EXPOSURE TO TELEVISION CRIME SHOWS AND CRIME LEARNING BEHAVIOURS AMONG JUVENILE DELINQUENTS IN PAKISTAN

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Abstrak

Paparan media tertentu telah dikecam hebat kerana menyumbang kepada jenayah dengan menggambarkan dan menonjolkan perbuatan jenayah.Rancangan Jenayah Televisyen boleh dikategorikan dalam lingkungan pengeluar tersebut. Jenayah dan kejadiannya dengan langkah prosedur terperinci merupakan antara kandungan berisiko yang dipaparkan melalui rancangan jenayah dalam televisyen. Pendedahan ini boleh memberikan kesan kepada penonton melalui pemerhatian terhadap tingkah laku berisiko. Antara faktor risiko yang mungkin adalah intuisi pembelajaran jenayah yang mungkin ditawarkan melalui rancangan ini. Rancangan jenayah televisyen sangat popular dalam segmen masyarakat yang berbeza. Anak-anak muda khususnya sangat berminat untuk menonton jenayah, keterujaan, dan aksi. Dalam pada itu, kenakalan juvana merupakan masalah serius yang berlaku di seluruh dunia dan mempengaruhi sistem sosial pada umumnya. Penyelidikan ini memberikan tumpuan kepada tingkah laku berisiko remaja (sehingga akhirnya menjadi delinkuen juvana) yang terdedah kepada rancangan jenayah dalam televisyen yang mungkin menyebabkan mereka mempelajari kaedah jenayah. Pengertian pembelajaran pemerhatian yang merujuk Teori Kecenderungan Sosial disokong dalam kajian ini. Bersandarkan fenomena ini, usaha penyelidikan telah dijalankan di Pakistan dengan delinkuen juvana sebagai pemberi maklumat. Data dikumpulkan melalui temu bual mendalam dengan 12 orang remaja dalam tahanan dan dalam perbicaraan di pusat pemulihan dan penjara juvana Faisalabad Pakistan. Data disusun dan dianalisis melalui analisis tematik menggunakan perisian NVivo11 Plus. Hasilnya mendapati bahawa rakan merupakan sumber pembelajaran utama jenayah remaja di samping beberapa pengecualian keluarga. Walau bagaimanapun, rancangan jenayah dalam televisyen didapati menjadi sumber yang menyumbang kepada pembelajaran tingkah laku jenayah informan. Tambahan pula, rancangan jenayah CID muncul sebagai rancangan jenayah yang paling popular. Motif utama menonton rancangan jenayah dalam televisyen adalah hiburan, maklumat, dan pembelajaran. Terdapat juga beberapa kesan prososial tetapi kesan berbahaya lebih komunal. Pendek kata, pendedahan kepada rancangan jenayah dalam televisyen menimbulkan kebimbangan yang serius terhadap kenakalan juvana di Pakistan.

Kata kunci: Rancangan jenayah televisyen, Pembelajaran jenayah, Kenakalan juvana, Kawan, Keluarga

Abstract

Certain media portrayals have been massively condemned for contributing to crimes by glamorizing and publicizing criminal acts. Television Crime Shows can be categorised among those medial productions. Crime and its happening with detailed procedural steps are few risky contents of television crime shows. This exposure may affect the viewers through observations of risky behaviours. One of the possible risk factor is crime learning intuition, which might be offered by these shows. Television crime shows are very popular among different segments of society. Specially, youngsters are very keen to watch crime, thrill, and action. On the other hand, Juvenile delinquency is a serious problem worldwide and affecting the social systems at large. This research focuses on the risky behaviours of adolescents (later Juvenile Delinquents) who are exposed to crime shows on television, which may have resulted for them to learn crime methods. The notions of observational learning referring Social Learning Theory have been espoused in this research. Given the phenomenon, this research effort was conducted in Pakistan having juvenile delinquents as informants. Data was collected through in-depth interviews with 12 convicted and under-trial juvenile delinquents; detained at borstal institute and juvenile jail Faisalabad Pakistan. Data was organized and then analysed through thematic analysis using NVivo11 Plus software. It emerged that friends have been the major crime learning sources of juvenile delinquents with few family exceptions. However, television crime shows were found to be a contributory source in crime learning behaviours of informants. Furthermore, CID crime show appeared as most popular crime show. The main motives in watching TV crime shows were entertainment, information, and learning. There were few prosocial effects as well but dangerous effects were more communal. In a nutshell, exposure to television crime shows emerged with serious concerns referring juvenile delinquency in Pakistan.

Keywords: Television crime shows, Crime learning, Juvenile delinquency, Friends, Family

Acknowledgement

Dedication

To…

    My wonderful teacher…

    A loving friend…

    And the prized brother…

My inspiration to Ph.D.…

…. The mentor of many...

…. same person in every capacity… MUHAMMAD IJAZ AHMAD BHATTI (Late)

I dedicate this work to you sir,

    Although you are not in this world, your memories will be forever with me…

    May your soul rest in eternal peace… AMEEN

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CHAPTER ONE
INTRODUCTION

1.1   Introduction

Juvenile delinquency is a serious problem worldwide and there has been a large amount of devotion and energy in finding out why juvenile offences are on the rise (Garza, 2011). With other antisocial behavioural dispositions, crime learning behaviours of juvenile delinquents are also imperative factors to investigate in social research. Much research has shown there is not one single risk factor that contributes to juvenile delinquency; rather several factors that interact. The specific portrayals of media have also been criticized (Crepeau-Hobson & Leech, 2014) as facilitating factors in crime learning behaviours of juvenile delinquents.

This research focuses on the risky behaviours of adolescents (later juvenile delinquents) who were exposed to crime shows on television, which may have resulted for them to become juvenile delinquents. The current research effort is an attempt to identify which factors of television crime shows play an instructive role contributing to juvenile delinquency.

It seems to emerge from the body of literature that risk factors playing role in antisocial behaviour of adolescents are; family members with histories of antisocial behaviour, criminal arrests, domestic violence, and child abuse, than adolescents' limiters (Miller, 2014a). Professional literature also tends to show a higher rate of the known neurodevelopmental and psychosocial risk factors, such as low verbal IQ, poor academic and vocational achievement (Blazei, Iacono, & Krueger, 2006). The empirical literature examined the use of specific media as a risk factor for antisocial

behaviours of adolescents. Friedlander, Connolly, Pepler, and Craig's (2013) findings provide strong evidence of the negative long-term effect of exposure to multiple forms of media and further demonstrate that this effect occurs, at least in part, through the influence of attitudes tolerant of violence (Friedlander et al., 2013).

With other risk factors, it is also important to investigate usage patterns of media in juvenile delinquency, instead, it could potentially offer interesting understandings to our knowledge of how and when anti-social and violent media representations become a risk factor in juvenile delinquency (Elson & Ferguson, 2013). The media have been condemned for contributing to crimes by glamorizing and publicizing criminal acts.

Such illustration of crimes in media also provides the script and methodology to the viewers. The dynamic has recognized in the scientific literature as copycat or contagion. Copycat of contagion is defined as a form of imitation which is believed to be the resulting dynamics of the social learning process. Social scholars argue that this includes prestige bias (copying behaviour of those models who are perceived as prestigious), as well as similarity bias, (copying the behaviour of those models who are perceived as similar) (Church, 2015).

Considering the reasons of juvenile delinquency, specifically the crime learning behaviour, it is not less important to investigate the factors which facilitate adolescents to commit a crime. Television crime shows have the potential to provide this facilitation in the form script and acting of a criminal act of re-enactment of original or fictional crime stories. This type of facilitation is an important antecedent towards risky behaviours of adolescents in juvenile delinquency. Because, in the modern world of

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media communications, the viewers are persistently bombarded with diverse pieces of information, which can leave viewers too easy to be influenced (Mesoudi, 2013).

1.2 Background

The background of the study is described here with help of the following outlines.

1.2.1 Television

"Television has changed our world", often said. Since its emergence, television has been focussed on media research. When the first household television set was introduced in the 1950s, social scholars expected that this form of communication would boost the civic engagement and awareness (Hooghe, 2002). The tide has clearly turned for television, which has become part and parcel of the new world. Television has become one of the major sources of entertainment, information, socialization, and affecting many spheres of social life. Yet, there are few most difficult philosophical questions appear, that effect of television, the psychological and cultural conditions; which television has led to us (Williams, 2003).

These questions, about the effect of television use on the behaviours of people, have been ardently debated; since the massive use of television in the last half 20th century. Television is considered as a major cause of deterioration of public life and social cohesion. Few scholars nominated television as "key culprit" (Putnam, 2001) for the plodding erosion of social capital. In another research, it was designated that television creates feelings of insecurity and cynical outlook towards society (Cappella & Jamieson, 1997; Postman, 2005). The negative effects of television are not only limited to adults, but youngsters are also badly affected with several negative messages of this

medium. Different contents of television may have negative effects of youngsters' social attitude which lead them unhealthy behavioural tendencies (Greenfield, 2014a).

This effects debated is further prolonged with suggestions that not only individual arrays of television usage are relevant in altering attitudes, but also aggregate patterns of television usage may influence the attitudes of viewers, even irregular ones (Schmitt-Beck & Wolsing, 2010). Even though, television has negative effects but there are many studies concluded that television is a good source to create positive possessions. Media research has shown that there is a significant relationship between watching positive media exposure and then performing the same in real life (Rosenkoetter, 1999) . Thus, television viewing is associated with both, positive and negative effects on the behaviours of viewers. It is the good questions for media research to identify that which type of television contents have positive effects and what are the other contents which may produce negative inclinations.

1.2.2 Learning through Television

Learning can be distinguished between formal learning and informal learning. Formal learning is based on some specific structure with the existence of quantifiable outcomes (Folkestad, 2006), takes place in classrooms or similar settings. Whereas, informal learning happens through observation and initiated by the observer (Eraut, 2000). This type of learning is mostly done in social situations or as a result of being stimulated by self-interest (Cross, 2007; Dabbagh & Kitsantas, 2012). Television and other media sources are very good triggers of his informal or incidental learning. The previous media research has shown that diverse learning inclinations are directly related to specific media platforms (Nee & Dozier, 2015) and during television watching, users may be searching for information.

"Everybody seems to know that television is exerting a profound influence on our youth, although we are not always clear as to what it is"(Postman, 1979). Further at another place the same social scientist (Postman, 1985/2005, p. 92) says television has become "our culture's principal mode of knowing about itself" (Mason, 2015). This is the perceived reality of television by known social scholars. A very famous and landmark program of television history "Sesame Street" have proved the dictum of learning through television. It has been found that television could be a powerful tool for learning in a different sphere, as education (Kirkorian & Anderson, 2008). Television has become the source of knowledge in many ways. Some of these ways can be categorized good; as well as there are bad ways. The current study focuses one of those bad ways named as "crime learning behaviours of adolescents (later juvenile delinquents)".

