



SHAME, GUILT AND PSYCHOLOGICAL WELLBEING AMONG JUVENILE DELINQUENTS

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Abstract

The present research aims to study the well-being of juvenile delinquents. Further, the research investigated the role of PWB in predicting shame and guilt in juvenile delinquents. Cross-sectional survey method was used for data collection. The sample consists of two hundred participants, juvenile delinquents (n = 200) Sample was collected from different jails, child protection bureaus. Demographic questionnaire, Psychological Wellbeing scale by Ryff (1989), Urdu translated by Rehana Manzoor (2014), Shame and Guilt (TOSCA 3) scale by Tangnay (1994), Urdu translated by Sehrish Shah Nawaz, were employed for data collection from participants. Multiple correlations were employed to find out the relationship between psychological well-being and shame and guilt. An independent sample t-test procedure was employed to search for differences in psychological well-being and shame and guilt in juvenile delinquents. Results also suggest that overall shame and guilt were high in adolescent delinquents.

Keywords: Juvenile delinquents, psychological wellbeing, shame, guilt.

Introduction

The purpose of this research is to study the psychological well-being (PWB), shame, as well as guilt in juvenile delinquents. The purpose of the present study is to find the relationship between PWB, shame, and guilt as reported by participants. The Federal Board of Investigation stated that a juvenile is someone who is below the age of eighteen, in contradiction to what the individual position is explained in societal norms. A delinquent disregards the rules and regulations of society and commits a criminal act. The Federal Board of Investigation defines Juvenile delinquency as a person under the age of eighteen years who fails to obey rules and regulations (Federal Board of Investigation, 2003).

The purpose of this research is to study psychological well-being and, on the flip side, shame/guilt in the juvenile delinquents of Pakistan. Presently, Pakistan is facing a rise in juvenile delinquency, and the absence of prison bars for juvenile delinquents makes a miserable story. From health issues to study and recovery mechanisms, everything is rotten to the core. The crimes committed by underage delinquents differ by type and intention from typical wrongdoings by adults. The purpose of the present work is to discover various aspects of adolescent delinquency in Pakistan, difficulties, and obstacles in underage prison bars. The issues of psychological well-being, shame, and guilt in juveniles and non-juveniles are spotlighted in this study by analytical comparison. This study will prove helpful for mental health professionals, awareness programs, and interventions.



Juvenile delinquency

To start up with, explaining Juvenile delinquency, it means that any youngster who deviates from normal behavior so as to put in danger himself, his social career, or the community (Ferdinand, 1975). Juvenile delinquency is a phenomenon the world has faced from its very inception. There is proof of its dating back to the prehistoric era in the first laws of the Romans. There were already worthwhile rules and regulations for children who commit criminal offences, Cavan and Ferdinand (1975). Research from India reveals that a group of criminals of teenagers and young girls have learned to be very successful smugglers of alcohol and other drug-related articles. An adolescent delinquent, a court judge of Israel, finds that juvenile gangs engaged in stealing cars is a 'striking new feature because gang behavior has been rare (Acharia, 2005).

Theories of juvenile delinquency

Anomie Theory. Merton (1940) preliminary version of the anomie theory, which describes adolescent delinquency as they do of their way to make themselves happy. Their objectives are not achievable through legal ways and means, so they find out unlawful means by which to achieve their goals. Merton used the term anomie to point out that the living standard of the people is like a dichotomous key divided into various graded levels that command what was expected from them and what could be achieved by the people. This set of beliefs led to an increase in adolescent delinquency when certain obstacles were faced, such as unequal social status and unfair availability of chances for all people (Esbensen & Huizinga, 1993, p. 301). An example would be an adolescent who has an aim to get a job or purchase a car. The adolescent is not able to get a job to make money, so he steals a car or steals money to buy a car.

Subculture Theory. Cohen (1955) established the subculture theory; Adolescents who do not follow the societal norms may strive for legalization from a culture. The subgroup cluster is generated of additional juveniles who also do not follow the societal norms. These groups at that point are active in behavior that is not socially suitable and rebel not in favor of the socially acceptable values. Cohen (1981) said that adolescent delinquency is a development of society. Adolescents commit crimes, such as robbery, because it is not a social standard, and they do it in their subculture. Albert Cohen says that working-class subcultures arise because they are deprived of status in society. Cohen said that working-class boys struggled to follow middle-class values and aspirations, but due to a lack of means to attain success. This led to frustration: a sense of personal failure and inadequacy. Cohen said that many boys react to this by refusing socially acceptable values and patterns of acceptable behavior. Because there are several boys going through the same experiences, they end up banding together and making delinquent subcultures.

Differential Opportunity Theory. This theory, developed by Richard and Lloyd (1960) they suggests that opportunity plays a role in juvenile delinquency. This simply puts forth the idea that a low socioeconomic adolescent goes towards crimes because lack of opportunity in his surroundings, but if given him healthy environment, he will move away from a life of crime. On the other hand, if a rich juvenile from a high socioeconomic status is forced to live in an underprivileged environment, he will fall into a life of delinquency.

Psychological Wellbeing. Psychological well-being in individuals, analyzing one's beliefs, evaluating oneself by one's principles, asserting one's principles, and making suitable choices to characterize those principles and work towards the goal one has made for oneself (Ryff, 1989). PWB is the ability to see and evaluate his own life. It is a criterion for assessing

oneself. It requires an individual to feel good and function efficiently, even while being subjected to painful emotions, as PWB creates the ability in an individual to cope with undesirable emotions. PWB means happiness, coping with complaints effectively when they come, preventing from occurrence of any disorder, and enhancing flourishing. So high level of PWB helps to reduce behavioral and psychological problems. PWB leads the well-being of a person's perceptions, thoughts, behavior, and somatic health (Diener, 2000). Ryff (1989) proposed that well-being is a positive evaluation of one's one's life; a sense of continued growth and development as a person; it is the belief that life is purposeful and the possession of good relationships with other people.

Resilience and Adaptive Intervention

Dimensions of PWB. PWB is a multi-dimensional approach rather than being just happy, healthy, and successful in life. It includes well-formed, stable, and comprehensive know-how of life, including physical, intellectual, emotive, occupational, and spiritual domains Ryff, 1989)

Self-acceptance. It is the principal source of PWB and leads to a happy life. It is an optimistic attitude about ego. This is an optimistic feeling of satisfaction with this; you are making your life peaceful and satisfied. This plays a vital role in improving mental health and functioning Ryff, 1989).

