggested to be selected from population size, i.e., "if the population of a research study is 100,000 and above, the size of sample should be 384 as appropriate". However, the researcher included (1600) participants (1563 Muslims and 67 Non-Muslims) as a sample for this research, which should be above to the actual suggested just to maintain if any error of counting representation accuracy.

Table 1

Sample of the Study

District	School	Students

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	Rural	Urban	Male	Female	Muslim	Non-Muslim
Karachi	04	04	80	80	153	7
Quetta	04	04	80	80	154	6
Lahore	04	04	80	80	155	5
Peshawar	04	04	80	80	156	4
Gilgit	04	04	80	80	150	10
Islamabad	04	04	80	80	154	6
Abottabad	04	04	80	80	154	6
Hyderabad	04	04	80	80	153	7
Multan	04	04	80	80	155	5
Bahawalpur	04	04	80	80	153	7
Total	40	40	800	800	1537	63
Grand Total	**80**		**1600**			

Research Instrument

The problem was explored in a quantitative way as the deviantbehaviors and social disorganization can be analyzed better through the questionnaire than any other research tools. The respondents can respond freely about the deviantbehaviors and social disorganization, teaching learning activities, pressure group, harassment, , crime and social disorder and media impact of Pakistani secondary schools. Thus, a questionnaire was designed for the students of 9^{th} and 10^{th}class. The research instrumentwas pilot tested for validity and reliability of instrument. First of all, instrumentwas presented to all faculty members and researchers of the department of educational training and education, the Islamia University of Bahawalpur for their validation. After the validation few choices were added and a few were deleted from the questionnaire. The instrumentwas again distributed to the teachers and researchers in the department after making it initially refined to take it into final shape. Reliability of instruments was checked by applying them on students of secondary schools in district Bahawalpur andthe reliability was measured by using alpha value and it was noted as.801.

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Data Analysis Procedure

The researcher collected data personally from the selected targeted sample in Pakistan. The administrative heads of the selected secondary schools in Pakistan were requested to grant permission for the same. The collected data was analyzed with the help of Software Statistical Package for Social Sciences (SPSS) version 20.0 by using statistical formulas of t-test, ANOVA,simple mean, and percentage. After obtaining results from the analysis, the findings were reported and on the basis of those findings appropriate measures were suggested and the researcher proposed the code of conduct for pro-social behavior and improving educational environment for Pakistani secondary schools.

Results

Table 2

Demographic information of Students

Variables	Levels	*f*	*%*
Gender	Male	908	56.8
	Female	692	43.3
Area	Rural	875	54.7
	Urban	725	45.3
Religion	Muslim	1537	96.07
	Non-Muslim	63	3.93

Table 2 defines the demographic information of students. Out of 1600 samples 908 (56.8%) were male and 692 (43.3%) were females. Whereas 875 (54.7%) werefrom rural community. This table also shows about the religion status of participants that 1565(97.8%) were Muslims whereas 35 (2.2%)were Non-Muslim**.**

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Table 3

Demographic information of Student

Variables	**Levels**	***f***	**%**
Family	Joint Family	720	45.0
	Nuclear Family	880	55.0
Relationship with parents	Cordiale	1407	87.9
	Just Regular	154	9.6
	Un Cordiale	39	2.4
Ethnicity	Punjabi	327	20.4
	Sindhi	164	10.3
	Bloch	142	8.9
	Pashto	181	11.3
	Siraiki	182	11.4
	Migrate	304	19.0
Sect	Brailve	1129	70.6
	Deobandi	75	4.7
	Ahle Tashee	119	7.4
	Ahle Hadees	194	12.1
	Other	77	4.8

Table 3depicts that the ethnicity of respondents that 327(20.4%) were Punjabi whereas 164(10.3%) were Sindhi however142 (8.9%) were balochi and 181(11.9%) belongs to Pashto whereas 182(11.4%) were saraiki and 304(19%) were migrates. This table also shows the sect of the respondents that 1129(70.6%) were to Bralvi and 75(4.7%) belonged Deobandi whereas 119(7.4%) were to Ahle Tashee however 194(12.1%) were Ahle Hadees and rest of them were 77 (4.8%).