1.2.3 Television Crime Shows

In the late 80s of last century, a new format of television programs appeared that is still very popular. The programs under that new format were called as "reality programs". Such type of reality programs are divided into various genres, for example, science fiction shows, situational comedies, game shows, and police or crime shows (Fishman & Cavender, 1998). The television reality crime shows subject to claim demonstration of true crime stories as suggested with the given term "reality". These reality crime shows have become like entertainment programs in today's media world. These shows are very popular among different countries. There have been introduced a lot of new formats under the banner of reality crime show like "Fictional" crime shows.

In television, the technical term to identify the crime shows is "procedural". It specifically refers to a genre of programs in which a problem is introduced, investigated

and solved all within the same episode (Creeber, 2015). These shows tend to be dramas and are often (though not always) police or crime related. The general formula for a police procedural involves the commission or the discovery of a crime at the beginning of the episode, the ensuing investigation, and the arrest or conviction of a perpetrator at the end of the episode. The best-known examples of this genre are the *Law & Order*, *CSI* & *NCIS* franchises. Procedural dramas are generally very popular in broadcast syndication because the lack of long-term storylines makes it easier for viewers to tune in for just one episode without feeling lost.

1.2.4 Learning Behaviours of the Adolescents

The adolescent years can be one of the most transformative times in one's life. The United Nations definition of adolescents is "10-19 years old persons" (UNGEI, 2011), it is a period in which girls and boys are faced with changes not only to their bodies but also challenges in their social development. The development of the child to adolescent comprising a complex web of social phenomena's like family situations, peer influences, cultural artefacts as well as the personal growth issues.

Among adolescents, who are beginning to disagree with and differentiate from their parents, the larger community outside of family provides models of ideas and behaviours that may ultimately be incorporated into the teen's repertoire. While parental influence remains an important aspect of adolescents' development. The influence being exerted by the teen's community is also important to gain a broader perspective of the mechanisms underlying this development. Considering the mental development of children, they are strongly affected by social factors (e.g., family, community, media) and individual issues as well (Viner et al., 2012).

The importance of media technology cannot be ignored in the development of adolescents and different types of media technology (e.g., TV, cell phone, computer, and cinema) are on rising. The usage style and mode make this explosion of technology appears with its own risks and benefits as well. Attention in empirical research fields is increasing to verify the risks of adolescents to become victims of risky behaviour learning with media usage.

The factors which can increase the risk of unhealthy behaviours; include time spent viewing media, content of the media viewed, gender, age, psychological characteristics, family, and peers. Due to the developmental transitions phase, it is argued in the professional literature that delinquency and is more likely to occur in adolescence as compared to other stages of behaviour development (Monahan, Rhew, Hawkins, & Brown, 2013).

Adolescence is the time for discovery and disorientation as well due to complex issues of the personal and social arena. This important phase of age comes with certain issues of self-identity and independence. Most of the persons in this age group face tough choices with respect to sexuality, drug use, alcohol, social and school life. Few personality as other developmental complexities makes the person having a tendency towards peer groups, romantic interests, and self-appearance improvement. These inclinations of developmental psychology make the most important period of personality making (Dahl, 2004) which impact the persons' whole life on later stages.

1.2.5   Perspective of Pakistan

The official name of Pakistan is the Islamic Republic of Pakistan. It is a federal parliamentary republic having four provinces and four federally administrated

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constituencies. Pakistan is the 6th most populous country in the world with 190 million people approximately (PBC, 2015). The country's standing on area wise is 36th worldwide with 8, 81,913 km squares (The World Fact Book, 2015). Pakistan is considered one of the important country in South Asia, which has 1046 km squares coastline and borders with China, India, Afghanistan, and Iran.

In the pages of history, this county has been nominated as Cradle of Civilizations having several ancient rich cultures (Mohiuddin, 2007; Oxford Encyclopedia Online, 2016). Due to its geographical diversity, Pakistan has been the focus of world's attention. First, it was a part of the cold war in American camp until USSR was collapsed. After 9/11, once again Pakistan had become the hub of War Against Terrorism. Pakistan has the 7th largest military in the world and a declared nuclear power. Irrespective of the military power, this country is struggling for peace and social stability for last few decades (Dawn, 2015).

1.2.5.1 Television in Pakistan

The last decade is considered as a golden time for Pakistani media. After the issuance of the Pakistan Electronic Media Regulatory Authority (PEMRA) ordinance; dozens of new licenses for television channels have been issued. The reach of these channels to viewers is done through cable television, Direct to Home Service (DTH) and dish. The number of channels telecasting in Pakistan is about 110 of which 26 are news channels. It is an interesting point that news channels get higher ratings as compared to entertainment channels.

The following table explains the major television channel' reception in Pakistan. This table is explaining the important aspects of television receptions differentiating "Terrestrial Reception", "Cable Receptions", and "Satellite Reception".

Table 1.1

Main television channels' reception in Pakistan

Platform for the main TV reception and digital take-up, 2006–2010

	2005		2006		2007		2008		2009		2010	
	No. of HH ('000)	% of TVHH	No. of HH ('000)	% of TVHH	No. of HH ('000)	% of TVHH	No. of HH ('000)	% of TVHH	No. of HH ('000)	% of TVHH	No. of HH ('000)	% of TVHH
Terrestrial reception	9,271	69.6	9,450	69.1	9,640	69.3	9,880	69.9	8,769	48.4	8,949	48.6
– of which digital	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cable reception	3,180	23.8	3,350	24.5	3,440	24.7	3,470	24.5	8,690	48.0	8,840	48.0
– of which digital	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satellite reception	870	6.5	860	6.3	830	5.9	800	5.6	640	3.5	620	3.3
– of which digital	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	13,320	100.0	13,660	100.0	13,910	100.0	14,150	100.0	18,100	100.0	18,410	100.0
– of which digital	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes: * HH: Total number of households. ** TVHH: Total number of TV households. n/a: not available

Source: Médiamétrie/Eurodata TV Worldwide

In the last 15 years, television in Pakistan has emerged the major source of entertainment and news. It was the government of President Pervez Musharraf, which issued a number of new licenses for TV channels. These 24/7 private TV channels are airing hourly news, current affairs programs, documentaries, talk shows on politics and social issues, and much more other news items.

The market competition between these channels makes compel them to their think tanks to different types of programs. Few of the famous trends of new ideas range from comedic political shows, religious programs of Ramadan, morning shows and crime shows as well. The crime shows of local private channels basically consist of crime

reports which are based on real crime happenings. These programs show the registered crimes through dramatic re-enactments, filmed like a drama series.

1.2.5.2   Television Crime Shows in Pakistan

Almost all famous news channels in Pakistan are telecasting a specific procedural program format. In such type of programs, a truly criminal act done in the recent past has been re-enacted. In Pakistan, these programs are named as crime shows or crime based programs. The current "media trend reports" depict that these programs are very famous in all age groups, especially among adolescents. It is more likely that young ones take clear insight about the crime shown in these programs. Although the programs end with a message of the prosocial meaning of punishment, no one has yet measured the negative influences on adolescents happening due to television crime shows in Pakistan.

Top 10 programs on news channels, 2011

Note: Ratings calculated from the average proportion of TV households or persons watching a given program over a period of one year

Source: Medialogic, 2011
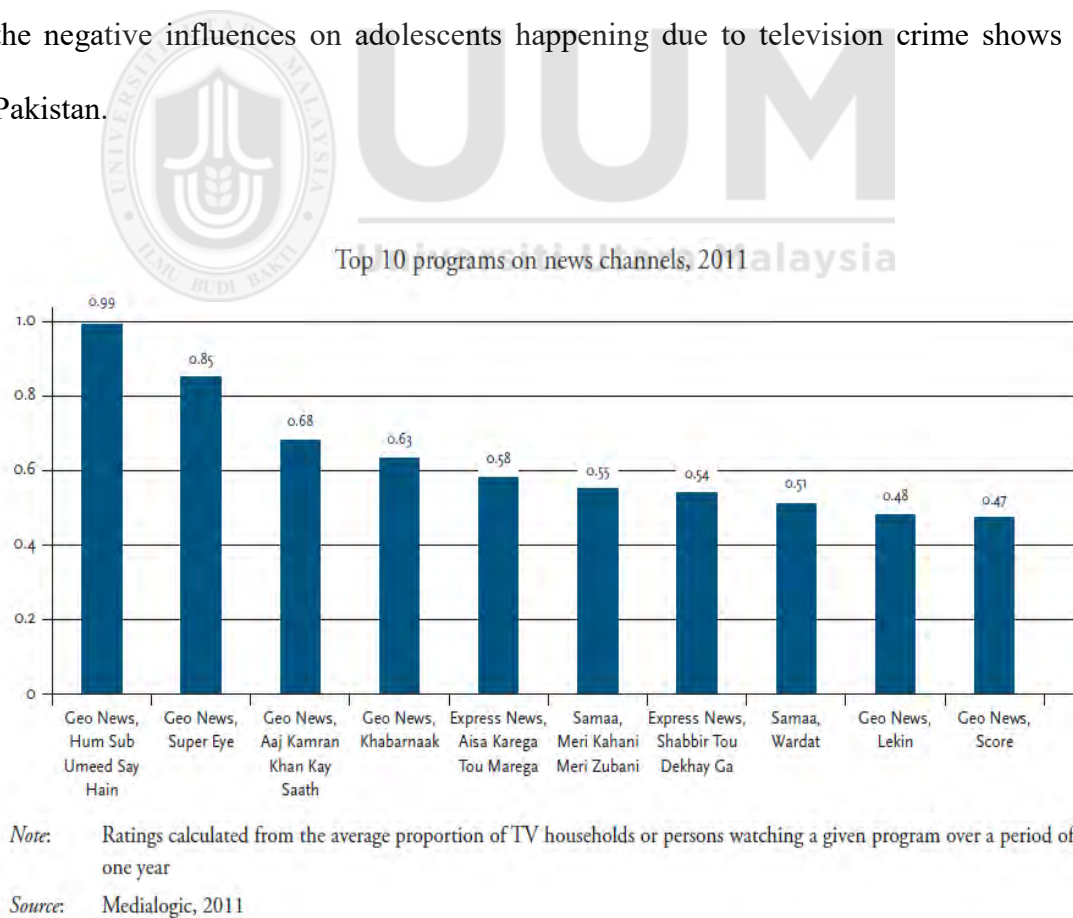
Figure 1.1. Top ten television programs of private TV channels in Pakistan

The above graph shows that there are 4 crime shows in the list of top ten programs of private TV channels. Among the top crime shows on these channels "*Shabbir Tu Daikhy Ga*" (Shabbir Will Bear Witness) of Express News is at ranked as number one crime show., "*Meri Kahani Meri Zabani*" (My Story in My Own Words) by Samaa channel is at 2nd place and), "*Wardaat*" (Crimes) of the same channel is at 3rd place. The last crime show among its separate category is "*Aisa Karega Tou Marega*" (Doing This Could Be Fatal) by Express News. This graph shows the interest of viewers in crime shows by different segments of society because this graph is based overall viewership of different TV programs. It is quite interesting fact that out of ten, four programs are crime shows.

