Understanding the Experience of Female Adolescent Delinquents: A Phenomenological Study

SH MARZETY ADIBAH AL SAYED MOHAMAD
ORCID No. 0000-0002-6217-1716
sha_zety@umt.edu.my
Department of Psychology and Counseling
Faculty of Social Development
Universiti Malaysia Terengganu

MELATI SUMARI
ORCID No. 0000-0003-3298-457X
melati@um.edu.my
Department of Educational Psychology and Counselling,
Faculty of Education, University of Malaya,
50603 Kuala Lumpur, Malaysia

ZURIA MAHMUD
ORCID No. 0000-0001-9359-8846
zuria@ukm.my
Department of Guidance and Counseling,
Faculty of Education
National University of Malaysia

Abstract - The involvement of adolescents in delinquent behaviors in Malaysia is not a new phenomenon. Although many studies have been conducted to study this issue in the West, there has been little attention given to that in Malaysia. Adolescents’ perceptions, feelings, and beliefs need to be understood and given serious consideration. This qualitative phenomenological research is aimed to understand the life experiences of seven teenage girls who were involved in delinquent
behaviors. Seven adolescents who were placed at one rehabilitation school in Malaysia participated in the study. Expressive art activities in group counseling were conducted to allow them sharing their life experience. Triangulation from a variety of sources, i.e., open ended interview, which consists of three series, observation, and analysis of documents were used to gather the data. Overall, the results indicated that family dynamics is a crucial element that contributes to delinquency problems. Several themes related to family dynamics that contribute to delinquent acts among adolescents are parents and siblings involve in crime, close relatives involve in crime, poverties and difficulties in life, lack of parental care, divorce, turmoil and domestic violence, polygamy, and family moral support. Implications of the findings for practitioners are also discussed.

**Keywords** - Sociology, female adolescent delinquents, qualitative phenomenological research, juvenile delinquency, Kuala Lumpur, Malaysia

**INTRODUCTION**

Juvenile delinquency is a socially unacceptable behavior committed by teenagers that require legal attention. Since different cultures also have different laws, delinquency is also defined differently among cultures. In certain cultures, the definition may be broader to include behaviors which are against the religion or culture. Since this paper is about delinquent juvenile in Malaysia, delinquent behaviors will be discussed from Malaysian perspective. Malaysian people itself consist of people from different cultural backgrounds. The three main races are Malay, Chinese, and Indian. Although they may share some cultural identities, each race still maintains separate cultural identities. Religious beliefs still play an important role in cultural identity formation. For Malay, who are mainly Muslim, delinquent behaviors are not limited to those defined by civil law. Certain behaviors that are against their religion are also considered delinquent. An example of this are alcoholic consumption and out of wedlock pregnancy. Muslims involve in these behaviors can be prosecuted by the Syariah court. However, the civil court will only prosecute people involve in delinquent acts defined by the civil law.
From Malaysian legal point of view, there are various definitions of juveniles depending on their group and age.

1) According to the Prison Act 1995, a juvenile or a young offender is defined as “a prisoner who is under the age of 21 years”. The Prison Department of Malaysia detains juveniles aged between 14 and 21 years in prison as young prisoners or in Henry Gurney School (approved school) as students.

2) The Child Act defines a child as “a person under the age of 18 years and below” and the age of criminal responsibility at the age of ten.

3) The Child Protection Act 1991 defines a child as “a person under the age of 18 years and below”.

4) The Children and Young Persons Employment Act 1996 defines a child as a person aged between 10 and 14 years, and a young person as one aged between 14 and 16 years.

From the legal perspective, it can be concluded that juveniles is a group of adolescents under the age of 21 years and who have criminal responsibility at the age of 10 years. This paper focuses on adolescents aged between 14 and 21 years who were detained under the Child Act and were placed in a rehabilitation school, which is called ‘Sekolah Tunas Bakti (STB)’.

Delinquency in Malaysia

In recent years, the number of delinquent adolescents in Malaysia is growing. A report issued by the Malaysian Social Institute in 2010 shows that from 94% of respondents (N=2403) indicates that they have involved in risk behaviors at least once. Such behaviors include sexual activities, substance abuse, illegal racing, and throwing new born in dumpsters. Throwing newborns usually is an implication of out-of-wedlock pregnancy, which is against the law and a big sin from some religious perspective, especially Islamic religion. As a result, baby were thrown out to avoid shame and disgrace.