Self-growth. It is the continuous growth and optimal function of an individual. Developing as an individual, increasing one's information is a continuous procedure. It is looking for new aspects of life and chances to smoothly flourish as an individual Ryff, 1989).

Purpose of life. It is defined as the belief that an individual has determination and significance in life. It is actual awareness, at what time an individual has a track and something to struggle for. It is achieved by using natural capabilities and talents for emerging close relationships, and rising psychologically, Ryff (1989).

Autonomy. It is termed the capability of displaying individual sovereignty and resistance to enculturation. The fully functioning person is termed a person taking complete responsibility for their decisions. Such a person will not have any fears about life incidents. Autonomy is the sense of being a dissimilar, distinctive individual with unique characteristics, ethics, purpose, and a sense of life Ryff, 1989).

Positive relations with others. Attitude of love is a major part of PWB. A person having strong well-being can develop positive and healthy relations with people, which is are sense of psychological maturity. It is a positive feeling, by which a person feels a need to be associated, acknowledged, and can affect and grow with the aid and support of others Ryff, 1989).

Mastery. It is a significant piece of PWB, it generates ability in a person to choose suitable environment according to the psychological, physical, and behavioral conditions of and individual. Mastery over environment help in creating ability in an individual to probe, to learn, to adjust and transform his every day activity in an effective way for strong development in life.

This is achieved by having the capability and competence necessary to grow and achieve what is needed, as well as having the self-confidence and belief in one's abilities. Mastery gives a sense of pride and achievement, and is a catalytic agent for additional motivation Ryff, 1989). Research is consistent with theory in indicating that guilt and shame are theoretically and phenomenologically different experiences that influence psychological functioning in different ways Tangney and Dearing, 2002). Regarding juvenile delinquency,



psychological well-being and shame, and guilt have a strong relationship. This relationship may be called an inverse relationship, because if one thing increases the other thing may decrease, one decreases other may increase in individual.

Shame, along with guilt, embarrassment, is usually classified within the family of self-conscious emotions, which is generally defined as those emotions that arise from evaluations of the self and one's actions (Tangney, 1996).

Shame. A feeling of pain, humiliation, and distress from the consciousness of silly behavior (Oxford, 2002). Feel shame is one of the greatest miserable feelings. When an individual feels shame, he feels like a bad person and regrets what he did. If he was trying to make someone else feel bad by scolding them, he was shaming them (Tangney, 1990). To understand this idea, it is important to note that the word 'shame' derives from the Indo-European word 'skam', which means 'to hide' Gilbert, 2001).

Feelings of shame have an intense influence on one's wellbeing and relations with others, but these feelings, on the other hand often ignored. People on and off speak about their shame-related experiences. Denial and a wish for suppression are part of the shame itself. People shrink from their feelings of shame, just as they hesitate around others in the midst of a shame experience. To additional confuse matters, shame can masquerade as other emotions; hide in the arrears of guilt, fueling despair and depression Brown, 2012).

Guilt. The reality of having committed a specified sin or misconduct (Oxford, 2010). A feeling of having committed an immoral act or failed in an obligation (Oxford, 2014). A feeling of worry or unhappiness that you have because you have done something wrong, such as causing harm to another person (Cambridge, 2002). Guilt is assumed as a principal emotion based on a person's own negative beliefs of their behavior and actions (Gilbert, 2001). On the other hand, shame is assumed as a multi-dimensional idea, guilt is more one-dimensional and is described as self-blame or belief that results in the experience of regret relating to a specific action or occasion that has occurred (Dryden, 2007).

In addition, it is characterized by Ausubel (1954) as a 'wounded moral sense'. There are 2 categories of shame: inner and outer. Inner shame is internally focused and refers to how the individual judges and perceives, whereas outer shame is considered as a person's apprehension and also expectation of the negative judgment of others (Hedman, 2013). Nelissen (2014), guilt is the go-between for empathy and compassion in the individual experiencing it. In the same way, Dearing and Tangney (2002) recommended that guilt predicts willingness to accept responsibility for moral wrongs.

Adding to this a research conducted by Shoji, 2012) on the topic of guilt aversion and peer effects in crime in Bangladesh. Findings suggest that the persons with higher guilt sensitivity and or with lower belief are less expected to commit crime, consistent with the prediction of the guilt aversion preference. As a final point, people surrounded by a guilt-averse neighborhood are less likely to be victims of crime in the real world, supporting the guilt aversion.

Guilt is described in psychology as an emotion in which a person feels responsible for some action that is observed as having negative results. The feeling of guilt, whether justified or not, can lead to many adverse psychological signs. For example, children frequently feel guilty about parental divorce, believing that it was their fault that their parents divorced. Until they learn to understand that they had no personal fault in the situation, this guilt can lead to a great deal of emotional fallout (Nelissen, 2014). Research by Schalk, 2016) highlights the sense of right and wrong as a governing function; shame, empathy, guilt, pride, and moral orientation



in adolescent delinquents. Finding reveals that not as much capacity for empathy, guilt, and shame, more pride proneness, and extra Punishment-based and fewer Victim-based moral orientations. The finding also reveals that guilt shows domination over pride and shame in evaluations.

Guilt can be described as a conflict between the id, ego, and superego. These are concepts from Freud. Freud describes the superego as the highly moral part of our subconscious. It is the part of us that fights against injustice and points out wrongs in others. The alter to this persona is the id or the primitive, unrestrained parts of our subconscious. Freud thought that the superego and the id are mediated by the ego, which represents a struggle for mental balance between these opposites. The conflict between the superego and the ego could also be connected with our guilt. (Freud, 1910).

It is more likely to be present after the morals of right and wrong have been taught and reinforced. This is when the highly rigid morals of the superego and the logical rationale of the ego are at odds. For example, if you're having a bad morning and you snap at a co-worker, you may feel guilty for using your negative mood against them. Your guilt may want you to apologize or explain yourself because you had no intention to offend them. If not, your offense may 'haunt' you or make you feel bad about yourself (Freud, 1910).