Table 4

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From where the students mostly acquire deviantbehavior

	Frequency	Percent
Home	58	.6
Peers	1594	16.6
Society	2035	21.2
Educational Institute	77	.8
Political Parties	3273	34.1
Media	2563	26.7
Total	9600	100.0

The table 4 reflects that the no. of responses of students acquiring deviantbehavior and social disorganization from society is 2035(21.2%) while media plays animportant role in gainingdeviantbehavior told by2563(26.7%) students. 58(.6%) students told that Home is the source of obtaining deviant behavior while 1594(16.6%) students agree that peers are also a way of acquiring deviant behaviors. Education institutes also a source of achievingdeviantbehavior told by 77(.8%) students whereasPolitical Parties also affect students' social behavior in a negative way agreed by 3273(34.1%) students.

Table 5*Who is more responsible for promoting the deviantbehaviors among students?*

	Frequency	Percent
Parents	1600	20.0%
Teacher	1766	22.1%
Society	1601	20.0%
Educational Institutions	1434	17.9%
Media	1599	20.0%
Number of total responses	8000	100.0

Note: It is multiple response question, each students can select more than one option.

Table 5indicates that the no. of responses of students about promoting the deviantbehaviors from parents is 1600(20.0%) whereas teachers play a vital role in endorsing thedeviant behaviors told by 1766(22.1%) students. 1601(20.0%) students say that society is the source of endorsing deviantbehavior while 1599(20.0%) students agree that media is also a way of

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acquiring deviantbehavior. Education institutes serve as a source of promoting deviant behavior, too,told by 1434(17.9%) students.

Table 6

Suggestion for the eradication of deviant behavior

	Frequency	**Percent**
Offer Prayers and Recite Holy Quran	1600	33.3%
Avoid Social Sites and negative use of Internet	1600	33.3%
Avoid Bad Company of Peers	1600	33.3%
Total	4800	100.0%

Table 6 reflects students' view about eradicating deviantbehaviors of the students. 1600(33.3%) students were of believe that by offering Prayers and Reciting the Holy Quran deviantbehavior can be eradicated, 1600(33.3%) respondents tell that by avoiding Social Sites and Deviantuse of Internet while 1600(33.3%) people agree that by Avoiding Bad Company of Peers deviantbehaviors of the students can be eliminated too.

Table 7

Factors Analysis of Different Religion

Sr. No	**Factor**	**Mean Muslim**	**Mean Non-Muslim**	**M.D**	***f***	**Sig.**
1	Teaching and learning	2.780	2.838	-.0576	.083	.773
2	Institutional Environment	2.782	2.761	-.0217	.038	.846
3	Social Disorders	2.860	2.700	-.1604	.345	.557
4	Pressure Group	2.407	2.400	-.0076	.024	.877
5	Harassment	2.800	2.942	-.1424	9.364	.002
6	Crime	2.808	2.742	-.0653	11.17	.001
7	One Wheeling	2.863	2.942	-.0791	5.918	.015

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8	Media Impact	2.775	2.847	-.0725	.258	.612

Table 7 shows that religion has significant impact on the deviantbehaviors of students. There is difference in opinion of Muslim and Non- Muslimrespondents regarding teaching and learning activities, Institutional Environment, Social Disorders, Pressure Group, Harassment issues, Crime problems, One Wheeling and Impact of Media. Non- Muslims have the more interface than Muslim respondents. Mean value of the Non-Muslims more than Muslim respondents and significant level is .001

Conclusions

The conclusions of the study were drawn on the basis of aforesaid results. As the first research question of the study was the identification of major deviantbehaviors of students at secondary schools in Pakistan. It is concluded in light of results and review that bullying is described as violent behavior or intentional destruction. It is carried out often and over time, an inequality of power is the reflection of this. Cheating extents as a deviant social behavior among learners as they deceived or doings unethically and misleads, for their educational as well as other purposes. Cheating is at home, at school, or while on playing games.Thelack of consciousnessthroughout a behavior reflects carelessnesswhich marks in the spontaneous production some kind of mistakes. Another deviant social behavior is absenteeism which is communalexercise of students in which they wish to stay away from the studies with no legalcause. Aggressiveness is normally an essentialshare of all human being however when somebody who missesresist on him/ herself. One moredeviant social behavior is theft which is an act that can be judgment in the age of 5-7 years old studentsfrequently. Sexual harassment hasworldwideexhibited as a major social tight corner. Generally, it has unsafeexecutions on society and typically in organizations. Teasing is a enormous and wide-rangingproblematic in our educational institutes at present. Schoolchildrenought not have to bear being put down. They should recognize that instructors will take the concernjudgmentally and safeguardthem. Smoking is ahabit-ambitious behavior that is together a sequesteredexercise and a groupoccurrence. Its density of end can be educated in part by different psychosocial strengthening and the addictive natural history of nicotine in tobacco as well . Wall chalking is thoughtfulquestion of the whole world asnot only the problem of sub-continental states. Itthrashes the attraction and charm and in responsetransfers the unseenmeaning of themassand

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peopleto the alliedauthorities. Consequently, it is understoodequally erroneous and damaging act and culture.

