Prevalence and Causes of Delinquent Behaviors among Juveniles with Deafness Enrolled in Special Education Institutions in Punjab

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ABSTRACT

Purpose: This research was an effort to find prevalence and causes of delinquency among juveniles with deafness enrolled in special education institutions.

Design/Methodology/Approach: Population was the teachers of deaf juveniles enrolled in public and private sector of Special Education schools and centers in Punjab. The population of the study included all special education teachers working with deaf children. A Sample of 60 teachers was selected by using simple random sampling technique. Instrument was a self-structured questionnaire consisting of two parts, the first part of questionnaire addressed the demographics of special education teachers and second part consisted of statements on five points Likert type scale (Strongly Agree to Strongly Disagree) on prevalence and causes of delinquent behaviors. The validity and reliability of questionnaire was ensured. The data was collected from special education teachers, through email, social media, on telephone and by conducting in person and online meetings. The acquired data was analyzed in terms of frequencies and percentages through descriptive and inferential statistics.

Findings: The major findings showed that Deaf Juveniles were involved in delinquent behaviors such as smoking, drug addiction, and theft/snatching.

Implications/Originality/Value: The conclusions were drawn, and recommendations were given to Directorate General of Special Education and to the management of private sector of special education institutions to take practical measures for the prevention of delinquent behaviors among juveniles with deafness.

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**Introduction**

Juvenile delinquency has long been a problem which can destroy future of our nation. The term juvenile delinquency is made up of two sayings; juvenile refers to a young person (male or female) who is not yet an adult, and delinquency refers to a juvenile’s bad or illegal activities. In Islamic perspective, it is stated in the Holy Qur’an: “By Nafs (soul/person) and Him Who perfected him (person) in proportion. Then, He infused him what is wrong and what is right. Indeed he succeeds who purifies his own self. And indeed he destructs who corrupt his own self”. This verse teaches us that Almighty Allah is continually testing human beings in order to check who can avoid evil of his own and adapts righteous and good deeds.

The Juvenile Justice System has been formed all over the world to address and handle this issue. Many other institutions, including as child welfare agencies, non-governmental organizations (NGOs), reformatory institutes, penitentiary cells, and mental hygiene clinics, have also been established to address this vital issue. For more than a century, the juvenile justice system rather than relying primarily on a punitive strategy, has sought to provide a therapeutic approach to assessing juvenile offender cases (Zimring, 2005). The importance of defending the rights of juvenile offenders have emphasized by changes in federal laws (e.g., Juvenile Justice and Delinquency Prevention Act, 1974) and various court decisions, particularly judicial rulings that consider the underdeveloped brain of adolescents and how this lack of maturity might impact youth behaviors (e.g., Roper v. Simmons, 2005).

**Literature Review**

**Juvenile Delinquency and Disability:**

The research literature (Table 1.1) shows that, when compared to the general youth population, delinquents have an overrepresentation of disabilities. According to prevalence surveys, many juvenile justice system inmates have no clear diagnosis of disabilities (Schumacher & Kurz, 2000; Shelton, 2001). Understanding features of particular disabilities can aid practitioners in better comprehending the substantial influence that disability overrepresentation may have on the juvenile justice system.

<table>
<thead>
<tr>
<th>Type of disability</th>
<th>General population</th>
<th>Juvenile offenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.D</td>
<td>1</td>
<td>8–10</td>
</tr>
<tr>
<td>A.S.D</td>
<td>1–2</td>
<td>Unknown</td>
</tr>
<tr>
<td>C.D</td>
<td>3–6</td>
<td>14–50</td>
</tr>
<tr>
<td>L.D</td>
<td>10</td>
<td>26–75</td>
</tr>
<tr>
<td>M.D.D</td>
<td>5</td>
<td>10–30</td>
</tr>
<tr>
<td>B.D</td>
<td>1</td>
<td>3–7</td>
</tr>
<tr>
<td>P.T.S.D</td>
<td>4–9</td>
<td>32–52</td>
</tr>
<tr>
<td>A.D.H.D</td>
<td>5–10</td>
<td>40–50</td>
</tr>
<tr>
<td>O.D.D</td>
<td>1–11</td>
<td>50–75</td>
</tr>
<tr>
<td>C.D</td>
<td>2–10</td>
<td>50–75</td>
</tr>
</tbody>
</table>