Following is the list of all crime shows broadcasting on Pakistani television channels

Table 1.2

List of crime shows by private TV channels in Pakistan

Sr. #	Name of Crime Show	Name of TV Channel	Sr. #	Name of Crime Show	Name of TV Channel
1	Aakhir Kyun	*Jaag Tv*	24	Khufia Operation	*Samaa News*
2	Aap Ki Kahani	*Dawn News*	25	Shabbir Tu Daikhy Ga	*Express News*
3	Ab Sab Dekhain Ge	*Abb Tak*	26	Main Hoon Kaun	*Samaa News*
4	Aisa Bhi Hota Hai	*Samaa News*	27	Mano Ya Na Mano	*Star TV (India)*
5	Awam Kay Samnay	*Jaag Tv*	28	Operation 3 Paanch	*Express News*
6	Awam Ki Awaz	*Samaa News*	29	Pas e Parda	*News One*
7	Badal	*Express News*	30	Qaidi Number	*Aaj News*
8	Black Files	*Express News*	31	Raid	*Dawn News*
9	Boss Nahi Choray Ga	*Abb Tak News*	32	Rang e Haath	*Jaag Tv*
10	CID	*Sony TV(India)*	33	Reporter Pakistani	*Express News*
11	Court No 5	*Samaa News*	34	Geo FIR	*Geo News*
12	Crime Scene	*Din News*	35	Hadsa	*CNBC TV*
13	Most Wanted	*ARY news*	36	Hathkari	*CNBC TV*
14	Daikh Tu	*Express News*	37	Hathkari	*Jaag Tv*

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Table 1.2   Continue

15	Dhokha	*CNBC TV*	38	Hoshiyaar	*Dawn News*
16	Doraha	*CNBC TV*	39	Interrogation	*Samaa News*
17	Jurm Kahani	*Express News*	40	Jurm	*CNBC TV*
18	Jurm Ki Inteha	*Roze Tv*	41	Jurm Bolta Hai	*Ary News*
19	Kahani Jurm Ki	*Roze Tv*	42	Sach ka Safar	*News One*
20	Kahani Key Peeche	*Aaj News*	43	Undercover	*CNBC*
21	Kari Say Hathkadi	*ExpressNews*	44	Undercover	*Jaag Tv*
22	Khoji	*SamaaNews*	45	Wardaat	*Samaa*
23	Khufia	*Abb Takk*	46	Wehshat	*Capital TV*

Source (TV channels' Websites)

1.2.5.3   Crime Scene of Pakistan

Like many other countries of the world crime scenario of Pakistan is becoming worst and there is a rapid growth of crime in the country over years. The reasons for this crime growth may be numerous, but few more common explanations are rising poverty, high unemployment, increasing urbanization and inflation (Yasir, Gillani, Rehman, & Gill, 2009). The increasing of crimes in Pakistan is not limited to poor segments of the society, rather wealthy and educated sections of communities are also indulged in this gloom. According to Pakistan Bureau of Statistics (PBS), the total number of crimes reported in Pakistan were 646900 in 2012 of which 88356 cases were very serious nature (PBC, 2015). The Punjab Police Pakistan official website indicates the total number of cases registered in Punjab in 2014 were 64231 (Punjab Police, 2015). It is important to consider here that many criminal cases are failing to register due to certain social aspects in Pakistan.

1.2.6   Juvenile Delinquency

Juvenile delinquency is one of the issues that have generated many debates in the last few years. Because it is one of the phenomena that is changing day by day and the ways

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of addressing it needs to be improved on regular basis. It is described as negative behaviours of early age (i.e., children and teens) that lead towards crimes or illegal activities. Due to its sensitivity, it frequently causes moral and social problems in communities. Further explaining the negative behaviours related to juvenile delinquency are family disruption, family conflicts, drug and alcohol usage, ranges of general crimes, behaviour problems from internalizing to externalizing, and depressive symptoms (Smith, Ireland, & Thornberry, 2005).

Juvenile delinquents are minors, usually between the ages of 10 years to 18 years, who have committed some act that is a violation of the law. These acts are not labelled as "crimes" as they would be for adults. Rather, these "crimes" committed by minors are called "delinquent acts". Instead of subjecting the juvenile to a trial as would be usual if the crime were committed by an adult, the juvenile has an "adjudication," after which she/he receives a "disposition" and a sentence (FindLaw, 2015). Crimes committed by juveniles are always sensitive and due to this sensitivity, there is a need to investigate the factors that increase the risk of juvenile delinquency.

1.2.6.1   Juvenile Delinquency and its Laws in Pakistan

Juvenile Justice System Ordinance (JJSO) 2000 was introduced in Pakistan to establish the definition, laws and other matters linked with juvenile delinquency. Before JJSO 2000 their existing laws relevant considered insufficient and incomplete as it also overrides the other provincial laws of juvenile convictions. Currently, this ordinance is in use to deal with matters of young offenders and juvenile justice system. As per the definition of JJSO 2000 the age of criminal responsibly is 7, but the offender between the ages of 7 to 12 are held criminally responsible if they are determined by a court of law. Which held responsible the children below age only after understanding and

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making sure that convict has sufficient maturity as well as he understands the consequences of his actions (UNICEF, 2006)

1.2.7 Role of Media/ TV Crime Shows in Juvenile Delinquency

Last five decades of media research attest to the potential power of media to influence virtually all concerns that societies have about young people, ranges from aggressive behaviour, drugs, obesity, school performance, depression and suicide (Strasburger, Wilson, & Jordan, 2009). It is also argued that media cannot be accused being the main player on such behavioural problems, but it can make a considerable contribution. At one hand, we have good behaviour impacts of different TV programs on children (e.g., Sesame Street in increase school readiness) (Fisch, Truglio, & Cole, 1999). On the other hand, some other programs increase the risk of negative behaviour development in children (Dennison, Erb, & Jenkins, 2002; Garrison, Liekweg, & Christakis, 2011; Jackson, Brown, & Engle, 2007). In this complex behavioural implications, television programs can be powerfully beneficial in the lives of children; but, much more research is needed in this area to recognize better usage of modern media and act accordingly (Strasburger, Jordan, & Donnerstein, 2012).

Potential of media to influence the behaviour of individuals towards crimes is well identified by professional literature, which argues that anti-social behaviour is influenced by the anti-social behaviour of others (e.g., others criminal behaviour as media portrayal) (Lambie, Randell, & McDowell, 2013). Mass media provides its users with the opportunity to get affected by a modelled behaviour. There is also enough evidence in the scientific literature which argues that anti-social media coverage and delinquent behaviour of adolescents' has a significant relationship (Weller, 2011).

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As discussed above that in Pakistan the crime shows are very famous among masses and got very high ratings. Such shows crime depictions elaborate the whole process of a criminal act with minor details. A person, planning a criminal act may use these crime shows' details as a ready script. It is more likely that adolescents learn the method of the crime by media crime depictions. This learning finally provides facilitation towards committing a crime. Concluding it, the Pakistani media might be playing a risky role in juvenile delinquency.

1.3   Problem Statement

Criminal behaviour is no longer attached with adults, adolescents have also represented this antisocial behaviour in the crime world. This phenomenon is acknowledged as juvenile delinquency in the sphere of definition. With many other countries of the world, juvenile delinquency is approaching at a high level in Pakistan with the growth of population, urbanization, and poverty (Khurshid & Urooj, 2012a). The population of the county is more than 190 million, and what makes the situation more critical is that 22 % of the whole population are adolescents; from which a considerable sum is breaking the law (Khan, 2014; Malik & Riaz, 2010). Shockingly, about 10 percent of death-sentenced prisoners in Pakistan are juvenile offenders (Lowenstein, 2014). Due to the seriousness of the issue, there is need to investigate the reasons and helping elements attached with juvenile delinquency.

Television crime shows are popular with Pakistani adolescents which also involve interactive social media where fans could comment and chat with others about different aspects of shows. At this developing phase of life, they do spend a great deal of their time with different portrayals of media, as well as they learn diverse ideas (Jewkes,

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2015) with such representations. As per nature of developing adolescents, they want to learn about everything in which they are interested, wherever and whenever they are at the moment.

The phenomenon of media exposures influence research is more than fifty years old, which attest to the potential power of media to influence adolescents in their antisocial behaviour development (Strasburger, Wilson, & Jordan, 2013). Given scientific literature witnesses that media can provide a range of learning insights to these urging individuals and their specific type of media use can contribute to anti-social behaviours among themselves (Fischer, Krueger, Asal, Aydin, & Vingilis, 2012). Juvenile delinquency is one of the outcomes resulting to these unhealthy behaviours. The unhealthy behaviour development among adolescents is one of the outcomes of medial antisocial exposures (Ray & Jat, 2010).

Television, as the most prevailing media source, is being very importantly considered for its powerful effects on viewers. Furthermore, its viewers are increasingly accessing the diverse contents through the internet on cell phone, computers, and tablets (Chorianopoulos & Lekakos, 2008; Moner & Strover, 2012; Spigel & Olsson, 2004). This trend is just one side of the persistent transformation of television content occurs after digitization, but little is identified about the motivational factors which probe viewers to watch a specific content (Bondad-Brown, Beverly, Rice, & Pearce, 2012). In this orientation, it is correspondingly imperative to identify the motivational proclivities of TV crime shows among juvenile delinquents.

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Adolescents of today's age have choices to select the television contents from assorted accessible alternatives. Social research on adolescents' behaviours formulation outlines has identified positive links between viewing different entertainment media contents and enacting those behaviours (Eisenberg, Larson, Gollust, & Neumark-Sztainer, 2016). This strength of media effects may depend on upon the choices and selections of viewers to different media content. Because adolescents may form a pseudo-friendship with television characters and then take them as behavioural role models (Giles, 2015). Behavioural role models presented by television, need to be considered critically in the question of antisocial behavioural tendencies of adolescents. Furthermore, different media contents have its exclusive style of demonstration with varied situations and distinct messages. It turns out to be domineering to identify the most popular television crime shows juvenile delinquents.