It is usually described as consequential in the sense that an individual is liable for harm to others, also by exclusion or by commission. This emotion is responsibility, frequently intensified by way of thinking of compassion through the wounds of an individual act, and is hypothesized to be linked with a desire to attain or to fix. Shame on the other side is supposed to be triggered by a situation in which an individual has the sensation of being disapprovingly assessed by others or by the person. In shame, the unhelpful assessment would simplify to the entire self. Thus, in a typical shame state, one feels insignificant, deficient, and worthless. Thus, not astonishingly, shame is defined as being linked with a tendency to vanish from the circumstances. Guilt and shame would be principally distinguished by the fact that guilt indicates a sense of control and agency, whereas shame is linked with feelings of helplessness and compliance (Fontaine, 2004).

Guilt is normally labeled as consequential, the feeling that an individual is liable for harming others. This feeling of concern, frequently made stronger by feelings of understanding by the wounded of the individual's deed, is assumed to be linked through a wish or tendency to agree or to repair (Fontaine, 2004). Research by Dolan (2014) said that unsolved Oedipal matters lead to unconscious guilt, which, with time, can become intolerable, causing the person to seek to externalize the guilt through the crime to receive the punishment their guilt demands. (Tangney, 2001) assesses prisoners' proneness to guilt and shame. Findings suggest that Guilt seems to be a defensive element; however, there was no proof that shame serves an inhibitory function. Results suggest that they generalize quite well across gender and race. Implications for interference and sentencing practices.

Misconduct was hypothesized to be a private emotion because of its relationship with the self and ego. On the other hand, she points out that present studies have challenged these ideas about the private and public matter of guilt and shame. She proposed that shame was a more private sentiment. Maureen and Manning, 2009 studied guilt, shame, anger, and blaming; differences between juveniles in the USA and Japan. Finding reveal that effects were positive and noteworthy among USA juveniles; they were negative and not remarkable among Japanese juveniles. Among Japanese juveniles, it was guilt, instead of shame, which was

associated with anger, and in an adverse manner. Results reveal that in anger, the dark side to shame, but the more positive side to guilt, is moderated by ethnic circumstance.

A research administered by Bryan (2012) mutually shame and guilt their impact with psychological wellbeing was discovered. Investigators of this research examined the role of shame and guilt in suicidal thoughts in a military personnel and veterans sample (Bryan, 2012). Results reveal that twice the sentiments are higher among military personnel with a record of suicidal thoughts. Furthermore, guilt and shame were found at higher levels in military patients and also suicidal thoughts (Bryan et al., 2012).

Barlow and Tangney (1992) reveal that shame and guilt act as self-serving reactions, stopping the expression of socially and ethically unacceptable processes, such as sex and violent behavior. Consequently, it is chances that an action such as sexually offending, which is a combination of sex and violent behavior, outcomes in high shame and guilt. Associating juveniles who commit non-sexual offenses that involve personal violence with juvenile sex delinquents may further describe whether the sexual element itself is the major factor, or whether shame and guilt are more contingent on the interpersonal violence aspect. Results of this research reveal that juvenile sex delinquents have high rates of shame and guilt responses to crimes committed, when compared to juvenile non sex delinquents.

Problem Statement

Anxiety, stress, depression, and PTSD are among the serious and common mental health issues, shame, guilt, and helplessness, that occur in juvenile delinquents.

Research Questions

- How does shame affect the mental health of juvenile delinquents?
- What role does guilt play in the emotional well-being of juveniles?
- Do delinquents feel more shame and guilt than non-delinquents?

Aim & objectives

- Present research aims to study the psychological well-being, guilt, and shame in adolescent delinquents and adolescent non-delinquents.
- To study the nature of the relationship between psychological well-being, shame, and guilt in adolescent delinquents and adolescent non-delinquents.
- It is also the aim of the study to examine the differences in psychological wellbeing, shame and guilt between adolescent delinquents and adolescent non-delinquents.

Hypothesis

1. There would be a negative relationship between PWB with shame and guilt in juvenile delinquents.
 - a. There would be a negative relationship between autonomy, environmental mastery, personal growth, positive relations with others, purpose of life, and self-acceptance with shame and guilt in juvenile delinquents and juvenile non-delinquents.
2. PWB predicts shame and guilt negatively in juvenile delinquents than in non-delinquents.
 - a. Autonomy, environmental mastery, personal growth, positive relations with others, purpose of life, and self-acceptance predict shame and guilt negatively in juvenile delinquents.

3. Shame and guilt would be significantly higher in juvenile delinquents than in juvenile non-delinquents.
4. PWB would be significantly higher in juvenile non-delinquents than in juvenile delinquents.

Rationale

Present research aims to study psychological wellbeing, shame, and guilt in juvenile delinquents and juvenile non-delinquents, and the relationship between psychological wellbeing and shame and guilt. The current study aims to highlight the importance of psychological well-being, shame and guilt which may lead juveniles towards delinquency. The literature reveals economic, social and psychological aspects. Pakistan is a country which consists of two hundred million people, nearly half are below eighteen years while twenty-two percent are adolescents (10-18 years) (Social and economic survey, 2017). According to Social and Economic Survey, (2017) 22.5 million children out of school in Pakistan. Report also reveals that half of population is living under the poverty line. Because of high drop out from schools and poverty, there are vital chances that these factors may lead juveniles towards delinquency. In Pakistan there are limited studies on juvenile delinquency such as Malik and Sherazi, (2000) conduct research to investigate adolescent delinquency, commonly in Pakistan and mainly in Sindh. The findings reveal that harsh environment of society, spoiling attitudes and immoral impact of media lead towards delinquency. Poverty is the basis of all the anti-social actions which is major cause of increasing adolescent delinquency. Adolescent's imprisonment in jails with fully developed criminals is one more reason of producing professional criminals.

Present research focus on determining psychological wellbeing, shame and guilt in juvenile delinquents which are in jails and in correction homes. To determine if institutional opportunities or changes can improve delinquent's psychological wellbeing, shame and guilt. What is the emotional and psychological condition of the delinquents in conflict with the law and society. The main variables of study such as psychological wellbeing, shame and guilt in juvenile delinquents and juvenile non delinquents are study in different studies separately but combine these variables has not studied. This research is an important step in direction off integrating the aforementioned variables into meaningful theoretical framework which would not only assimilate findings of various studies that have studied some of these variables but may also provide insight for future research in the area of adolescent delinquency and adolescent non-delinquency.

Methodology

Research Design. Survey research design is used in this research, for the reason that survey method is so sophisticated that even with a very small sample, researchers are able to understand with great accuracy how a larger group would respond.