**Prevalence at International Scenario:**

Almost 1.6 million minors were arrested in 2010. (Snyder & Mulako-Wangota, 2013). The number of adolescents arrested in the U.S reached at over 2 million in the 90s, largely for violent offences (Snyder & Sickmund, 2006). However, the rates have declined by roughly 21%, for violent offences arrest, since 2001.
Juvenile Delinquency at Pakistani Scenario:
According to reports, up to 10,000 juvenile criminals were prosecuted in 2004 and over 2500 juveniles were detained in Pakistani jails. There were 1500 to 2000 juveniles imprisoned in Pakistan according to the report of (SPARC, 2012). In Punjab province there are 2 juvenile jails one in Faisalabad and other in Bahawalpur.

Delinquency and Deafness
The term deafness refers to “hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification” and the word delinquency stands for unruly or offensive behavior of a juvenile. Communication issues (e.g., hearing loss or deafness) have functional consequences such as deficits in social skills, low academic performance, difficulty in reading, increased mental health issues and behavioral problems. It should come as no surprise that the juvenile delinquent population has a higher prevalence of communication difficulties than the general adolescent population.

Psychology of Deaf Child
The experience of hearing loss is varied for everyone. Hearing loss can induce observable psychological effects at various points in development which are different for everyone. Deaf child is deprived of normal listening and is born in a world without meaningful sound. Many questions arise in his mind, but it is the irony of fate that he lacks the ability to ask questions about the things that surround him. When a person has difficulty interacting spontaneously, a slew of other issues can arise, all of which can lead to more serious problems such as learning challenges, social isolation, and depression etc.

Risk Factors of Delinquency
Juvenile delinquency and recidivism are linked to a number of risk factors and characteristics. These include gender, racism/ethnicity, socio-economic status, family background, childhood neglect and abuse, school achievement, cognitive functioning, offense history, inferiority complex, poor impulse control and aggression. These factors provide knowledge and directions to initiate prevention and intervention programs to cater juvenile delinquency in Pakistan.

Theories Associated with Juvenile Delinquency
Theoretical perspective of juvenile delinquency provides a historical background on the advancement that society and different sciences (behavioral, biological and neurosciences), have achieved in comprehending the elements that lead to delinquency. According to the Classical Theory, individuals commit crimes deliberately because they receive pleasure and gratification from them (Beccaria, 1764/ 1963). Theories of psychology hold that, the cause of juvenile delinquency is inherent, hence the individual is directly responsible for own behavior and conduct, while environmental circumstances may have an impact on an individual, (Shoemaker, 2005). Sociological Theories assumes that juvenile delinquency is a product of collapse of institutional structures in the juvenile offender's environment (Lander, 1954). Control Theory proposes that when a person's relationships with his or her social circle is strained, they are at greater risk to acquire delinquency (Hirschi 1969). A biological approach implies that criminal behavior is driven by a process within the individual, whether influenced genetically or biologically (Hoge, 2001; Shoemaker, 2005).

Rationale of the Study
The main purpose of this research is to identify prevalence and causes of delinquency among juveniles with deafness enrolled in special education institutions in Punjab.
Objectives of the Study

Following were the objectives of the study:

1. To analyze prevalence of delinquency and recidivism among deaf juveniles.
2. To identify and depict some common delinquent behaviors in juveniles with deafness enrolled in special education institutions in Punjab.
3. To address causes or risk factors of delinquency present in deaf juveniles.

Questions of the Study

Following were the questions of the study:

1. How delinquency can affect the cognition and academic achievement of a deaf juvenile at school?
2. What are some common delinquent behaviors a deaf juvenile tends to exhibit in special education institutions of Punjab?
3. What are the possible recommendations to prevent delinquency among deaf juveniles enrolled in Special Schools of Punjab?

Significance of the Study

The study is significant for the benefits of the deaf community in order to prevent and eliminate delinquency in juveniles with deafness enrolled in special education institutions of Punjab and to make them an active participant of society by meeting the moral standards of Islamic Community and our society.

Methodology

The type of research was descriptive and quantitative in nature. Survey method was applied to collect the data from 60 randomly selected teachers of deaf students enrolled in Special Education schools and centers in Punjab.

Population of the study

Population was the teachers of deaf juveniles enrolled in public and private sector of Special Education schools and centers in Punjab. The population of the study included all special education teachers working with deaf children.