Despite the fact that TV crime shows may have diverse effects on the behaviour of adolescents, investigation to the crime learning inclinations provided by these shows are substantial. Crime learning behaviours of adolescents should be given its due weightage in the professional scientific research efforts because it is as much important as other explanations in juvenile delinquency as well as the effects of TV crime shows.

Media effects research on juvenile crimes to investigate the behavioural implications of exposure and co-occurrence of risky behaviours is significant to consider (Bleakley, Romer, & Jamieson, 2013). And the investigation in this area is also important to know whether media exposure containing criminal behaviours; facilitate viewers with crime scripts and method of crime (Bushman, Jamieson, Weitz, & Romer, 2013).

Comparing studies on violent media contents' effects on adolescents, the prosocial behavioural dispositions are relatively unknown (Padilla-Walker, Coyne, Collier, & Nielson, 2015). Television crime shows are offered to create an awareness about crime and its relevant matters in an entertaining manner. Considering intended goals of television crime shows, this genre may be placed in prosocial media. Substantial possessions of prosocial media on helping have been established for a selection of media as well as television shows (Prot et al., 2014b). The potentially harmful effects of television have been under investigation in media research for decades, however, important prosocial and positive effects of media should also be recognized (American Academy of Pediatrics, 2013). The positive and prosocial effects of TV crime shows need to be investigated to establish a clear statement towards the behavioural insinuations provided by this genre.

It is established fact that emerging adults spend excessive time with some or some form of media, so it will be important for future research to investigate how media facilitate juvenile delinquents in their learning intuitions (Coyne, Padilla-Walker, & Howard, 2013). The matter of concern for current research effort is to get an answer to the question, do Pakistani adolescents learn crime method from television crime shows? Future research should investigate whether media portrayals containing violence provide viewers with scripts on how to execute the crime (Bushman et al., 2013). Media effects research on youth crimes would benefit from future studies that explore the normative and behavioural implications of exposure to the co-occurrence of criminal and other risk behaviours and to investigate whether crime shows on television affect Pakistani juvenile delinquents' behaviour to commit a crime or not.

1.4   Research Questions

This research effort is an attempt to answer the below mentioned questions.

1. What are the motives which probe juvenile delinquents to watch television crime shows?

2. Which television crime shows have been the most popular shows among juvenile delinquents?

3. What are the contributions of television crime shows in crime learning behaviours of juvenile delinquents?

4. What are the positive behavioural dispositions provided by television crime shows to juvenile delinquents?

1.5   Objectives of the Study

On the basis or previous portion of this study, the objectives appear as;

1. To identify the motives which probe juvenile delinquents to watch television crime shows.

2. To identify the most popular television crime show among juvenile delinquents.

3. To identify the contribution of television crime shows in crime learning behaviour of juvenile delinquents.

4. To find out the positive behavioural dispositions provided by television crime shows to juvenile delinquents.

1.6   Conceptual Definitions

The conceptual definitions of the study are delimited in below lines.

1.6.1   Television Crime Shows in Pakistan

Television crime show or drama is a genre of program usually, focuses on the committing and solving a crime. These shows are the fictional portrayal of real life crime stories (Cawelti, 2014). In Pakistan, there are lots of crime shows telecasted on the daily or weekly basis in different channels. Even few channels telecast more than one crime shows in their transmission. For the current study, the crime shows like "*Shabbir Tu Daikhy Ga*", "*Meri Kahaani Meri Zubani*" "*Wardaat*" and other programs of such type are operationalised as crime shows based on their genre.

1.6.2   Juvenile Delinquents

In general term, juvenile delinquents are minors, between the ages from 10 to 18 who have committed an act against the law (FindLaw, 2015). The acts by these minors are not called as crimes due to their age. And these acts are named as "juvenile acts", instead of crimes. As defined in international law, in Pakistan Juvenile Justice System Ordinance (2000) identifies juvenile; the person whose age is 7-18 years and commit a crime, is considered juvenile (Ali, Saleem, & Habib, 2015). For the current study, the adolescents who are convicted and put in juvenile institutes are operationalised as juvenile delinquents.

1.6.3   Crime Learning Behaviour of Juvenile Delinquents

Learning behaviour is the defined as a fundamental link between a person learn the things in their social settings (Lave, 2009). For the current study, the crime learning behaviour of juvenile delinquents is defined as; "the learning of crimes methods by juvenile delinquents through television crime shows or any other source if any". The TV crime shows produce a procedural drama based on real crime events with re-enactments. The learning insights achieved by juvenile delinquents prior to their crime

commitment, with these re-enactments, is crime learning behaviour operationalized. Furthermore, the learning insights of crime method by any other factor acquired by adolescents are also operationalized as crime learning behaviour of juvenile delinquents.

1.6.4 Motivational factors

In general, many media research scholars have argued different motivational functions of media contents for viewers. These functions range from general to specific motivations like; information, education, entertainment, persuasion, surveillance, interpretation, linkage, and socialization, (Bandura, 2001b; Chaffee & Izcaray, 1975; McQuail, 1983). Television crime shows are also offered to fulfil the same landmark functions in a specific way. These functions of television crime shows are operationalized as the motivational factors which probe juvenile delinquents to watch such programs.

1.6.5 Most popular TV Crime Shows

A list of crime shows telecasted by Pakistani television channels has been provided in the previous section of this study. It is an astounding fact that there are dozens of TV crime shows presented by different channels. Few of the crime shows are prepared by national media (e.g., Geo FIR, Shabbir Tu Daikhy Ga) and some shows are offered by local channels which were originally presented in other countries like India (e.g. CID, Adalat). The most popular television crime shows are operationalized as the most liked by juvenile delinquents to identify their liking patterns. This operationalization will also help to understand that which kind of crime shows contribute more in crime learning behaviours of juvenile offenders.

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1.6.6 Positive Behavioural Disposition of TV Crime Shows

Although the television crime shows may offer criminal inclinations to viewers, but the basic intended aids educate people about crime in an infotainment fashion (Hetsroni, 2012). The positive effects of these shows are most probable to happen in diverse statuses (Potts, Huston, & Wright, 1986). Few of these positive behaviour dispositions are fear of crime, hatred with crime, accidental learning, and hope for justice etc. (Mares & Woodard, 2010a). For the current study, these positive proclivities attained by juvenile offenders after watching a television crime shows are operationalized as "positive behavioural dispositions of TV crime shows".

1.7 Significance of Study

The significance of this study is elaborated here with the help of three perspectives. These perspectives are named as theoretical significance, methodological significance, and practical significance.

1.7.1 Theoretical Significance

TV, radio, cinema, video games, social media and computers; for good or bad, these media forms making colossal impacts on peoples' behaviours (Huesmann & Taylor, 2006). Different forms of mass media accelerate the process of human development and have proved to be the vital instrument of social change and behaviour development (Mishra et al., 2014). Human development artefacts like knowledge structures, moralities, attitudes and behaviours, and social rules are formulated as they observe the actions of others (Saleern & Anderson, 2012). These behaviour development cognitions have both, positive and negative aspects; depending on the observed behaviour; for example, reward or punishment consequence for a specific anti-social behaviour.

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Bandura's Social Learning Theory (SLT) suggests that all types of human behaviours are learned through the observation of others' modelled behaviour (Bandura, 1971). By having the certain characteristic of SLT, this is taken as an appropriate theory for the current research effort. The theory explains that observational learning is done through models and these models are selected with a range of characteristics; for example, perceived similarity and attractiveness. Bandura suggests that criminal imitation is like all other behaviours and there is no difference between normal and criminal behaviour imitations (Murrell, Christoff, & Henning, 2007). Social Learning/Cognitive Theory explains that media portrayals may also affect viewers' attitudes and behaviours, particularly during adolescence when youth are actively coming to terms with their identities (Collins, 2011).

Social learning theory provides a social learning model in which learning experiences happen in the real world by observing of others. According to Bandura, " the main tenets of Social Learning Theory are: learning is a cognitive process that takes place in a social context, it can occur by observing a behaviour, and involves observation, extraction from those observations; reinforcement plays a role in learning and the learner is not a passive recipient of information rather cognition, environment, and behaviour all mutually influence each" (Bandura, 1963, 1971). This theory provides an important orientation towards this study to understand crime learning behaviours of juvenile delinquents. The applications of social learning theory offer a profound understanding of adolescents' crime learning behaviours through observations. Therefore, this study is theoretical significant by validating Bandura's theory in crime learning behaviours of juvenile delinquents; focusing criminal observations offered by television crime shows.

1.7.2   Methodological Significance

Human behaviour development is a complex phenomenon. A practical way to identify human behaviour leanings is to apply qualitative approaches. Qualitative research procedures are flexible in methodological aspects, which allow investigators immediate modifications and explore more in-depth understandings (Wimmer & Dominick, 2013). This research effort is based on qualitative in-depth interviewing to the juvenile delinquents in Pakistan.

The juvenile delinquents shared their lived experiences with researcher being their involvement in convictions. Their sharing about their crimes, specifically the learning of crimes provides a new way of investigation in crime learning behaviour of adolescents. Because the earlier investigations are mostly based on identifying the reasons of juvenile delinquency, not to explore criminal leanings. Although this research effort is focused on crime procedural development of respondents, yet it provides the in-depth answers to several phenomena related to juvenile delinquency.

The qualitative techniques are valuable in the current research because the crime learning behaviour of Informants is a multifaceted prospect and needed to be investigated in detail. Learning of a specific behaviour is not based on a single factor rather many social factors contribute to it. Using qualitative in-depth interviewing appears with a better understanding of different contributory factors in crime learning behaviours of the informants. Moreover, in the contextual background, this research effort offers several new ways of investigation in media effects research. Having informants, who have shown an explicit behaviour (juvenile delinquents) inquired with in-depth interviews; provides a vibrant picture of behaviour formulation patterns responding media contents.

1.7.3 Practical Significance

This study is significant to know about one of the important factors in juvenile delinquency; the script of crime (Krahe & Moller, 2010). There may be many reasons for an adolescent to indulge in a criminal act, but he or she must have some script or method to execute the crime. Crime execution is not an easy task and needs proper planning and strategy. Due to the specific format of television crime shows, it is more probable that these programs are helpful for adolescents in making plans and executing the criminal act (Kiilakoski & Oksanen, 2011).