Sample. The participants of the study are adolescent delinquents and adolescent non-delinquents ($N=200$). The data is gathered from all socioeconomic groups. Juvenile delinquents are drawn from different jails of Lahore and the Child Protection Bureau. The age range of participants is 12-17 years. Gender would not be equated Survey research design was used for research. Purposive sampling method was employed to select the sample. Purposive sampling is one of the cheapest and time-effective sampling technique. This type of sampling technique can be very beneficial in circumstances when individual need to reach a targeted sample rapidly (Shaughnessy, 2011).



Inclusion and exclusion criteria

Juvenile’s delinquent between ages of 12-17 years were included in this study. Individuals who are in jails and the child protection bureau select research. Both males and females are included in this study. Different jails of Lahore and the child protection bureau designated for data collection.

Juvenile’s non delinquent within age 12-17 years were included in this study. Individuals who are lived in healthy environment are select for study. Male and female both are included in this study. Primary and high school of Lahore choose data collection

Procedure.

Participants in the present research were selected from different jails, child protection bureau and government schools after confirming that they have come across criteria of research criteria. They were informed regarding the aim of study and were delivered with the procedures about response arrangement and completion of scales. The participants were requested to given responses fairly and willingly. The privacy of their info was guaranteed and there were no bound of time limit for the completion of scales for obtaining the desired personal info. Entire participants were nominated on their ease. Membership was volunteer and nameless, and not any incentive was offered to participants. The filled feedback forms are together personally. At the end, members of the research were appreciated for their collaboration and support in the research.

Statistical Analysis

Table 1

Demographic Characteristics of Participants; Juvenile delinquents (N=200)

Demographic variables	F	%
Delinquency status		
Delinquents	200	50
Gender		
Boys	180	90
Girls	20	10
Family system		
Joint	77	38.5
Nuclear	123	61.5
Mother living status		
Alive	180	90
Not alive	20	10
Father living status		



Alive	187	93.5
Not alive	13	6.5

Note. Frequency = f , Percentage = %

Table 1 displays the frequency and percentage of participants with regard to delinquency status, gender, family system, mother living status and father living status. The Table shows that the juvenile delinquents are ($f = 200$, 50%). With relevance to gender, most of the participants are male ($f = 180$, 90%) and females are ($f = 20$, 10%). Participants with mother alive status are ($f = 180$, 90%) and mother not alive status are ($f = 20$, 10%) adding to this participants with father alive status are ($f = 187$, 93.5%) and with father not alive are ($f = 13$, 6.5%).

Instruments

The following measures will be used in the current research

Demographic information form. Demographic information form consisting of items related to participant's, age, education, work status, occupation, marital status, number of sibling, family structure, range of total family income and No. of earning members, mother alive, Mother not alive and father alive and father not alive.

Psychological Wellbeing Scale. Ryff (1989) Psychological Well-being Scale Urdu version translated by Rehana manzoor, (2010). This scale has six sub-scales. Which are autonomy, (6, 11, 16, 19, 25, 35, 40, 44, 54), ($\alpha = .71$), environmental mastery (2, 7, 12, 17, 20, 29, 36, 49, 52), ($\alpha = .76$) personal growth (3, 18, 21, 26, 37, 41, 45, 50, 53), ($\alpha = .72$) positive relations with others (1, 5, 10, 15, 24, 32, 34, 39, 47), ($\alpha = .26$) purpose of life, (8, 13, 22, 27, 30, 33, 38, 42, 46), ($\alpha = .53$) and self-acceptance, (4, 9, 14, 23, 28, 31, 43, 48, 51), ($\alpha = .75$). Every sub scale has 9 items and full scale consist on 54 items. Full-scale reliability .93 was reported by Ryff.

Shame and Guilt Scale. Tangnay (1995) Shame and Guilt scale (TOSCA-A) translated in Urdu by Sehrish Shah Nawaz was used. This scale consists of two sub scale: shame, (2, 5, 8, 11, 14), ($\alpha = .67$) guilt, (3, 6, 9, 12, 15) ($\alpha = .65$). Each sub scale is consists on 5 items. Full shame and guilt scale has 15 items. Full scale reliability .89 was reported by Tangnay.

Procedure. Participants in the present research were selected from different jails, child protection bureau and government schools after confirming that they have come across criteria of research. They were informed regarding the aim of study and were delivered with the procedures about response arrangement and completion of scales. The participants were requested to given responses fairly and willingly. The privacy of their info was guaranteed and there were no bound of time for the completion of scales for obtaining the desired personal info. Entire participants were nominated on their ease. Membership was volunteer and nameless, and any incentive was offered to participants. The filled feedback forms are together personally. At the end, members of the research were appreciated for their collaboration and support in the research.

Ethical consideration. Permission has been obtained from the authors for using their scales. After authorization consent has been taken from the supervisor to complete the said examination. Informed consent has been taken from the participants. The participants have been informed that they can likewise stop whenever amid the information accumulation in the event that they feel like that. The researcher guaranteed the participants that their data would be kept secret.

Results

The data of current research were examined by via the statistical package for social sciences (SPSS) 21. A number of statistical methods were employed for analysis such as Pearson correlation, linear regression and *t*-test. Psychometric properties of Psychological Wellbeing full scale and its sub scales, Shame and Guilt full scale and its sub scales were calculated. This section presents the result of analysis in tabular form.

Table 2

Descriptive Statistics, Alpha Reliability Coefficient, and Univariate Normality of Scales in Study; Juvenile delinquents (N = 200).

Scales	Items	M	S.D	α	Range		Skewness
					Potential	Actual	
PWB	54	190.38	9.36	.93	1-6	1.21-3.52	.12
Auto	9	33.93	3.30	.71	1-6	1.21-3.52	.93
Env.mastery	9	28.81	3.65	.76	1-6	1.21-3.52	.72
P.growth	9	32.26	4.39	.72	1-6	1.21-3.52	.47
P.relation	9	32.51	3.69	.26	1-6	1.21-3.52	.02
P.life	9	30.29	5.47	.53	1-6	1.21-3.52	.04
S.acceptance	9	32.58	3.81	.75	1-6	1.21-3.52	.05
Shame	5	26.95	5.96	.67	1-5	.87-2.37	-.12
Guilt	5	26.66	5.79	.65	1-5	.87-2.37	-.27
SG full	15	80.27	17.93	.89	1-5	.87-2.37	-.41

Note: Psychological Wellbeing; Autonomy; Environmental mastery; Personal growth; Personal relation; Purpose life; Self-acceptance; Shame and Guilt Full; Shame; Guilt

Table two displays psychometric properties of study variables. The reliability analysis point out that the scales show acceptable to good reliabilities of the scales with the lowest reliability for personal relation (i.e., $\alpha = .26$) and the highest for PWB full scale (i.e., $\alpha = .93$). The values of skewness and for all the scales and sub-scales are less than two which shows that univariate normality is not problematical.