Sampling Technique

Sample of the study was selected by using simple random sampling technique. A sample of 65 teachers, working with deaf children in special education institutions of three districts viz. Lahore, Okara and Gujranwala was selected.

Instrument of the Study

Instrument was a self-structured questionnaire consisting of two parts, the first part of questionnaire addressed the demographics of special education teachers and second part consisted of statements on five points Likert type scale (Strongly Agree to Strongly Disagree) on prevalence and causes of delinquent behaviors. The validity and reliability of questionnaire was ensured.

Data Collection

The data was collected from special education teachers, through email, social media, on telephone and by conducting in person and online meetings.

Data Analysis

The acquired data was analyzed in terms of frequencies and percentages through descriptive and inferential statistics, the findings were drawn and recommendations were made in the light of conclusion.
Major Findings
The findings of the study were as follows:

Table 2: Gender of the study

<table>
<thead>
<tr>
<th>Gender of the study</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender of the study</td>
<td>63.3%</td>
<td>36.7%</td>
</tr>
</tbody>
</table>

Table 2 depicts that majority of the respondents were female (63.3%).

Table 3: Age of the Respondents

<table>
<thead>
<tr>
<th>Age of the respondents</th>
<th>20-25</th>
<th>26-30</th>
<th>30 years and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of the respondents</td>
<td>58.3%</td>
<td>23.3%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

Table 3 illustrates that Majority of the respondents belong to the age group of 20-25 years (58.5%).

Table 4: Q1

<table>
<thead>
<tr>
<th>Q1: Delinquency is more common in</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male deaf juveniles rather than females</td>
<td>45.0%</td>
<td>11.7%</td>
<td>18.3%</td>
<td>8.3%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Table 4 shows that majority of the respondents stated delinquency is more common in male deaf juveniles rather than females (agree 45.0% and strongly agree 8.3%).

Table 5: Q2

<table>
<thead>
<tr>
<th>Q2: Delinquent deaf juveniles show a higher rate of truancy/absenteeism from school</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>male deaf juveniles rather than females.</td>
<td>31.7%</td>
<td>23.3%</td>
<td>25.0%</td>
<td>15.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Table 5 reveals that majority of the respondents stated delinquent deaf juveniles show a high rate of truancy and absenteeism from school (agree 31.7% and strongly agree 15.0%).

Table 6: Q3

<table>
<thead>
<tr>
<th>Q3: Deaf juveniles with delinquent behaviors often show misconduct in classroom</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf juveniles with delinquent behaviors often show misconduct in classroom.</td>
<td>31.7%</td>
<td>23.3%</td>
<td>25.0%</td>
<td>15.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Table 6 indicates that majority of the respondents stated deaf juveniles with delinquent behaviors often show misconduct in classroom (agree 31.7% and strongly agree 15.0%).

Table 7: Q4

<table>
<thead>
<tr>
<th>Q4: Delinquencies in deaf juveniles are a leading cause of drop out from school</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquencies in deaf juveniles are a leading cause of drop out from school.</td>
<td>45.0%</td>
<td>15.0%</td>
<td>26.7%</td>
<td>10.0%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Table 7 depicts that majority of the respondents stated delinquencies in deaf juveniles are a leading cause of drop out from school (agree 45.0% and strongly agree 10.0%).

Table 8: Q5

<table>
<thead>
<tr>
<th>Q5: Deaf juveniles are involved in delinquent behaviors such as smoking</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf juveniles are involved in delinquent behaviors such as smoking.</td>
<td>45.0%</td>
<td>18.3%</td>
<td>13.3%</td>
<td>21.7%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Table 8 illustrates that majority of the respondents stated deaf juveniles are involved in delinquent behaviors such as smoking (agree 45.0% and strongly agree 21.7%).

Table 9: Q6

<table>
<thead>
<tr>
<th>Q6: Deaf juveniles are involved in delinquent behaviors such as smoking</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
</table>
Q6: Juveniles with deafness are also involved in theft or snatching. 28.3% 23.3% 31.7% 10.0% 6.7%

Table 1.9 reveals that majority of the respondents stated deaf juveniles are also involved in theft or snatching (agree 28.3% and strongly agree 10.0%).