Several factors that contribute to delinquency among adolescents include conflict with authority, frequent covert acts, minor aggressions,
negative self-identity, high degree of cognitive distortion, low degree of self control, early appearance of anti social behavior, older sibling involved in delinquent act, having delinquent peers, poverty and dense living ineffective discipline (Capaldi & Short, 2003).

Family support system has also been pointed as an important contributor to delinquency (Cashwell & Vacc, 1996). Their study suggests that family cohesion influences the peer-group choice and cohesiveness and reduces the likelihood of becoming involved with deviant peers. In other words, although the family may have indirect influence, family may play a significant role in influencing adolescents’ peer selection. There are many other studies that consider the influence of family on delinquency among teenagers (Cashwell & Vacc, 1996; Fauziah, 2005; Glueck & Glueck, 1950; Hirschi, 1969; Loeber & Stouthamer-Loeber, 1998; Nye, 1958; Patterson & Stouthamer-Loeber, 1984; Rosen, 1985; Simons, Wu, Lin, Gordon & Conger, 2000). A number of studies have found the relationship between child and parents, family conflicts, and family pressure with a variety of risky behaviors. For example, Ayers, Williams, Hawkins, Paterson, Catalano, and Abbott, (1999), Farrington (1994), and Yoshikawa (1994) found that violent-related attitudes, lack of discipline, and lack of parental awareness have a direct effect on delinquency among children.

It is undeniable that delinquency among adolescents is considered a social problem that may affect individuals, family, and also the nation either in a short or long-term (Fauziah, 2005). Moreover, the involvement of teenagers in delinquency may also increase the fiscal and social cost which in turn may affect the economic development of a nation (DeLisi, 2005; Foster, Jones & Conduct Problems Prevention Research Group, 2006). This may threaten families and community to fully function (Jessor, 1998).

Although there are many studies that found the relationship between delinquency and many other factors, in-depth studies to understand the experiences of delinquent adolescents are still lacking. It is important that this behavioral symptoms that occur during this developmental stage are explored to better understand the adolescents (Zaslow & Takanishi, 1993). Therefore, this study aims to explore their emotional experiences, which led them to involve in delinquent acts. The study also aims to provide information regarding the emotional
needs of adolescents, especially those who have been detained in rehabilitation schools. It is hoped that the findings and information gathered from this study can be used for improvement of social family development. It is also hoped that the information will help professionals working with adolescents find a better solution to help delinquent adolescents and those who are at risk.

METHODOLOGY

Research Design

The aim of this study is to obtain an in-depth understanding towards nature situations, meanings, and essences of life experience among teenage girls who are involved in delinquent behavior. The qualitative phenomenological research was employed in this research. Phenomenology method refers to the process of interpretation of meaning, essence, and the interaction of phenomenon. This type of study also emphasizes the importance of meaning, and essence found from the experiences of individuals who are involved in delinquency. According to Grbich (2007), phenomenology is an appropriate approach when a researcher tries to understand the underlying meaning and also the essence of an experience from participants’ point of views.

Participants and Settings

Purposeful sampling was used to choose the participants. Through this method, the researcher purposely selected the participants and location to understand the main phenomenon (Creswell, 2008). This technique was used to identify individuals and cases, who have rich in research information in a particular phenomenon. They were chosen based on the scrutiny and the purpose of the study. Those who were selected as participants were those who had experiences the phenomenon under study, which is delinquent behaviors.

At the onset of the research, there were 10 participants who voluntarily agreed to involve. However, at the end of the study, only data collected from seven participants were analyzed because three of
them did not fully commit to the research activities for various reasons. Two of them could not write in their diary because they were illiterate. One of them was always ill.

The age of the participants ranged from 16-18 years. Participants were given consent forms to sign which indicate their voluntary participation in the study. They were identified as S01, S02, S03, S04, S05, S06 and S07. The purpose of new identification is to ensure that their actual identities remain secret and confidential. Participants were adolescents who were found guilty by the juvenile court and placed in the juvenile rehabilitation school for a certain period determined by the court.

Data Collection

Multiple source triangulation was used to gather the data. They are in-depth interview, observation, and document analysis were used to collect the data. Interview that used open ended gathered the information regarding the life history of participants. The process of the interview was based on the model developed by Siedman (1998). According to Siedman, in depth phenomenological interview includes a series of three separate interviews. These three series of interviews are conducted to allow the interviewer and participants to understand the experiences and to place it in the right context (Siedman, 1998). The first series of interview provides the context for the experiences of the subjects. The second series of interview allows them to reconstruct the details of their experiences with regards to a particular phenomenon. Finally, the third series of interview encourages participants to recall the meaning and essence of their experiences (Siedman, 1998).