Table 4

Descriptive Statistics, Alpha Reliability Coefficient, and Univariate Normality of Scales in Study; Juvenile delinquents (N = 200).

Scales	Items	M	S.D	α	Range		Skewness
					Potential	Actual	



5	-	--	--	--	--	.36** *	.38** *	- .48** *	- .42** *	- .43** *
6	-	--	--	--	--	--	.50** *	- .33** *	- .26** *	- .26** *
7	-	--	--	--	--	--	--	- .47** *	- .40** *	- .42** *
8	-	--	--	--	--	--	--	--	.94** *	.92** *
9	-	--	--	--	--	--	--	--	--	.81** *
10	-	--	--	--	--	--	--	--	--	--

Note: Psychological Wellbeing; Autonomy; Environmental mastery; Personal growth; Personal relation; Purpose life; Self-acceptance; Shame and Guilt Full; Shame; Guilt
P < * .05, P < ** .01, P < *** .001

Table 5 displays Pearson correlation among study variable defining. The finding indicate that PWB significantly positive correlated with his sub scale autonomy, PWB significantly positive correlated with its sub scale environmental mastery, PWB significantly negative correlated with its sub scale personal growth, PWB significantly positive correlated with its sub scale personal relation, PWB significantly positive correlated with its sub scale purpose of life, PWB significantly positive correlated with its sub scale self-acceptance, PWB correlated negative with shame and guilt scale, PWB correlated negative with shame, PWB correlated negative with guilt.

Table 7

Correlation Matrix for all the Variables Used in the Study; Juvenile delinquents (N = 100)

Variable	1	2	3	4	5	6	7	8	9	10
1	-	.27* *		-.09				.00	.16	.01
			.67** *		.27* *	.61** *	.53** *			
2		-	-.00	.08	.12	-.23* *	-.04	-	-	-
								.46** *	.39** *	.38** *



3	-	--	--	-	-0.03	.22*	.13	.24*	.18*
	-			.42**	.56**				
				*	*				
4	-	--	--	--	-0.16	-0.04	-0.19*	-0.15	-0.28**
	-				.45**				
					*				
5	-	--	--	--	--	-0.04	.01	.10	.09
	-								.01
6	-	--	--	--	--	--	.17*		
	-						.41**	.44**	.43**
							*	*	*
7	-	--	--	--	--	--	-0.23*	-0.09	-0.22*
	-								
8	-	--	--	--	--	--	--		
	-							.87**	.84**
								*	*
9	-	--	--	--	--	--	--	--	
	-								.63**
									*
10	-	--	--	--	--	--	--	--	--
	-								

Table 7 show Pearson correlation among study variable defining the result indicates that PWB significantly positive correlated with his sub scale autonomy, PWB significantly positive correlated with its sub scale environmental mastery, PWB significantly negative correlated with its sub scale personal growth, PWB significantly positive correlated with its sub scale personal relation, PWB significantly positive correlated with its sub scale purpose of life, PWB significantly positive correlated with its sub scale self-acceptance, PWB correlated positive with shame and guilt scale, PWB correlated positive with shame, PWB correlated positive with guilt

Table 8

Multiple Regression Analysis showing, Prediction of Shame and guilt by Sub scales of Psychological Wellbeing between Juvenile delinquents (N=200).

Predictor	Model B	Outcome Shame and guilt	
		95%CI [LL, UL]	
Constant	92.28	[47.44,137.13]	
Autonomy	-.28	[-.86,.30]	
Env.mastery	1.40***	[.85,1.96]	



Variable	<u>JND</u>		<u>JD</u>		<u>95% CI</u>		Cohen's
	<i>M(SD)</i>	<i>M(SD)</i>	<i>t(19)</i>	<i>p</i>	<i>LL</i>	<i>UL</i>	<i>d</i>
PWB	194.75(8.77)	186.02(7.79)	7.43	.000	6.41	11.04	1.05
Auto	33.97(3.79)	33.89(2.75)	.17	.865	-.84	1.00	0.02
Env.mastery	28.25(3.69)	29.37(3.54)	-2.18	.030	-2.13	-.10	0.30
Per.grow	29.74(3.98)	34.79(3.17)	-9.91	.000	-6.05	-4.04	1.40
P.reltm	34.35(3.73)	30.67(2.56)	8.12	.000	2.78	4.57	1.15
P.life	33.77(3.91)	26.81(4.52)	11.63	.000	5.78	8.13	1.63
S.acceptance	34.67(3.58)	30.49(2.74)	9.26	.000	3.28	5.07	1.31
SG	69.24(18.04)	91.31(8.66)	-11.02	.000	-26.01	-18.12	1.55
Shame	23.70(6.08)	30.20(3.63)	-9.16	.000	-7.89	-5.10	1.29
Guilt	23.68(6.26)	29.64(3.19)	-8.46	.000	-7.34	-4.57	1.19

Note: Psychological Wellbeing; Autonomy; Environmental mastery; Personal growth; Personal relation; Purpose life; Self-acceptance; Shame and Guilt Full; Shame; Guilt Juvenile delinquents, Juvenile non-delinquents

Table 11 displays the mean, SD, and *t*-value for juvenile non-delinquents and juvenile delinquents on PWB, autonomy, environmental mastery, personal growth, personal relation, purpose in life, and self-acceptance. Finding indicated that significant mean deference on PWB with $t(198) = 7.43, p < .001$, autonomy with $t(198) = .17, p > .05$, environmental mastery $t(198) = -2.18, p < .05$, personal growth with $t(198) = -9.91, p < .001$, personal relation with $t(198) = 8.12, p < .001$, purpose life with $t(198) = 11.63, p < .001$, self-acceptance with $t(198) = 9.26, p < .001$, shame and guilt full with $t(198) = -11.02, p < .001$, shame with $t(198) = -9.16, p < .001$, guilt with $t(198) = -8.46, p < .001$. The value of Cohen's *d* for all variables indicated a small effect size.