Table 10: Q7

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q7: Drug addiction (alcohol, tobacco, caffeine, ice, marijuana and betel nuts (supari) is a common trait of deaf juveniles with delinquent behaviors.</td>
<td>45.0%</td>
<td>20.0%</td>
<td>26.7%</td>
<td>8.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 1.10 shows that majority of the respondents stated drug addiction is a common trait of deaf juveniles with delinquent behaviors (agree 45.0% and strongly agree 8.3%).

Table 11: Q8

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8: Deaf juvenile delinquents are easily offended in classroom.</td>
<td>35.0%</td>
<td>20.0%</td>
<td>31.7%</td>
<td>10.0%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Table 1.11 indicates that majority of the respondents stated deaf juvenile delinquents are easily offended in classroom (agree 35.0% and strongly agree 10.0%).

Table 12: Q9

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q9: Laziness and clumsiness in classroom activities is highly reported in deaf juvenile delinquents.</td>
<td>28.3%</td>
<td>6.7%</td>
<td>25.0%</td>
<td>38.3%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Table 1.12 depicts that majority of the respondents stated laziness and clumsiness in classroom activities is highly reported in deaf juvenile delinquents (agree 28.3% and strongly agree 38.3%).

Table 13: Q10

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q10: Deaf juveniles with delinquent behaviors usually spend most of the time in sleeping while lecture is going on in class.</td>
<td>35.0%</td>
<td>20.0%</td>
<td>31.7%</td>
<td>10.0%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Table 13 illustrates that majority of the respondents stated deaf juveniles with delinquent behaviors usually spend most of the time in sleeping while lecture is going on in class (agree 35.0% and strongly agree 10.0%).

Table 14: Q11

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q11: Racism and ethnicity is a leading cause of delinquency in deaf juveniles.</td>
<td>38.3%</td>
<td>16.7%</td>
<td>33.3%</td>
<td>10.0%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Table 14 reveals that majority of the respondents stated racism and ethnicity is a leading cause of delinquency in deaf juveniles (agree 38.3% and strongly agree 10.0%).

Table 15: Q12

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q12: Low socio-economic status can also be a major cause of delinquent behaviors in deaf juveniles.</td>
<td>50.0%</td>
<td>16.7%</td>
<td>15.0%</td>
<td>18.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 15 shows that majority of the respondents stated low socio-economic status can also be a major cause of delinquent behaviors in deaf juveniles (agree 50.0 and strongly agree 18.3%).

Table 16: Q13
Responses | A | D | N | S.A | S.D
---|---|---|---|---|---
Q13: Childhood abuse and neglect often leads to delinquent behaviors in deaf juveniles. | 33.3% | 23.3% | 28.3% | 13.3% | 1.7%
Table 16 indicates that majority of the respondents stated childhood neglect and abuse often leads to delinquent behaviors in deaf juveniles (agree 33.3% and strongly agree 13.3%).

### Table 17: Q14

Responses | A | D | N | S.A | S.D
---|---|---|---|---|---
Q14: Lower academic achievement and poor literacy skills can also be a cause of delinquency in deaf juveniles. | 33.3% | 15.0% | 26.7% | 25.0% | 0.0%
Table 17 depicts that majority of the respondents stated lower academic achievement and poor literacy skills can also be a cause of delinquency in deaf juveniles (agree 33.3% and strongly agree 25.0%).

### Table 18: Q15

Responses | A | D | N | S.A | S.D
---|---|---|---|---|---
Q15: Deaf juveniles involved in delinquencies tend to exhibit lower IQ and cognitive functioning. | 48.3% | 6.7% | 21.7% | 21.7% | 1.7%
Table 18 illustrates that majority of the respondents stated deaf juveniles involved in delinquencies tend to exhibit lower IQ and cognitive functioning (agree 48.3% and strongly agree 21.7%).

### Table 19: Q16

Responses | A | D | N | S.A | S.D
---|---|---|---|---|---
Q16: Offense history in deaf juveniles often leads to re-offend delinquent behaviors. | 38.3% | 8.3% | 18.3% | 35.0% | 0.0%
Table 19 reveals that majority of the respondents stated offense history in deaf juveniles often leads to re-offend delinquent behaviors (agree 38.3% and strongly agree 35.0%).

### Table 20: Q17

Responses | A | D | N | S.A | S.D
---|---|---|---|---|---
Q17: Disabilities (like deafness) lead either directly or indirectly to delinquency. | 48.3% | 6.7% | 21.7% | 21.7% | 1.7%
Table 20 shows that majority of the respondents stated disabilities lead either directly or indirectly to delinquency (agree 48.3% and strongly agree 21.7%).