The second source in this study was verbal and non verbal observations of each subject in group counseling session. The observation is a technique to obtain the real picture of the phenomenon under study (Creswell, 2003; Silverman, 2002). This process allows the researcher to gain direct information from the original source. Interview responses, dialogues, and movements of each subject were observed in the process of group counseling session to understand their experiences while doing the art activities. The researcher also made field notes for each subject during the group counseling process.
The observation allows the researcher to understand the context of a phenomenon through direct observation. The phenomenon under study in this context of source data collection is the experiences of the subject while doing expressive art activities in group counseling and how the experiences were related to their involvement in delinquent behaviors. Every observation sessions were recorded and, if there were any issues that need clarification they were noted and raised during the interview sessions. The researcher made the field notes in each session observed and was treated as raw data. Comments and personal view of the researcher was noted as research reflection.

The third source was the analysis of document. Subjects were required to write a journal or prepare a diary in which they expressed their life story. They were asked to write in a creative manner using art materials provided. They were also asked to describe their experiences and shared their feelings related to those experiences.

Validity and Reliability

The process of validity and reliability of the research was conducted through the process of data triangulation, prolonged engagement, peer review, and audit trail.

Triangulation

Patton (2002) and Merriam (2001) identified four types of triangulations that can be adopted in a particular study that are method triangulation, data triangulation, researcher triangulation and theory triangulation. This study used data triangulation that is through multiple source of data collection. The three series of interviews, observations of eight group counseling sessions and analysis of documents are the source of data collection that was used in this research.

Prolonged Engagement

The data collection in this study was conducted during a prolonged
engagement for four months. This step was taken to ensure that sufficient data and information regarding the important cycle of the events were collected included. In addition, the prolonged engagement was to ensure that the data saturation level has been achieved. The involvement of the researcher in prolonged engagement was also an important factor to ensure the amount and the types of data collected was sufficient (Patton, 2002). The researcher then is able to identify patterns of behaviors in the phenomenon being studied.

**Audit Trail**

Another step taken to ensure the research validity was audit trail. Lincoln and Guba (1985) stated that audit trail is an important aspect in qualitative studies. It is used by researchers to document the entire process of data collection (Othman Lebar, 2006). This process involved documenting everything related to the research process from writing of the memo and research journal, recording the chronology of the data collection, expounding the procedure of data analysis clearly, and keeping activities that were carried out for the study. The index was also created for every type of data collected. Besides, all the results and data were indexed and numbered to be validated. An example of index is S01: MU120/I1 which refers to data obtained from subject 01 (S01), meaning unit 120 (MU120) in the first interview (I1).

**Data Analysis**

To analyze the data, the researchers followed the steps recommended by Giorgi and Giorgi (2003). These steps are finding the sense of the whole meaning, discrimination of the meaning units, initial transformation of the meaning unit, psychological transformation of the meaning unit, individual psychological structure, and general psychological structure.

The first step is to find the overall meaning. The researcher began the process of analysis by reading the whole transcript of the subjects a number of times to understand the overall meaning. The second step is discrimination of meaning units. Considering that text cannot be interpreted on the whole, verbatim and transcript of the interview
is separated into more meaningful and understandable units. The third step is the early transfer of meaning units. The first phase of this transformation and transfer process is to highlight the meaning that appears in every meaning unit in a language that is parallel and almost identical to the language used by the research subject. The second phase of this transformation is to change the experiences of the subjects regarding their life into a language that contains psychological meanings.

The next step is to determine the psychological structure of the individual. This phase of the analysis requires the combination all the meaning units found in a particular transcript of the individual into a comprehensive and complete description which describes the experiences of the adolescents.

Finally, the last phase of the procedure is to determine the general psychological structure. In this last phase, the researcher tried to move from the experiences of individuals into a general description about these experiences Several themes emerged at this phase.

**RESULTS AND DISCUSSION**

The following are the various themes that emerged from this study. The sub themes show that in general, the influence of family factors in delinquency among adolescents is very obvious.