The second research question of the study was what were the opinion of students, teachers and parents about deviant social behavior? Analysis of the study reelects that it is establisheda conclusion that positioning all the variables together the final result was that there are many things to do for the secondary school students of Pakistan. The conclusions of the data disclose that students were not free in decision making mostly in the secondary school. This forces them for being dependent in every walk to life. Data reconnoitered that most of teacher do not do their duties well. The opinion of teachers, parents and studentsdecided that pressure groups plays very deviant role in institutional development and teaching leaning process. Most of them are the basis of the concern for institute. Added factors of deviant social behavior was *"Harrasment,*crime and one wheeling is thrill for students which is crime and unhealthy for them, media as enjoy the smoking style of the national here on television. Further, comparative analysis male and female students regarding the teaching and learning activities, Institutional Environment, Social Disorders, Pressure Group, Harassment issues, Crime problems and Impact of Media. Female students have the more interaction than male students. Likewise data illustrates that there is no significant difference in the perception of the students about student's deviantbehaviors.Comparative analysis of area has no significant impact on the deviant social behaviors of students. There is difference opinion of rural and urban respondents regarding the teaching and learning activities, Institutional Environment, Social Disorders, Pressure Group, Harassment issues, Crime problems and Impact of Media. Urban respondents have the more connections than rural respondents. Similarly Above data show that there is no significant difference of rural and urban on the student's deviantbehaviors.Comparative analysis of different religions has significant impact on the deviantsocial behaviors of students. There is difference opinion of Muslim and Non- Muslim respondents regarding the teaching and learning activities, Institutional Environment, Social Disorders, Pressure Group, Harassment issues, Crime problems, One Wheeling and Impact of Media. Non- Muslims have the more interface than Muslim respondents.

Discussion

The educational institute must be managed professionally, properly and efficiently as being the First place for students and teaching. All teaching processes are carried out here. But students' antisocial attitudes are a hurdle. Several reasons for this are and they include poor

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families,illiteracy,overprotection of child by parents resulting poor decision powers among child in later life and parental deviant social behaviors.As (Pardini, D. A., Loeber, R., & Stouthamer-Loeber, M. (2005) discoursed that parental poor situation also makes a logic of inferiority complex resulting in deviant social behavior.it is the duty of state to make necessary measures for this. Other factors like teasingfellows, using to abuse, steeling things, and launching protest on every matter spoil the environment of the institution which indication of students 'deviant behaviors. Further developing pressure groups, fighting for sectorial believes and castism also supports to develop deviant behavior among students at schools.further use of addictive's leads to rudeness and makes doubtful in violence resultingdistrust and restlessness and so they have to hurt disorder in conduct and create their pressure group to violate rules being a source of concerns and risk for others students in school.

Other deviant behaviors are caused because of one-wheeling, cheating, sufficient administration of teachers due to heavy workloads, poor instructional methods, Injustice and abusive or exploitative words or actions of teachers, improper performance of duties of staff and inequity among staff benefits leads not try to yield to restoration of social disorder and teaching moral values to learners resulting to deviant behaviors. Lack of proper and regular contacts of teachers and parents also develops gaps in understanding the students and addressing to solution through discussion in parents meetings.

There are insufficient facilities such as water, comfortable seats, transport, electricity, suitable guidance even class room also make students in developing mantle disorders and deviant behaviors. Media plays a vibrant role in character building (Patrick, H., Ryan, A. M., & Kaplan, A., 2007). Students imitate heroes,their smoking and life styles and develop their habits as source for deviant attitudes. Similarly, crime scenes provoke students to commit crimes. Social disorder is the result of the environment in which a child is living and it also affects his behavior (Prinzie, P., Onghena, P., Hellinckx, W., Grietens, H., Ghesquière, P., & Colpin, H., 2004).

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