The results of the study are useful for media managers as they can amend the specific type of programs to restrain negative behaviours inclinations. Furthermore, the results can be used for law enforcement departments in the reduction of juvenile delinquency. The results of this study shall also help the parents to make plans for their kids' television watching habits.

Although the professional literature explains the effects of crime portrayals of mass media on individuals, very less attention has been given to media effects on adolescents in Pakistan (Nisar, Ullah, Ali, & Alam, 2015). In Pakistan, there had been only a few studies on juvenile delinquency with respect to media influences (Khurshid & Urooj, 2012b). Especially after the popularity of crime shows in Pakistan, it seems necessary to conduct a study on this topic. On the other hand, most the studies on juvenile delinquency are focused on aggression. This research is different to the trend above mentioned as to seek information of criminal portrayals regardless of the motives of aggression. It is very important to identify the learning insight attained by adolescents through television crime shows.

1.8   Thesis Structure

In this study, the chapters are categorized into the five chapters. Chapter one deals with the introduction and the general overview of the study. The research objectives that determine the research questions are stated. The chapter also covers the scope of the study in forms of the subject-matter as well as the significance of the study. The second chapter concentrates on generally related literature review, starting from broad underlying philosophies to the major concepts.

Chapter three delves on the research design, instrumentation, and its development, methodological issues such as measurement, population and sampling size, and sampling techniques; all are presented in the fourth chapter. Chapter four in this study deals with data analysis and result presentation. Chapter five presents a detailed and rigorous discussion of the findings in relation to research objectives, research context, and different aspects of significance. Other contents of the final chapter include the research limitations and recommendations for future studies. Finally, the references and appendices tailed.

1.9   Chapter Summary

This chapter presents the intentions, motives, and objectives of this current study. The first part of this chapter discusses current situations of over juvenile delinquency, television in Pakistan, television crime shows, crime learning behaviour of juvenile delinquents. All these issues are discussed with Pakistani context as well. An outline of the research problem, research questions, objectives, significance, operational definitions of the study are also included later in this introductory chapter. Moreover, the thesis structure has also been provided to understand the arrangement scheme of all chapters.

CHAPTER TWO
LITERATURE REVIEW

2.1   Introduction

It is important to understand how the representation of events through the media influences the understanding of crime in society. People get their information about crime from a variety of sources; however, the majority of people use the television as the primary source for obtaining information and entertainment in Pakistan. Although numerous studies have determined that the media has an overwhelming focus on crime, the psychological and behavioural effects of viewing excessive crime reports remain ambiguous (Keller, 2014).

Juvenile delinquency is one of the serious problems facing by societies. It affects the lives of many parents, families, teachers, and children. Some of the factors that influence juvenile delinquency are socio-economics, negative peer groups, family structure, and witnessing violence (César, 2012). It is important to understand the behaviours of adolescents through which they partake in crime. Moreover, the crime learning behaviours of adolescents need to be investigated due to the significance of the issue.

In spite, the efforts conducted by this researcher, there appears to be very few empirical literature directly related to the study at hand in general and specifically in Pakistan. However, there are some of the descriptive studies related to the current topic in Pakistan that are reviewed in this chapter. The following are reviews of the most relevant books, studies, articles and television programs that deal with the learning behaviours of adolescents and attached with juvenile delinquency.

2.2   Juvenile Delinquency

Juvenile delinquency or juvenile offending is a presentation of an illegal behaviour by minors (Siegel & Welsh, 2011). These minor offenders are categorised as juvenile delinquents. The definition of minor is defined by each country's statutory. However, most of the time the minor is defined as less than eighteen years old. Juvenile delinquents are not considered as regular criminals rather most of the legal systems have prescribed specific regulations for juvenile delinquents. These special arrangements range from juvenile courts to juvenile detention centres. These places are also named as borstal or juvenile institutes. All types of crimes committed by minors are called as juvenile crimes, however, in few countries, serious nature cases may be referred to adult courts proceeding with adult rules (Rider et al., 2004).

Juvenile delinquency has become a serious social concern of many countries in the world. For example, 1.9 million juvenile offenders were arrested in 2009 only in USA (Holder & Robinson, 2010). The matter of severing concern is that 15% juvenile delinquents were involved in violent crimes. Different governments are trying to reduce the juvenile delinquency problem and quite a few initiatives have combined in search for evidence based treatment (Zisser & Eyberg, 2010). Even in adult offensiveness, It is almost a universal phenomenon in criminology that crimes inclinations are rooted through the age of adolescence (Miller, 2014a). This age-crime theory was presented by Quetelet (1833) and formally identified by Farrington (1987).

This explains the observation in industrialised countries that violent crime increases from the age of 12 to each successive year, this trend peaks till the age of 17 and the drops from 18 to 27 (Elliott, 1994; Tremblay, 2014). These facts depict that age of

adolescences or the age of juvenile delinquency is very crucial to investigate in criminal behaviour development. As;

> "The crimes of 'outcast youth' in general should be understood neither in relation to motivational factors, nor in relation to social control, but in relation to 'anti-social' controls which, having deliberately excluded certain young people from citizen rights and citizen duties, in turn furnish the state with further justifications for abrogation of its own obligations to a youth citizenry denied" (Carlen, 1996).

There are many influencing factors which can contribute to juvenile delinquency. Social science researchers have long argued the probable aspects of social and personal life circumstances lead toward delinquent behaviour. Familial risk factors in juvenile delinquency ranges from parents' education, familial relationships, socioeconomic status, maltreatment, familial substance abuse, marital status of parents, child's perception towards parents reactions and many more (Hong, Kral, Espelage, & Allen-Meares, 2012; Turner et al., 2012; Yancey & Hansen, 2010).

Physical and sexual abuse has been intensively designated as some of the main reasons in juvenile delinquency (Chesney-Lind & Shelden, 2013) as well as emotional abuse and neglect (Gelles & Perlman, 2012). Additionally, many social factors are also contributory sources in antisocial development behaviours of adolescents. These factors are identified in empirical literature arrays from bullying to gang association and deviant peer relationships (Foshee et al., 2011; Hart, Hart, & Miethe, 2013; Weir & Kaukinen, 2015).

Juvenile delinquency concern always probes social researchers to investigate more and more. Each contributory factor in delinquent behaviour development needed an intensive literature analysis. But here only the identification required to most renowned factors which can lead adolescents towards juvenile delinquency. Few of person risk factor like, "depression" and "attention deficit hyperactivity disorder" (American Psychiatric Association, 1994; Impey, 2012) have also been identified as contributory factors in delinquent behaviour development. With other social factors, media is also playing its role in certain aspects of juvenile offending (Siegel & Welsh, 2014) however, medial role in juvenile delinquency is appearing in forthcoming part of this chapter.

The need of more investigation in the scientific literature to pinpoint major contributory factor in juvenile delinquency considering the different cultural aspects. If there is a lack of knowledge in identifying the main source of delinquent behaviour development; then it's a serious concern for state agencies, parents, and juvenile justice system. With other factors, crime learning behaviour of juvenile offenders is also important to be scrutinized in mitigating the negative results of juvenile offences. There is a need to develop models for child welfare and juvenile justice system after identifying the key factor focusing the social system under investigation in delinquent behaviour development (Vidal et al., 2017).

Irrespective of the reasons of juvenile delinquency, this study is an attempt to identify the facilitation as partake in the matter. Crime learning is one of the important dimensions in the development and fulfilment of delinquent behaviour. This research investigation is an attempt to identify the main source of crime learning behaviours of

juvenile delinquents. The learning behaviour is discussed in detail with its general and then specific scopes.

2.3   Learning Behaviour through Observations

Learning can be defined in different terms like knowledge, education, erudition, culture, wisdom, and much more. It has always been a question to present a standard definition of learning even the prevailing books appear with different concepts of learning (e.g. Bouton, 2007; Schwartz, Wasserman, & Robbins, 2002). Referring behaviour, the very basic definition of learning is "change in behaviour due to experience", given by Lachman (1997). The Same type of version appeared by Domjan (2014) stating that learning is an "enduring change in the mechanism of behaviour".

The concept of learning can also be initiated with formal learning and informal learning. Most of the life learning and behaviour formulation is attained by these sources of learning i.e. formal and informal. Formal learning is obtained by trained teachers in standard settings like school, college, institute etc. with some objective and intentionality. Whereas informal learning is attained by casual settings without any predetermined standard situations. Apparently, this type of leaning is not intentional and/or has no set objectives.

Going back in defining the learning, cognitive researchers have been focused on learning as a mechanistic approach to understanding behaviour formulation considering the mental contrivance that drives behaviour (Bechtel, 2008). Learning in cognition mechanisms is focussed on how to question, "How do the regularities lead to changes in behaviour?" It objects to specify the mechanism of mediating psychological

situations and operations through with environment setting produce changes in behaviour (Bechtel & Adele, 2005; Houwer, 2011).

Houmas learn the things through the settings provided (Brinkman & Thanh, 2017). Considering the leaning cognition in informal settings, our learning occurs arbitrarily whole life. We learn things from our surroundings and through available resources of learning. For example, by reading the newspaper we gain information about our perceptions whether to affirm or not. The same type of informal learning occurs during television watching, discussion with people, meetings and in unexpected experiences. The current research topic is based on informal crime learning which may occur through watching television crime shows.

According to DeMara and Georgiopoulos (1998), observational learning is specifically useful in tactical knowledge. Tactical knowledge needed most proper action in each situation even though humans are unaware about that learning. In modelling behaviour through observational learning, many tactical skills have been scientifically investigated like humanoid robots (Demiris, Rougeaux, Hayes, Berthouze, & Kuniyoshi, 1997), aircraft flying (Lent & Laird, 1998), manoeuvring a car (Pomerleau & Jochem, 1996), and driving tanks (Henninger, 2001).

The objective of these experiments was to reach a model behaviour in complex situations through observational learning. Considering the tactical observational learning, in television crime shows a lot of tactical observations are provided. These crimes related tactical skills include use of a weapon, crime planning, forensic issues,

and other crime-related matters. The observer may have tactical knowledge through criminal observations.

Observational learning at a behavioural level has been investigated immensely in the empirical literature which postulates that affecting variables in observational learning are same as learning through physical practice. Rather, the sensual information available during observation (Shea, Wright, Wulf, & Whitacre, 2000) and the practical experience in observation (Blandin, Proteau, & Alain, 1994) astonishing produced similar results for both; i.e. model and observer (Badets & Blandin, 2004). The present research sought to determine an observational model in crime learning behaviour of juvenile delinquents as modelled by television crime shows.