### Table 21: Q18

Responses | A | D | N | S.A | S.D
---|---|---|---|---|---
Q18: Poor impulse control is a major cause of delinquency in deaf juveniles. | 26.7% | 16.7% | 25.0% | 30.0% | 1.7%
Table 21 indicates that majority of the respondents stated poor impulse control is a major cause of delinquency in deaf juveniles.
deaf juveniles (agree 26.7% and strongly agree 30.0%).

**Table 22: Q19**

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q19: Inferiority complex present in deaf juveniles can also lead to delinquency.</td>
<td>48.3%</td>
<td>3.3%</td>
<td>28.3%</td>
<td>18.3%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Table 22 depicts that majority of the respondents stated inferiority complex present in deaf juveniles can also lead to delinquency (agree 48.3% and strongly agree 18.3%).

**Table 1.23: Q20**

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>D</th>
<th>N</th>
<th>S.A</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q20: Aggression in deaf juveniles due to inability to express themselves, can also be a cause of delinquency.</td>
<td>41.7%</td>
<td>10.0%</td>
<td>26.7%</td>
<td>21.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Table 23 illustrates that majority of the respondents stated aggression in deaf juveniles due to inability to express themselves, can also be a cause of delinquency (agree 41.7% and strongly agree 21.7%).

**Discussion**

Results in Table 4 indicate that juvenile delinquency is more in male deaf students rather than females. The finding is in agreement with Puzzanchera (2013), who stated that, adolescent males account for approximately 71 percent of all juvenile arrests, and females have not necessarily experienced the same decrease in offending as in males. It is quite obvious that delinquency is a major obstacle to academic achievement of juveniles with deafness. Reason for this is victims of juvenile delinquency cannot effectively attend and perform well at school, since juvenile delinquency has other attending problems like absenteeism, truancy, misconduct, offensive behavior and laziness, which leads to drop out from schools as depicted in the results of Table 1.7. The major findings in Table 1.8, 1.9 and 1.10 showed that Deaf Juveniles were involved in delinquent behaviors such as smoking, drug addiction, and theft/snatching. This finding is in agreement with Synder and Mulako-Wangota (2013) who stated that in the U.S, adolescents were involved in almost one out of every ten murder arrests, four robbery, burglary, and disorderly conduct charges, and five larceny and vehicle theft arrests in 2010.

The major findings of the study show that risk factors of delinquent behaviors include racism and ethnicity, poor socio-economic status, lower IQ, poor literacy skills, lower academic achievement and emotional instability as in Tables 1.12-23. These findings agree with Beebe & Mueller (1993), Morris & Morris (2006), Skowyra & Cocozza (2007) who stated that, common risk factors that are prevalent among youth offenders includes, ethnicity, poor socioeconomic status, below average IQ, low academic performance, and the presence of a mental health problem.

**Conclusion**

This study reveals that deaf juveniles were involved in delinquent behaviors at school and there were a number of risk factors observed in the study that results in prevalence of delinquency in deaf juveniles. This implies that such children will not benefit substantially from curriculum contents. Delinquencies also hinder cognitive, affective and psychomotor development (Bloom’s taxonomy) of deaf children. They may not be able realize their potentials and eventually grow up into adults which have no contribution to the development of nation. As a result, they may turn out to be misfits in the society and jeopardize all efforts towards peace and education.
Recommendations
Following recommendations were made:

1. It is critical to recognize the link between juvenile delinquency and disability in order to safeguard the public. It can help court official’s to address significant risk factors for prevention of delinquency in future.

2. Evidence-based therapies are needed in order to be a rehabilitative system. These treatments must take into account the needs and disabilities of the youth. Many classic court-mandated interventions (e.g., boot camp, group anger management classes) are useful for this purpose.

3. Provision of counseling services is mandatory for Special Schools and Centers in Punjab, for the victims of juvenile delinquency.

4. Development of a committee for proper check and balance of delinquency at school hours is also necessary and quick action should be taken by including and questioning the parents and guardians of the child in this regard.

References
The Qur’an. Chapter, 91. Verses, 7-10
Wilson, H. W., Berent, E., Donenberg, G. R., Emerson, E. M., Rodriguez, E. M., & Sandesara,