Table 12

Mean, Standard Deviation and *F*-values for Father alive, Mother alive, Both alive and Both not alive on Study Variables; Juvenile delinquents ($N = 200$)

Variable	Father alive ($n=17$)		Mother alive ($n=10$)		Both alive ($n=160$)		Both Not alive ($n=10$)		<i>F</i>	η^2	Post hoc
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
PWB	225.05	45.95	238.20	38.73	214.97	36.88	173.68	39.62	2.69*	24.84	2 > 1 > 3 > 4
Autonomy	38.41	8.45	41.10	9.04	37.77	6.51	30.00	8.88	2.10*	31.63	2 > 1 > 3 > 4

Env.ma st	38.0 0	9.66	39.9 0	6.99	35.83	7.87	25.6 6	4.16	2.85 *	23.5 6	2> 1 > 3>4
P.grow	38.0 0	9.52	41.6 0	6.94	35.77	7.56	32.3 3	6.65	2.36 *	21.1 8	2 >1 > 3>4
P.relatn	35.0 0	5.13	37.9 0	6.77	35.86	4.72	27.3 3	8.50	3.71 *	18.3 0	2>3>1 >4
P.life	37.0 5	7.31	38.1 0	8.31	34.41	6.26	28.3 3	4.72	2.76 *	24.3 0	2> 1> 3>4
S.accep	38.5 8	8.11	39.6 0	5.21	35.31	8.08	31.0 0	1.21	1.98	33.3 9	2>1>3 >4
SG	101. 64	24.3 8	103. 20	21.1 4	99.62	17.1 9	88.6 6	7.23	.56	114. 89	2>1>3 >4
Shame	32.2 9	8.05	33.7 0	7.22	33.16	5.75	30.3 3	1.52	.35	184. 36	2>3>1 >4
Guilt	34. 82	7.93	32.7 0	6.76	33.39	5.44	29.6 6	3.05	.82	79.4 8	1>3>2 >4

Note: Psychological Wellbeing; Autonomy; Environmental mastery; Personal growth; Personal relation; Purpose life; Self-acceptance; Shame and Guilt Full; Shame; Guilt

Table 12 displays mean, SD and F-values for Father alive, Mother alive, Both alive and Both not alive on Study Variables on all study variables, including psychological wellbeing, autonomy, environmental mastery, personal growth, personal relation, purpose of life, self-acceptance, shame and guilt. Results show significant mean differences on psychological wellbeing with $F(4,197) = .04, p < .01$, environmental mastery with $F(4,197) = .03, p < .01$, and on personal growth with $F(4,197) = .07, p < .01$, personal relations with $F(4,197) = .01, p < .01$, purpose of life with $F(4,197) = .04, p < .01$, guilt with $F(4,197) = .48, p < .01$. Results are non-significant on autonomy, self-acceptance, shame and guilt full scale and on shame.

Outcome model: Figure 1: Juvenile delinquents

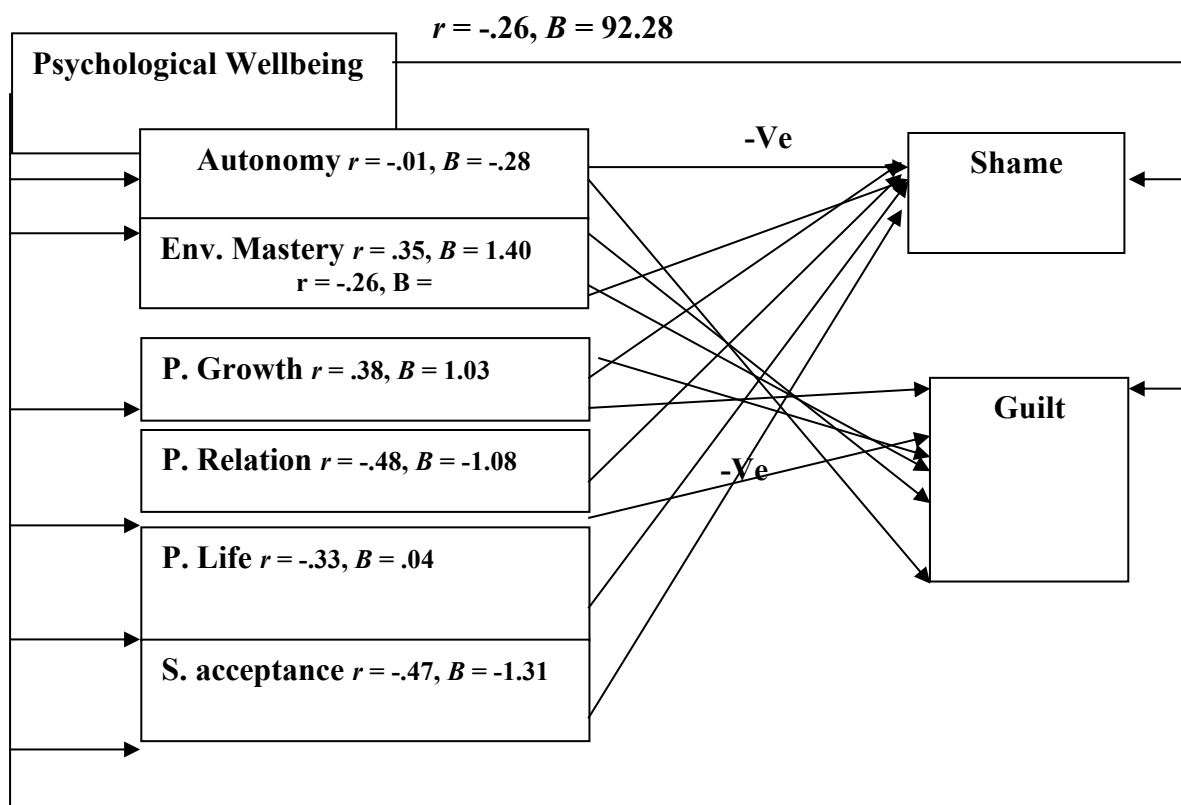


Figure 1: When juvenile delinquents study in outcome model correlation pattern suggest that Psychological wellbeing full scale, its sub scale autonomy, personal relations, purpose of life, and self- acceptance correlated negatively with Shame and Guilt. Environmental mastery and personal growth are correlated positively with shame and guilt.

Summary of findings.