The previous empirical literature has determined that observational learning facilitates observer in a specific task (Al-Abood, Davids, & Bennett, 2001; Bird & Heyes, 2005; Hodges, Chua, & Franks, 2003). This facilitation is best provided because observed model denotes a correct example of desired or interested behaviour. The modelled behaviour becomes an example for the observer to compare (Bandura, 1986).

In crime learning behaviour of juvenile delinquents, they have many modelled behaviours like criminals and cops as well in learning different tasks in their own criminal conviction. The observer may adopt the observed model behaviours consciously or unconsciously. And later, at the time of their convictions, the earlier crime learned behaviour may facilitate them. The present research effort is intended to identify those learned behaviours as developed with criminal observations.

2.4   Media, Juvenile Delinquency and Crime Learning Behaviours

The subsequent empirical literature indicates that risk glorification in the media is significantly associated with the increases in actual life risk-taking behaviours, risk promoting emotions, and risk positive cognitions and attitudes. These constructions have been found causally in a lot of experiments, as well as in many longitudinal and correlative approaches. Consequently, it appears that risk glorification in media has possibly critical consequences, such as numerous occurrences of fatalities, grievances and high economic costs in a broad range of risk-taking domains such as substance abuse, reckless driving, theft, rape, gambling and other felonious behaviours. In recent decades, the topics of media viciousness effects on adolescents have been the subject of intense discussion.

There is a massive empirical literature on the bad effects of television on adolescents (Greenfield, 2014b), but only a few published comprehensive reviews have ever focused on those studies; that use criminal aggression and imitation as their consequence. The following pages review this research evidence and critically assessed which strengthens the relation of media exposure of crime and juvenile delinquency.

Duerden (2010) conducted a study, a mixed methods design was employed to examine the association between nature experience type (e.g., direct and indirect) and learning consequences (e.g., attitudes, behaviours, environmental knowledge,). Longitudinal data as of 108 participants and 49 comparison cluster participants were analyzed to check the hypotheses of the study. The results of the research agreed that environmental awareness increased more than environmental attitudes during the indirect ration of the program, on the other hand, the direct portion formed similar levels of knowledge and attitude development. Further, through the indirect module of the program attitudes

were more strongly connected with behaviours. The strength of the associations between attitudes and behaviours, and knowledge and behaviour were parallel during the direct portion of the experience (Duerden & Witt, 2010).

The time consumption of the media in early adolescence is higher than in any other existent day age groups. The influence of media use on young people is a matter of civic and scientific concern because of age-inappropriate media contents. A study based on media usage, conducted by Holtz and Appel (2010) included 205 adolescents aged (10–14) years. Respondents were identified on basis of exhibited clinically pertinent problematic behaviour. The scales of badly behaved developed for youth (Youth Self-Report) were used in the study. The results indicated that early adolescents' expressing behaviour problems (e.g., aggression and delinquency) and can be forecasted by the amount of media usage (Holtz & Appel, 2010). Having the study in regarding other experimental and longitudinal studies, this also adds to the evidence that few certain patterns of media use are clear risk dynamics for good development of adolescents.

In past years, there has been a heave in the quantity of media contents that glorifies risk-taking behaviours among its receivers. Peter Fischer, Tobias Greitemeyer, Andreas Kastenmuller and Claudia Vogrincic conducted a meta-analysis including more than 80,000 participants and 105 independent effect sizes. The focus of the study was to observe whether exposure to risky media portrayals increased respondents' risk-taking inclinations. The connections were found positive for overall, combined risk-taking (g - .41); as well as its primary dimensions: risk-taking behaviours (g - .41), risk positive cognitions and attitudes (g - .35), and risk positive emotions (g - .56). This effect was witnessed across varying research approaches ; experimental, longitudinal

,correlational; diverse types of media (e.g., video games, movies, TV, advertising, music); and different measures risk related consequence (i.e., smoking, sexual behaviour, drinking, risky driving) (Fischer, Greitemeyer, Kastenmüller, Vogrincic, & Sauer, 2011a).

Brown & Bobkowski (2011) reviewed the past research on the use and effects of older media (i.e., television, movies, music, magazines) and newer media (e.g., the internet, social networking, and cell phones) on adolescents' health and well-being. The main aim of the desired review was to present a portrait of patterns of usage of the media and specification of the predictors and effects of those patterns on adolescents' mental health. Aggressive behaviour, sexual relationships, gender roles, obesity, body image disturbances, and substance use were the main constructs that included by researchers to measure the effects of exposure to explicit these kinds of content on adolescents. Given the collecting evidence that adolescents' use of media contributes to a range of potentially harmful behaviours, including aggression, bad nutrition, premature sexual intercourse, body image disturbance, and alcohol and tobacco use.

In 2011, Kaman Lee conducted a study on the role of media exposure, in the "environmental attitude-intention behaviour model" regarding adolescents. The hypothesis of the study was explored which is; "relative environments (media exposure & social exposure) and biospheres value orientation are significant antecedents to the attitude-intention behaviour model" in the context of environmental psychology. Data were collected from a random sample of 2106 high school pupils in Hong Kong (1025 females and 1073 males). Adolescents' social exposure and media exposure were found connected with biospheric value orientation, established by a path analysis. The

mediating variable was the biospheric value orientation; whereas the contextual variables were media exposure, social exposure, and environmental attitude. Results of the research indicate that both; adolescents' behavioural intention and degree of social exposure are connected with their environmental behaviour (Lee, 2011).

Crime imitation behaviour has not been sufficiently studied in empirical research investigation or commonly perceived as rare. To encourage this rarely investigated area, Surette (2013) offers a refined estimate of the proportion of offenders and at-risk individuals who report personal imitation crime history tendencies. An analysis including 10 estimates, spanning 50 years of self-reported imitator crime prevalence among about 1,500 respondents was conducted. The studies were conducted between 1975 and 2011. Six studies used interviews to obtain their prevalence estimate, three types of research used written questionnaires, and one used a mix tools (i.e., written and oral responses). Samples were drawn from four United States locations and one foreign country. Collectively, the 10 study estimates indicate that about one in four respondents reported personal imitator crime histories. Imitation crime behaviour was indicated as a characteristic of a substantial number of offenders and at-risk youth (Surette, 2013). This crime imitation behaviour is deserving of more serious research and several associated research questions await attention.

Ian Lambie, Isabel Randell and Heather McDowell conducted a research "Inflaming Your Neighbours": Copycat Firesetting in Adolescents" in 2013 on the behavioural imitation of youth with respect to offending populations. Psych Info, Medline, and Eric databases were used as the primary data source and Google Scholar was taken as an additional source for relevant data searching. The primary focus was on literature

published since 1990, but earlier literature considered to be important was also included. Both types of research approaches (i.e. qualitative and quantitative studies) suggest that consumption and exposure to violent media affect aggressive behaviours. These types of media exposure also support the existence of a copycat effect within some offending populations (Lambie et al., 2013). With help of existing literature, the researchers concluded that processes such as desensitisation, observational learning, priming, and alteration of scripts are involved in copycat behaviours and are mediated by an individual, environmental, and media factors.

Adolescence is the most important developmental phase of delinquency, and substance use are more likely to co-occur in this period compared to earlier and later developmental phases. The evidence provided by Monahan, Rhew, Hawkins and Brown (2013) who examined developmental pathways to co-occurring problem behaviour from 6th to 10th grade (N = 2,002). The aim was to test how peer delinquency and substance use were linked to transitioning between abstaining, delinquency, substance use, and co-occurring problem behaviour. The findings of the research effort suggested that developmentally, most youth transition from abstinence to delinquent behaviour and then escalate to co-occurring problem behaviour (Monahan et al., 2013).

A longitudinal study observed the development of deviant and delinquent behaviour from a sociological and psychological point of view. The study design is a cohort sequential design, with three cohorts assessed at two locations. Students from the fifth and ninth grade filled in a questionnaire at schools in Dortmund and Nuremberg from February to July 2012, with a focus on low-track students. The data were based on self-reports in the form of a questionnaire, which includes data about self-reported

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delinquency. The instruments used are both established scales with psychometric indices and revised or newly developed scales. The whole sample consists of about 1,330 students from the fifth grade and about 1,420 from the ninth grade, altogether more than 2,750 students. Results showed evidence for the ubiquity of crime and deviance among students. The younger age group proved to be a good starting point for the observation of the onset of delinquency. The comparison of the two cohorts indicates a clear increase of delinquency and deviance within the observed part of the students' life course (Stemmler, Kucur-uysal, Pöge, & Wittenberg, 2013).

With other many other copycat criminal tendencies in youth, various systematic review studies backing the imitation or copycat effect of media treatment of suicides. A study investigated the nature of media coverage of a national entertainer's suicide and its effect on succeeding suicides, conducted in South Korea. The sum of suicide connected articles reported heaved around 80 times in the week later the celebrity's attempt to suicide; equalled with the week prior. The majority (37.1%) of the articles violated critical items on the World Health Organization (WHO) suicide reporting guidelines, like covering the detailed suicide method. Most age gender and subgroups were at expressively higher risk of suicide all through the four weeks after the suicide of celebrity. Results infer that massive and noncompliant media coverage of a celebrity suicide can cause an outsized scale copycat behavioural effect (Lee, Lee, Hwang, & Stack, 2014).

In contemporary research, there is significant evidence that being exposed to the felonious behaviour of others can increase the risk for crime in the receivers of such criminal behaviour exposure. Substantial relationships between media coverage and

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youth crime have been recognized in the professional literature. Franci Crepeau and Leech (2014) reviewed 23 studies, which focused on the associations between exposure to peer suicides and suicide tries and youth suicidal behaviour. Effect sizes for each of the 23 studies were computed; included in the review to let for cross-study comparisons. The results established that having a friend or acquaintance attempt suicide is expressively related to risk for suicidal behaviour and thoughts (Crepeau-Hobson & Leech, 2014).

With other crime, multisided and other mass killings are sufficiently intense to motivate great interest for criminologists, clinicians, and behavioural scientists. Auxemery's paper (2015) "The mass murderer history: Modern classifications, sociodemographic and psychopathological characteristics, suicidal dimensions, and media contagion of mass murders" go back to the history of the mass murderer, an entity that has ever more noteworthy itself from the serial killer. Classification of these actions requires many constraints. The reasons of mass murders seldom seem to be associated with psychotic mental pathologies, complex, they are always an expression of suffering that establishes itself in a psychological crisis that is both homicidal and suicidal. In keeping with the previous research support, earlier crimes inclined some mass murderers. Suicides and mass murders are probably to be imitated in many situations. The media appears to play an important role in avoiding the existence of imitation or copycat misfortunes (Auxemery, 2015).