**Table1: Themes**

<table>
<thead>
<tr>
<th>SUB THEMES</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S01</td>
</tr>
<tr>
<td>Parents and Siblings Involved in Crime</td>
<td>✓</td>
</tr>
<tr>
<td>Close relatives involved in Crime</td>
<td></td>
</tr>
<tr>
<td>Poverty and difficulties in life</td>
<td>✓</td>
</tr>
<tr>
<td>Lack of Parental Care</td>
<td>✓</td>
</tr>
</tbody>
</table>
The subjects in this research have shared their experiences with regard to their family. Issues that are commonly expressed and shared were their relationship with their family members. Parental divorce, polygamy, family turmoil, family members involve in crime and substance abuse, turmoil and domestic violence in the family, poverty, lack of parental care, family members or relatives involve in crime are the sub themes that indicate how family dynamics play a significant role in adolescent development. The scenario of these experiences which each subject has to go through indicates the dysfunctional relationship and family dynamic between subjects and their parents or guardians. The themes that emerged are explained in the next section.

**Theme 1: Parents and Siblings Involved In Crime**

Most of the subjects have parents who got involved in crime and substance abuse. Some of them also have siblings involved in crime. S01 has a father who is a gambler and a drunkard [S01:MU208/I2; S01/Pg004/D]. Her sister had previously been admitted to a correctional centre because she was pregnant out of wedlock [S01:MU134/I1]. Among the subjects, one had seen her father committed murder before her eyes [S02:MU138/I1, MU139/I1, MU203/I2; S02/Pg006, Pg007, Pg010, Pg012/D]. Her father was also a drug addict and a drunkard [S02:MU202/I2, MU203/I2].

“My dad killed his boss, he could not cope with his boss’s bad mouth. Dad took a sword, opened his boss’s car, the boss stared at him, and dad immediately killed him. Then dad kept the sword and ran by motorcycle with blood stain at his pants.”
S05 shared her story of her family members who were also involved in socially unacceptable behaviors [S05:MU107/I1]. Her father was addicted to alcohol and a womanizer while her own brother was a drug addict [S06:MU111/I1, MU146/I2, MU149/I2].

“My brother took drug, involved in illegal gambling. He was like my father..he is alcoholic addicted, womanizer, gambler..they were alike..i always found needle used to inject drug..everywhere” (S05).

**Theme 2: Close Relatives Involved in Crime**

Besides having a father who involved in crime, S02 has also two uncles who were also involved in criminal activities. Both her uncles are also drug pushers and addicts like her father [S02:MU150/I1, MU151/I1]. Both the uncles of S02 also involved in gangsters [S02:MU153/I1, MU155/I1, MU157/I1, MU158/I1]. The same experiences were also shared by S03 whose uncle are drug and a drunkard [S03:MU029/I1, MU030/I1].

“My uncle is a drug addict”. (SO3)

“My father is a drug addict..my first, and second uncle has been sent to the rehabilitation center few times. They were like my dad – like to bully, beat other people”. (SO2)

**Theme 3: Poverty and Difficulties in Life**

Most of the subjects grew up in poverty. Their lives were difficult, and they had to survive on their own. The life of S01 was utter poverty. S01 to grow in a family which was very poor [S01:MU004/I1, MU006/I1, MU043/I1; S01/Pg006/D]. The life of S02 was also difficult because her father was a drug addict [S02:MU010/I1, MU024/I1; S02/Pg007/D]. She grew up in an environment where her father always demanded
money from her mother. This made S02 live in a stressful environment. Poverty also resulted in S03 being adopted [S03:MU006/I1]. The outcomes of these difficulties in life made her mother to prostitute her daughter [S03/Pg006, Pg008, Pg027, Pg035/D]. Ever since then S03 began to try out negative behavior which resulted in S03 ended in a correctional center.

“My family is always imperfect since I was small. We had family, financial issues. “We grew up in poverty, and people in the neighborhood had a negative perception towards us.” (SO1)

“Yes, my family is not rich. When I was small, I was taken care of by my grandmother”. (SO3)

Like S03, S06’s family’s poverty resulted in S06 being handed over to be adopted by her foster mother [S06:MU016/I1] and she was not welcomed in the family and not treated well like other kids in the family.