When both groups were combined, findings indicated that PWB correlated negatively with shame and guilt. Regression analysis revealed that PWB and its sub-scales, autonomy, personal relation, purpose of life and self-acceptance were significantly negatively predicted shame and guilt and its sub-scales; environmental mastery and personal growth were significantly positive predictors of shame and guilt. Results also suggest that overall shame and guilt were higher in adolescent delinquents than adolescent non-delinquents and psychological wellbeing was high in juvenile delinquents. When juvenile non delinquents were studied, results of correlation pattern were indicated that psychological wellbeing was positively correlated with shame and guilt full scale, its sub scale guilt, negative related with its sub scale shame. Adding to this Psychological Wellbeing sub scales; autonomy, environmental mastery and personal growth significantly positive correlated with Shame and Guilt full scale and its sub scales; shame and guilt. The linear regression analysis indicated that psychological wellbeing, its sub scale; autonomy, personal growth, personal relation, purpose of life and self-acceptance predicts shame and guilt significantly negatively and environmental mastery predicts significantly positive shame and guilt. The *t*-test pattern indicated that shame and guilt significantly lower in juvenile non delinquents than juvenile delinquents. The *t*-test pattern was observed that psychological wellbeing high in juvenile non delinquents than juvenile delinquents.

When juvenile delinquents were studied the correlation pattern indicated that psychological wellbeing full scale and its sub scales; environmental mastery, personal relation and purpose of life has slightly positive correlated with shame and guilt full scale and its sub scales; shame and guilt. On the other hand psychological wellbeing sub scales; autonomy, personal growth and self-acceptance negatively correlated with shame and guilt scales. The linear regression analysis was indicated that psychological wellbeing, its sub scale; autonomy, environmental mastery, personal growth and self-acceptance predicts significantly negative shame and guilt and personal relation and purpose of life predicts significantly positive shame and guilt. When juvenile delinquents were studied the *t* - test pattern was observed that psychological wellbeing low in juvenile delinquents.

Discussion

The purpose of current research is to study the shame, guilt and psychological wellbeing among juvenile delinquents, study the nature of the relationship between psychological wellbeing, shame and guilt as reported by participants.

Before assessing the relationship among the variables of the current research, the psychometric accuracy of the tools for assessing various construct was inspected. For this purpose, descriptive statistics and internal consistency levels for all scales were determined. The low to moderate values of SD of various scales provided a clue that the scale means were good estimate of their corresponding parameters. Choice of parametric tests such as linear regression and *t*-test, was acceptable. Cronbach's alpha coefficients were calculated as shows of internal consistency for measurement of various variables of the current research. The alphas showed that all scales were highly reliable (see table 2). All sub scales of Psychological Wellbeing scale were positively correlated with one another. Similarly all sub scales of Shame



and Guilt scale were also correlated with one another. Urdu translation of Ryff Psychological Wellbeing and Shame and Guilt (TOSCA 3) scales are quite satisfactory. Inter correlations of all scales were found to be significant and in the expected directions which provided an evidence for nomological validity for various constructs being measured in the current research.

The first hypothesis of the study was “There is a negative relationship of shame, guilt and psychological wellbeing among juvenile delinquents. The results partially supported the hypothesis. It was observed that Psychological Wellbeing and its sub scale; autonomy, personal relation, purpose of life and self-acceptance were significantly negatively related with sub-scales of shame as well as when shame and guilt was considered as a single factor (See table 5).

The second hypothesis of the study was “Psychological wellbeing predicts shame and guilt negatively in juvenile delinquents” The results partially supported the hypothesis. It was observed that Psychological Wellbeing and its sub scales; autonomy, personal relation, purpose of life and self-acceptance were significantly negative predicts shame and guilt. Psychological Wellbeing sub scales; environmental mastery and personal growth was significantly positive and independently predicts shame and guilt, as well as when it was considered as a single factor (See table 8).

The first hypothesis “There is a negative relationship of psychological wellbeing with shame and guilt in juvenile delinquents” and Second hypothesis “Psychological wellbeing predicts shame and guilt negatively in juvenile delinquents than juvenile”. Both hypothesis results reveal that psychological wellbeing has negative relationship with shame and guilt in juvenile delinquents. It means that the juvenile delinquents who are more psychologically healthy (i.e., experience more well-being) are less likely to experience shame and guilt. One reason might be that, they experience positive attributes of mental health which is a manifestation of lower negativity within them and therefore, they have less to repent upon which leads them to experience lesser shame and guilt.

This first and second hypothesis supported by empirically by (Elizabeth, 2015) Work on attachment to God, psychological wellbeing, shame and guilt. Research results indicate that shame is negatively linked with PWB and guilt is positively related to PWB. Another research supported hypothesis, (Zandra, 1998) study on guilt and mental health. Study results reveal that guilt plays a noteworthy role in cognitive theories of mental illness as well. Guilt has been associated with a number of internal disorders, but most commonly with depression. When guilt is lingering, it becomes closely associated with symptoms of psychological illness. Lewis proposes that reaction formation or sublimation might be helpful for the individual experiencing prolonged guilt. Even if the other person is dead, the guilty person might provide indirect compensation by giving to charity in memory or honor of the deceased or by providing social or financial support to the deceased person's family. Religious confession, penance and rabbinical counseling may all help improve chronic guilt. Chronic guilt from day-to-day disturbances may be lessened by take part in amnesty days for overdue library books or delinquent tickets. Individuals might be encouraged to seek forgiveness for wrongdoings they have committed even when these lapses occurred long ago.

Shame and Guilt full scale, its sub scale guilt, negative related with its sub scale shame. Adding to this Psychological Wellbeing sub scales; autonomy, environmental mastery and personal growth significantly positive correlated with Shame and Guilt full scale and its sub scales; shame and guilt. Psychological Wellbeing sub scales; personal relation, purpose of life



and self-acceptance significantly negative correlated with Shame and Guilt scale (See table 11).

These results supported by (William, 1998) research on guilt in the classrooms. Research data reveal that guilt indicates adaptive relationships with a extensive range of behaviors inside and outside the classroom. Associations appear to be strong across age level and, indeed, similar outcomes appear in childhood and adulthood. Guilt is a public emotion. Greater guilt is positively correlated with healthy interpersonal relationships and with caring, kind, honest, and trustworthy behavior. Guilt is in reverse related to aggressive, anti-social behavior. Furthermore, greater guilt is related to volunteerism and avoidance of discriminated attitudes, suggesting that individuals higher on guilt are more tolerant and accepting of others. The relationship of guilt to productive social behavior is becoming increasingly well established. Studies given approval that guilt may play an extensive role in positive adjustment.