Copycat criminal acts are supposed to be triggered, at least in part; by having exposure to another person's crime. It can be said that the criminal behaviour is imitated and proved in experiential literature. Church (2015) quoted that, "Estimates are that in the

United States, approximately 2% to 15% of suicides of adolescents between 15 and 19 years of age are copycat suicides". In suicides, observed upsurges are relational to the number of media coverage, and indication defines that people are more likely to imitate figures (celebrities) who share their nationality and sex. Television and the internet raise the range of coverage and viewers' exposure to such types of crime stories. This form of crimes are supposed to be the outcome of social learning dynamics, together with prestige bias, in which a person reproduces the behaviour of admired or high prestige models, and similarity bias, in which people copy the behaviour of models who are similar to them in dress or language (Church, 2015).

There has been much discussion of associations between media and long-term behavioural insight effects' problems with respect to adolescents' development. Most, although not all, of the published studies report that media using is associated with the potential of social learning analytics to identify and predict media literacy skills from media platforms (Ahn, 2013; Anderson et al., 2003; Bennett, Haggard, Silva, & Stewart, 2001; Brandon, Herzog, Irvin, & Gwaltney, 2004; Brown & Witherspoon, 2002; Calvete & Orue, 2011; Escobar-Chaves et al., 2005; Losel, Bliesener, & Bender, 2007; Möller, Krahé, Busching, & Krause, 2012; Ostrov, Gentile, & Crick, 2006; Paley, Conger, & Harold, 2000; Prot et al., 2014a; Rivadeneyra & Lebo, 2008; Ronen & Rosenbaum, 2010; Stefanone, Lackaff, & Rosen, 2010; Strasburger & Donnerstein, 1999; Wiedeman, Black, Dolle, Finney, & Coker, 2015).

Opinions are wide-ranging on the matter of media antisocial and violence effects. Few renown scholars claim that media immoral effects have been convincingly demonstrated so much so that the certainly equals that lung cancer and smoking

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(Anderson et al., 2003). On the other hand there are few conflicting opinions as well, who claim that the entire media violence and dissolute research focus has been mishandled, with weak inconsistent results; poor measures; a mismatch between actual crime data and theories; and failure to consider other causes of bad behaviours such as family violence, personality, or evolution (Ferguson, San Miguel, & Hartley, 2009; Fischer et al., 2011a; Savage & Yancey, 2008).

Empirical literature proves the findings of the hundreds of studies connecting exposure to illicit and violent media content; with aggressive and unlawful outcomes that have been accumulated in the past years. One of the studies (Huesmann, Moise-Titus, Podolski, & Eron, 2003) established that violent behaviours in adulthood were predicted by adolescence having exposure to aggressive television content. This involves identification with violent appeals, and perceptions of such television portrayals as being convincing (Brown & Bobkowski, 2011). In an added example, adulthood immoral behaviour, as shown by police arrests records and another criminal behaviour, was linked with the volume of television viewing, which likely comprised fierce content, in adolescence (Johnson, Cohen, Smailes, Kasen, & Brook, 2002).

Given that a field experiment, reduction in the amount of time; adolescents spend watching television can decrease antisocial behaviour tendencies. Results exhibited that peer scores of aggression, as well as independent observer scores of verbal aggression, were lower among participants (children) who partook in a 6-month television reduction program, as compared with other students sample in control classrooms (Robinson, Saphir, Kraemer, Varady, & Haydel, 2001).

When it originates to the question of effects of media on adolescents, the most research attention has been focused on the influence of crime depiction media on aggressive behaviour. A lot of studies have inspected whether and how immoral media exposure is related to the subsequent immoral behaviour of viewers. These empirical studies have considered the stimulus of violent and crime media exposure in different phases of childhood. Most studies have argued the influence of illicit television content on the behaviour of adolescents is definite. However there are few studies which have suggested that the relationship between such media exposure and related outcomes is negative (Ferguson, Miguel, Garza, & Jerabeck, 2012); but, majority of the evidence demonstrates that crime-related media exposure is positively related to crime pertinent behaviour and may even lead to unlawful behaviour in later life (Christakis & Zimmerman, 2007; Huesmann et al., 2003; Konijn, Bijvank, & Bushman, 2007).

The effect of exposure to media violence to the adolescents' long-term development and short-term expression of criminal or aggressive behaviour has been well recognized. However, literature gaps in this area and specifically the violent media exposure role in determining serious antisocial behaviour and other aggressive relevancies have been considered rare. In a study, Boxer (2009) and his fellow researchers analyzed data on 820 youth, consisting of 390 juvenile delinquents and 430 high school students. The focus of that research effort was to study the relation of violent media use and participation in violence, general aggression, and other anti-social behaviours.

The researcher used criterion scores developed through cross-informant modelling of data. The data collected from self, parent or guardian, and teacher or staff reports. The

results of the study showed that childhood and adolescent violent/antisocial media inclinations backed expressively to the prediction of violence and general aggression (Boxer, Huesmann, Bushman, O'Brien, & Moceri, 2009). The findings of the research represent a newly important direction for examination on the role of anti-social media use in the wider matrix of risk factors for adolescents' development of violence.

By having media theories, cultivation theory asserts that persons who have greater exposure to television are more probable to agree on the representation of reality as offered by their television exposure. Dahlstrom & Scheufele's study (2010) presents the variety of exposure to explore if the diversity of TV channels viewed play a significant role separately; the amount of television watched in the cultivation of concern about environmental risks. Data was paired from the 2002 yearly Life Style Study (conducted by Synovate for DDB-Chicago) with a corresponding content analysis of environmental TV coverage. The data used for this study was collected in Feb 2002 consisting a sample of 3580, representing a 72 percent response rate. Ordinary Least Squares (OLS) regression proposes that exposure to diversity is connected with the concern of environmental risks, above and beyond both the effects of the amount of television viewed and individual variances (Dahlstrom & Scheufele, 2010).

A lot of empirical efforts approached cultivation analysis from a feminist perspective that accepted television at the macro system level as a source of cultural customs rooted in a culture of violence to women. The results of such research efforts suggest that common television viewing is connected significantly to first and second order rape myth beliefs among women and men. Data from previous studies also indicate affirmative associations between soap opera viewing and both, rape myth acceptance

(i.e., second-order beliefs) and the overestimation of false rape blames (i.e., a first-order belief), and negative relationships between crime show viewing and rape myth acceptance (Kahlor & Eastin, 2011).

Research about the association between exposure to television violence and viewers' aggression suggests that television violence is one of the factors that contribute to the development of aggressive behaviour. A study conducted in Portugal (2012) observed the role of identification of violent television heroes, enjoyment of television violence, and perceived reality in television violence as mediators of the association among viewing television violence and subsequent physical and verbal aggressive behavioural outcome. The sample consisted of 722 students from different schools in the central region of Portugal accomplished measuring enjoyment of television violence, aggression, perceived reality, identification with criminal or violent television heroes, and exposure to television violence. The results disclosed that the association between physical aggression and television violence is mediated by the enjoyment of aggression violence, identification with violent aggression heroes and perceived reality in aggression violence (Matos, Ferreira, & Haase, 2012).

Robertson, McAnally, and Hancox (2013) assessed a birth cohort of 1037 individuals born in New Zealand (Dunedin), to explore whether television viewing throughout adolescence and childhood is related to augmented anti-social behaviour in early adulthood. The data collected at regular intervals (from birth to 26 years). The researchers used regression analysis to explore the connotations between television watching hours from different phases of age (i.e., 5 to 15) and violent convictions criminal convictions, aggressive personality traits in early adulthood and analysis of

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harmful personality disorder. The results indicated that associations were statistically significant. Moreover, the study concluded that excessive television watching in adolescence and childhood is allied with increased anti-social behaviour in the early developmental phase of life (Robertson, Mcanally, Hancox, Robertson, & Helena, 2013).

Emerging research has been focused on different antisocial criminal behaviour tendencies regarding adolescents. Sexual media effects and sexual behaviour is another vast area of this social research, but most of the studies are based on regional samples. And from this package of research, only a few include measures of newer mediums. Furthermore, little is known about how sexual media exposure leads to sexual violence convictions.

Ybarra, Strasburger and Mitchell (2014) had an effort to find this equation in their empirical study. They collected data from 1058 youth (14 to 21 years of age) in the national, online "Growing up with Media" study. Forty-seven percent of the respondents stated that many or almost all (all at least one type) of media they consumed, portrayed sexual situations. Experiences with sexual media on television, movies, and music were greater than internet and games. The important finding if the study was that, frequent exposures to sexual media portrayals were related to different abnormal behavioural tendencies (e.g., ever having had sex, forced sex victimisation, and completed/attempted rape) (Ybarra, Strasburger, & Mitchell, 2014).

Another research effort to investigate the association between media violence exposure and physical aggression in adolescents focusing three type of media (TV, music and

video games) a group of researchers examined data from a population-based cross-sectional survey involving 5,147 adolescents. The parents of the selected adolescents were also included in the study and the data were gathered in the US metropolitan areas of US. They researcher used multivariate linear regression and report partial correlation coefficients to inspect links between adolescent's exposures to violence on selected media types. The results suggested; adolescents' exposure reported media violence was related to physical aggression after multivariable adjustment for social demographics (i.e., family and community violence, and child mental health symptoms) with partial correlation coefficients: TV, 0.17; video games, 0.15; and music, 0.14. They also found that effect extends for the association of media violence exposure and physical aggression were larger in extent than for the majority of the other examined variables (Coker et al., 2015).

The reviews described above highlight how the media can affect adolescents' development. It illustrates the importance of media content when studying media effects. Violent content is certainly a reason for parental concern and public policy initiatives. Yet on the contrary, appropriate media content designed with the explicit intent to support healthy outcomes in children can be beneficial for children's cognitive, emotional, and social developments. This empirical literature presents important theories to explain the negative and positive effects that media can have on adolescent development. Social learning theory tends to focus on how children, in general, are likely to be affected by the media. Only by identifying for whom and when effects occur can we obtain a true understanding of the role of media in adolescents' development to criminal behaviour.

On the other hand, there is some empirical evidence that suggests media (TV) exposures are not so influential in learning and other cognitive dimensions. For example, Tiggemann (2005) found that television exposure was not significantly related to body image variables for young boys and girls. Another study (Martino, Collins, Kanouse, Elliott, & Berry, 2005) conducted on 1292 adolescents measuring exposure to television sexual content and initiation of intercourse appeared with certain mediators. These mediators were self-sex self-efficacy, sex-related outcome expectations and perceived peer norms. Villani (2001) conducted a review to past 10 years' literature covering the media impact on adolescents and children. Although he documented that adolescents and children behaviours were shaped by media, but he further suggested to study the new forms media portrayals.