“Mom could not afford almost everything... Life was so difficult”. (SO6)

**Theme 4: Lack of Parental Care**

All the subjects who shared their experiences portrayed that they were not given sufficient care by their parents or guardians. All of them never received adequate love and concern from their parents and guardians. Having parents who always beat, disgraced, and insulted them made them distance themselves from their parents and guardians. Some parents were too busy with their careers, and did not spend time listening to their children [S01:MU048/I1, S02:MU177/I2, S03:MU041/I1, S04:MU126/I2, S05:MU164/I2, S06:MU022/I1, S07:MU008/I1]. All the subjects stated that they needed love from their parents and guardians [S02/Pg007/D, S03/Pg011, Pg017, Pg022/D, S04/Pg022/D, S06/Pg002/D, S07/Pg008/D].
“Mom liked to go out at night and left me with my elder sister. Mom did not take care of me. (SO7)
“Mom did not really care about me since my childhood. She doesn’t like me.. (SO6)

Theme 5: Divorce

Divorce is another theme that emerged in this study. S01 shared her life experience where she was raised in an atmosphere of turmoil. Her parental conflict has resulted in divorce. The divorce left a long lasting effect on S01 [S01:MU017/I1; S01/Pg005, Pg006/D]. For S05, the divorce caused her to stay with her step-mother [S05:MU004/I1, MU019/I1; S05/Pg001, Pg003/]. One more subject, S07 was raised by her aunt as a result of the divorce between her parents [S07:MU005/I1, MU041/I1, MU044/I1; S07/Pg025/D].

Theme 6: Turmoil and Domestic Violence

Most of the subjects have shared their experiences regarding turmoil and domestic violence in their families. Parent often quarreled with each other. As with S01, her parents always had an argument because the father married to another woman [S01:MU014/I1, MU042/I1; S01/Pg019/D]. These arguments often ended in S01’s mother being hit by her father. The abuse sometimes caused the mother to become unconscious. [S01:MU018/I1, MU019/I1, MU020/I1, MU023/I1].

S05 described that she was a victim of family violence. Intense arguments between her father and her step mother were too often. The step mother diverted her anger towards her husband to S05 and her siblings [S05:MU017/I1, MU100/I1; S05/Pg001, Pg003/D]. The experiences of S06 were quite similar with the others. Her adopted parents often quarreled because of S06. The action of her adopted father who often sided her when she was insulted by her adopted mother led her to be neglected by the adopted mother [S06:MU089/I1, MU106/I1]. S07’s parents were also often quarreled and argued because S07’s mother was dishonest to her father [S07:MU009/I1, MU011/I1; S07/Pg024/D]. Every time quarrels erupted between her parents, she became the victim and was beaten by her mother [S07:MU021/I1].
“My biological mother doesn’t want to accept me... (SO6)
“Mom always get out at night, she had a boyfriend “. (S07)

**Theme 7: Polygamy**

S01 related a number of times that her family conflict became worst and quarrels often took place between her parents after her father married another wife. The father gave more attention to the second wife which resulted in S01 and her family life being neglected [S01:MU005/I1; S01/Pg017/D]. Similar conflict was also experienced by S04. She mentioned that her father often beat her whenever he returned from his second wife’s home [S04:MU007/I1; S04/Pg027/D]. Her father’s attitude who always gave greater attention to his second wife had a great impact on S04 and her family. S04 perceived that her father’s second marriage has ruined her life [S05:MU003/I1; S05/Pg001/D]. For S05, the father’s second marriage put her and her other siblings in pain and fear.

“We are really poor, we had nothing, then dad decided to have a second wife, he spent most of his time with the second”. (SO1)

**Theme 8: Lack of family support**

Most of the subjects shared their experiences, which indicates that they never received moral support and guidance from their family members. In other words, they were neglected not only physically but also emotionally. The lack of moral support was reported S01, S02, S04, and S05 [S01:MU142/I1; S01/Pg021/D; S02:MU073/I1; S02/Pg039/D; S04:MU123/I2; S04/Pg026, Pg028/D; S05:MU108/I1].

“We receive little love and support from mom and dad. No support. We want it from them, not from other. Dad is always busy and got no time to know about us”. (SO5)
The findings of this study give a clear insight on the influence of family on individual psychological development. As indicated, dysfunctional family dynamics is the major issue faced by most subjects. Involvement of parents and family member in criminal and substance abuse, such as drug and alcohol, divorce, polygamy, lack of moral support, poverty, poor relationship in the system is among the themes shared by the subjects. The unhealthy and stressful emotional environment in the family has led them to live without appropriate love, guidance, support, and direction. This in turn may lead the adolescents to find love and support from anybody outside their home (e.g., peers and friends). If they meet and find the right people who can help them emotionally, the possibility of involvement in delinquency might be lower. On the contrary, if they meet wrong people who just want to take the opportunity, they might fall in a wrong direction.

Adolescence is a transition from childhood to adulthood. During this stage, adolescents discover that they should have greater freedom and choice as they leave their childhood. The transition from childhood to adolescence involves a change in physical, intellectual, and cognitive. With greater freedom compared to children, at risk adolescents may make wrong choices and decisions. Poor choices may have an impact not only on adolescents but also their families and society in general.