When juvenile delinquents were studied (in hypothesis 1) the correlation pattern indicated that Psychological Wellbeing and its sub scales; environmental mastery, personal relation and purpose of life has slightly positive correlated with Shame and Guilt full scale and its sub scales; shame and guilt. On the other hand Psychological Wellbeing sub scales; autonomy, personal growth and self-acceptance negatively correlated with shame and guilt scales (See table 6)

When juvenile delinquents were studied (in hypothesis 2) the linear regression pattern was indicated that Psychological Wellbeing, its sub scale; autonomy, environmental mastery, personal growth and self-acceptance predicts significantly negative shame and guilt and personal relation and purpose of life predicts significantly positive shame and guilt (See table 7).

These results also partially supported by Graton and Ric, (2017) research on psychological wellbeing experience of shame and guilt. The study found that guilt lead individuals to feel more positive about these reparatory stimuli, making them more desirable. In other words, this study found that feelings of guilt led people to pay more attention to pro-social, reparatory concepts, and also led people to feel better about these concepts. Another study indicates the pro-social role of guilt in moral contrasts (Zhang, 2017). This study found guilt played a pro-social role, as it encouraged the individual to act more morally in the future. The results reveal that pro-social role that self-conscious emotions like guilt play in people's daily lives, as well as the psychological processes that make guilt a pro-social emotion.

The third hypothesis of the study was "Shame and guilt would be significantly higher in juvenile delinquents than juvenile non-delinquents". The results fully supported the hypothesis. It was observed in *t*-test that shame and guilt was significantly higher in juveniles delinquents than juvenile non delinquents independently as well as when shame and guilt was considered as a single factor (See table 8).

Hypothesis third was "Shame and guilt would be significantly higher in juvenile delinquents than juvenile non delinquents". Results suggest that Shame and guilt high in Shame and Guilt full scale and in its sub scales; shame and guilt. It is commonly observed that if shame and guilt of a person is high; he feels repent, remorse and not adjusts in society. These things may leads individual, behaves opposite to societal norms, ethics and rules. On the other hand if level of shame and guilt of a person is low, there is a chance of pro-social and pro-law behavior. Results of non-delinquents also supported the above discussion that shame and guilt low in juvenile non delinquents.



The results of third hypothesis completely supported by Barlow and Tangney (1992) study results reveal that shame and guilt act as self-serving reactions stopping the expression of socially and ethically unacceptable processes, such as sex and violent behavior. Consequently, it is chances that an action such as sexually offending, which is combination of sex and violent behavior, outcomes in high shame and guilt. Associating juveniles who commit non-sexual offenses that involved personal violence to juvenile sex delinquents may have further described whether the sexual element itself is the major factor, or whether shame and guilt are more contingent on the interpersonal violence aspect. Results of this research reveal that juvenile sex delinquents have high rates of shame and guilt responses to crimes committed, when compared to juvenile non sex delinquents. .

This research is also partially supported by (*Tangney, 2007*) Research on juveniles' Proneness to guilt and shame forecast dangerous and Unlawful behaviors in juveniles. Finding suggests that shame in childhood positively forecast dangerous behaviors years later in juveniles, while guilt in childhood negatively forecast dangerous behaviors.

Conclusion

The present study found relationship of, shame, guilt and psychological wellbeing among adolescent delinquents. A study was conducted on shame and guilt in adolescent delinquents and adolescent non delinquents. The research also investigated level of psychological wellbeing in juvenile delinquents and juvenile non delinquents. Psychometric properties of the all scales were examine that were used in study and other multiple statistical analysis including reliability, descriptive statistic and skewness that almost all questionnaires have upright psychometric properties and all were appropriate to administer in the study. Pearson correlation, regression analysis and *t*- test was carried out to use SPSS 21V. Over all findings revealed that shame and guilt high in juvenile delinquents, and level of psychological wellbeing high in juvenile non delinquents. Results also suggest that environmental mastery and personal growth is better in juvenile delinquents than juvenile non delinquents.

Implications of study

This research has numerous implications for research and practice. It creates significant contributions to criminal psychology by indicating the significance to handle psychological wellbeing, shame and guilt of juvenile delinquents with efficiently. The current research extended knowledge about juvenile delinquency and their psychological wellbeing and shame and guilt. There are numerous practical implications of present research that can capitalize criminal, clinical and counseling psychology. The results of current study have revealed noteworthy importance with regard psychological wellbeing, shame and guilt for delinquents and non-delinquents. These results can be helpful in improving psychological wellbeing, shame and guilt of juveniles by government authorities, concern departments, society and parents.

The Prison department aware about real issues of the adolescent delinquents and provide them help and assistance on emergency basis, so that when they are free from the prison they could live like well reputed citizen with better psychological wellbeing, mental health and shame and guilt.

This study also helpful for policy makers to train the police and jail staff on modern lines to handle the pressing problems of adolescent delinquents, as well as reputed and well educated officers should be posted in adolescent and female Jails, who could help them to promote their well-being.



Limitations and suggestions

Many practical and legal barriers be present to conducting research with juvenile delinquents and juvenile non delinquents. First of all prison departments, due to its security reasons not facilitate and cooperate in data collection. In direct participating observations, adolescent feeling observed, not always behaved naturally, but sometimes was limited by manipulating their behavior, which generated difficulties in a clear understanding of situation. Free discussions may not always be "free." Availability in terms of isolation was limited. Adolescents were generally inclined to give less information; being doubtful especially with new people they made contact. Generally they had belief that the data obtained from their conversations could be used to cause investigation and inquiry and this made in communication limited and often disgusting. Because of non-cooperation of prison department female juvenile delinquents data could not be gathered. The sample of current research is quite limited as all the members of this research belong to Lahore city. Results of this research should be generalized with caution as population of Lahore is not truly representative of whole country. There is also a great need to develop easy and understandable Urdu local questionnaire for illiterate population, because it is observed that illiterate population have faced great difficulty to understand questionnaires. There is a great need to aware society about the benefits of research, so that's why general public cooperates in data collection.

Future Recommendations

Many practical and legal barriers are present to conducting research with juvenile delinquents and juvenile non-delinquents. First of all, prison departments, due to security reasons not facilitate and cooperate in data collection. In direct participating observations, adolescents feeling observed, not always behave naturally, but sometimes are limited by manipulating their behavior, which generated difficulties in a clear understanding of situation. Free discussions may not always be "free." Availability in terms of isolation was limited.

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