The challenge to face the adolescence years should be understood and shared by family especially parents because they are dominant adults in adolescents’ life. As shown in this study, lack of parental guidance, love and support contribute to delinquency. This is consistent with a previous study. For instance, study by Okorodudu (2010) indicated that lassie-fair or uninvolving parenting styles strongly predict adolescents’ involvement in delinquent activities. Children needs a strong support system that provide love, warm, guidance, and care. These needs usually are difficult to get in a home where parents practice lassie-fair parenting style because they tend to neglect their children. When the children reach the adolescence stage, they may exhibit some forms of withdrawal behaviors, which in turn may lead to delinquent activities.

The outcomes of the study also indicate that insufficient care and lack of quality interaction and emotional ties contribute to delinquency. The findings are consistent with previous studies (DeLisi, 2003; Himmon, 2000) that show children who grew up in such family environment
did not feel guilty to involve in negative activities, and they will not consider others’ perceptions (DeLisi, 2003; Himmon, 2000).

The study also shows that distressed family environment also contributes to delinquency. Delinquent adolescents in this study described their family environment as unhealthy as a result of divorce, parental conflict, and domestic violence. The contribution of distressed family environment on delinquency and violence have been supported by many studies (Shader, 2000; Henry, Tolan, & Gorman-Smith, 2001; Henry, et al., 2001). Dysfunctional family patterns, such as poor family ties with parents are related to delinquency. On the contrary, close ties produce positive results and lower the risk to involve in delinquency and violence. Adolescents who do not receive attention, guidance, and control from their parents have a high tendency to involve in juvenile delinquency (Gebo, 2007). It is not surprising because families are pillars that can educate and guide adolescents through positive images and models of healthy behaviors, which in turn may limit their risks to risky and dangerous situations. Furthermore, family failure to play its role as an institution may hinder efforts to build a better society.

CONCLUSIONS

In general, counselors, teachers, government, and other relevant bodies should take into account the early experiences of adolescents to create interventions that can help them perform their development tasks. The study indicates that counselors, teachers, and parents have to work co-operatively in order to help risky adolescents. Family counseling which requires all family members to attend session is needed if the school finds adolescents have the potential to involve in at-risk activities. They must aware that adolescents have an important role to play in the development of a nation. They need a place where they will be loved, accepted and respected. They also need parental support and supervision. They should be nurtured with the right values, emotional support, and guidance and these require the involvement of everyone.
LITERATURE CITED

Ayers, C. D., Williams, J. H., Hawkins, D. J., Peterson, P., Catalano, R., & Abbott, R.

Capaldi, D. M., & Shortt, J. W.

Cashwell, C. S., & Vacc, N. A.

Creswell, J. W.

Creswell, J. W.

Creswell, J. W.

DeLisi, M.

DeLisi, M.
Dodge, K. A., Coie, J. D., & Lynam D. R.

Farrington, D. P.

Farrington, D. P.

Gebo, E.

Giorgi, A., and B. Giorgi

Glueck, S., and E. Glueck

Grbich, C.

Henry, D. B., Tolan, P. H., & Gorman-Smith, D.

Hirschi, T.
Institut Penyelidikan Pembangunan Belia Malaysia.

Jessor, R.

Lincoln, Y. S., and E. G. Guba

Loeber, R., and M. Stouthamer-Loeber

Merriam, S. B.

Merriam, S. B

Nye, F. I.

Othman Lebar

Patton, M. Q.
Patterson, G.R, Stouthamer-Loeber, M.  

Rosen, L.  

Shader, M.  

Silverman, D.  
2002 *Doing qualitative research: A practical handbook.* London: Sage

2000 A cross- cultural examination of the link between corporal punishment and adolescent antisocial behavior. *Criminology, 38,* 47-49.

Yoshikawa, H.  

Zaslow, M. J., & Takanishi, R.  
1993 Priorities for research on adolescent development. *American Psychologist, 48,* 185-192

Pursuant to the international character of this publication, the journal is indexed by the following agencies: (1) Public Knowledge Project, a consortium of Simon Fraser University Library, the School of Education of Stanford University, and the British Columbia University, Canada; (2) E-International Scientific Research Journal Consortium; (3) Philippine E-Journals; (4) Google Scholar; (5) Index Copernicus; (6) Scholastica; (7) Researchgate; (8) Lacriee of France; (9) JournalTOCs; and, (10) LibTOC.