Media effects research especially TV viewing in children has been largely witnessed with multi-dimensional cognitive effects. With a lot of strong evidence of learning with TV programs, the research strongly suggesting the content is a most important mediating factor in relation under discussion. Moderate evidence suggests that entertainment and violent content is negatively associated with cognitive skills (Kirkorian, Wartella, & Anderson, 2008). More than five decades' research on media effects attest the potential effects on children relatively more negative than positive outcomes.

But media cannot be designated as leading cause of these negative influences rather it should be treated as moderating factor or minor player (Strasburger et al., 2012). The excessive use of media among children and adolescents are associated with mediating effects in both; i.e. positive and negative terms (Ray, Munni, 2010) so it becomes

equally important to investigate TV effects focusing the content of specified programs rather than in general.

The above-cited empirical literature identifies that different forms of mass media, especially television play a significant role in learning behaviours of viewers. But these significances are also countered with contrary literature evidence. Furthermore, the content of a specific media program is also a considerable factor in social research. Few of the programs are linked with positive behaviours outcomes and some other programs are associated with negative behavioural development. Adolescents, being their age of behaviour development are more vulnerable to the risky behaviours (Greenfield, 2014b). These risky behaviours strengthen the probability of juvenile delinquency. This research effort is an attempt to identify one of the risky behaviours; crime learning behaviour of juvenile delinquents influenced by television crime shows. On the other hand, if there is some positive behavioural disposition as provide by TV crime shows, might an important finding in media effects research with the specified contextual background.

2.4.1 Television Crime Shows' History, Evolution and Popularity

The available podiums of information and entertainment, feasibly none has changed so rapidly than television. In the last few decades, this medium has gone from being labelled as silly, replacing the other platforms due to the availability of high-quality cable. Since its beginning, television has been the major source of infotainment across the board. There are so many factors which contributed and keep popular this medium through decades. Different eras of television evolution have been named as a golden era of spans. With other factors, a major role of the popularity of this medium is the introduction of diverse genre contents which involve viewers time to time. Television

crime shows and reality drams have been very famous (Hill, 2005) in different countries of the world and still, this genre is hot cake in the television industry.

The roots of current crime shows have gone through the 1950s when NBC's radio show Gangbusters (1936-1957) was made as television reality crime show in early fifties (Marc, 1996). The Gangbusters was based on original crime stories taken from actual police and FBI files. One big evolution was taken into account into the history of crime shows in the 1980s (Cavender & Fishman, 1998a). At initial, there was no specification between different categories of reality/crime shows, and all shows were considered as reality televisions shows. Few of famous shows at early era was Geraldo, Unsolved Mysteries, UFOs, Billy the Kid, and Crime. America's Most Wanted were the very famous shows of that era which was attached with crime reality aspects (Miles, 2005).

Television crime shows' genre has developed itself gradually. Once all the reality TV shows consisting criminal senses were considered as crime reality shows. With the passage of time, contemporary television crime shows with separate genre identification has evolved. Todays' nonfictional documentary-style crime shows are adding viewers' ability to collect new and better information specifically about crime. This format of TV crime shows places somewhere between crime dramas and reality shows. Gray, Cavender and Bond-Maupin (1993) concluded that new genre of specific non-fictional crime shows is like other crime dramas in their over dramatisation of crime. On the other hand, in a later study, Gray, Cavender, Bond-Maupin, and Jurik (1999) stated that crime dramas like "Law & Order" creates a sense of realism by using production techniques as developed by shows like "America's Most Wanted".

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Although, there may be a difference in dramatisation style of both of these similar genres, but the contents and arrangement of both types of crime shows/dramas are into sensationalism (Eschholz, Mallard, & Flynn, 2004) of criminal portrayals and procedures. This specific crime sensation and viewers' interest in both of these genres are developed into modified descriptions which make a distant issue more proximal to the viewers (Gans-boriskin & Wardle, 2005).

Modern documentary-style TV crime shows are like the famous history crime base programs "Unsolved Mysteries" and "America's Most Wanted. The modern crime shows convey a sense of reality through drama (Cavender & Fishman, 1998b). These programs are based on real criminal incidents, presented in dramatic style with re-enactments. Todays' crime shows intertwine actual crime reports prepared with all the necessary dramatic necessities; like rumour and speculation, clouding the discrepancy between entertainment and information. This element of the presentation can also fall in the specifically designated category of such genre programs, "Infotainment" (Sacco, 1995a). At first, the crime's factual information is obtained and then dramatised with enhancements of fictionalised re-enactments (Doyle, 1998).

Reality shows including crime dramas are extremely popular across the world, irrespective of the effects these shows may have. In the last decade, reality television crime shows have reached new peaks of popularity. As in 2000, there were only 4 reality programs on American television, but only in 12 years, this number jumped to 320 shows (Ocasio, 2015), including pure crime based programs. Tukachinsky, Mastro, and Yarchi (2015) conducted a research to analyze the 345 most viewed US television shows comprising twelve television seasons from 1987 to 2009. Their results concluded

that crime dramas (*n* = 68, 19.7%, e.g., *Law and Order*) and reality shows (*n* = 42, 12.2%, e.g., *Who Wants to be a Millionaire*) were very popular among diverse viewers.

The acceptance and fame of crime shows have always been scintillating. Crime Scene Investigation; CSI is an American crime drama, first aired in 2000 and has constantly ranked among the most popular shows on prime time for ten years consecutively (Ley, Jankowski, & Brewer, 2012). Due to the popularity of CSI, several other crime shows were offered by different channels (e.g. CSI New York, CSI Miami, Cold Case, NCIS, Without a Trace, Bones, and Forensic Files). Crime has become central for entertainment as well as for new media in modern communication scenario (Dowler, 2004). Crime dramas/shows have significant appeal for viewers as they perceive these shows as reality (Surette, 2007). Furthermore, the boundary between crime entertainment and crime information has been indistinct due to the increasing number of such genre shows, and crime infotainment has taken a place in prevalent media culture (Dowler et al., 2006).

In Pakistan, television has proved itself as the primary source of information and entertainment. Especially, in the last 15 years, private-owned television channels have revolutionised the infotainment industry. These television channels are in a run for ratings with the help of their 24/7 broadcasts. A variety of programs has been offered like current affairs, special reports, political talk shows, comedy shows and many other genre programs. The growing competition between these channels has compelled these media outlets to introduced new type of programs to attract viewers. They have introduced a variety of new formats of television programming.

Few of most popular formats are morning shows, political comedy shows, cutler shows, and food shows. These channels have also introduced crime shows/dramas presented in a variety of flairs. These shows compromised with crime reports including dramatic re-enactments of different crimes which have already reported and solved. This genre has gained its popularity and astonishingly four crime shows have been placed among top ten programs of Pakistani TV (Yousaf, 2013). It is also an interesting fact due to the popularity of crime shows, different channels have introduced much crime shows at the same time and there are dozens or crime shows airing by TV channels (Abdullah, Adzrieman, & Santiago, 2016). Moreover, few channels have started to telecast foreign crime dramas/shows like CID, Adalat (Indian crime dramas) to compete for the market.

Advanced in technology and new trends in media convergence have brought new charms to accessing media as well as the creation of innovative content. Popular press pointed once these innovations as "TV is DEAD" and "Long Live the Internet" (Davidson, 2015). Despite those claims, yet televisions viewing has remained dominant in people's life routines. Short (2013) stated that even after new trends of the internet and smartphones, the tuned-in television has been five hours and fifteen minutes average per day, with the major sharing of primetime programs (Nielsen, 2013).

Although, the internet and smartphones usage has been increased as new media technologies but television content exposure has not been decreased. Rather, television contact has got more space and easy access to viewers via internet and smartphones (Tuomi, 2016). The television content still has significant influences on viewers' attitudes and beliefs; repeatedly attested by media research (Morgan & Shanahan, 1997).

The above-mentioned research efforts signify the popularity and influencing the role of TV crime shows. These research efforts point out that views are interested to watch these shows more specifically for "Infotainment" (information and entertainment). But, these are mere general findings or attached results with some other kind of outcomes. It becomes more necessary to investigate the viewers' motives through which they were attracted to TV crime shows. More specially, it is very important to investigate the motives of youngsters as they attract to watch these shows. There may be the same general motives (infotainment), but it becomes necessary to identify these motives in case of juvenile delinquents.

Although, there have been a lot of ratings and other indexes which testify that TV crime shows are very popular among different segments of Pakistani society. But, there is need to investigate this fact with viewers' aspects. Different indexes pointed out different crime shows as most popular crime show. It is not necessary that same crime shows are popular among all age groups and social classes. The present research investigation is an attempt to identify the crime learning behaviours of juvenile delinquents, and it becomes necessary to investigate which type of crime show had been the most popular among the intended sample. Furthermore, there are about four dozen crime shows being telecasted in the country. From all those TV crime shows, identification of most popular TV crime show among juvenile delinquents is an important question to investigate.

2.4.2 Crime Learning and Television Crime Shows

Television crime shows based on real criminal stories and cops have melodramatically increased in popularity (Battaglio, 1991; Creeber, 2015). This type of television shows have been analysed for their portrayal of antisocial contents (violence, race,

crime)(Roeder, Eisen, Bowling, Stiglitz, & Chettiar, 2015), but these contents are also relative to other socio factors that can appear with interesting outcomes (Holbert, 2005). The contents of crime reality shows are diverse, for example, some shows are focused on arrest of suspects and investigation of crimes, and few shows are dedicated to sensational trials of murders and sexual muggings whereas some other crime shows are focused on murders, sex, kidnappings crimes particular to vengeance and punishments (Dowler et al., 2006). These contents have sure effects on viewers whether general or specific.

Despite the increasing popularity of television crime reality shows, media researchers have not paid much attention to the effects of these shows (Gibson, Thompson, Hou, & Bushman, 2016). Few researchers have identified the specific beliefs which are correlated to the watching frequency of television reality crime (Cato & Dillman, 2010; Ferris, Smith, & Smith, 2007; Nabi, 2009; Riddle & De Simone, 2013). Gibson et al. (2016) emphasised to use different research methods to investigate the changes in viewers' behaviours cause by television reality crime shows. However, in their experimental study, (with 127 participants', college students) on reality TV crime shows, they concluded that crime dramas viewers were found more aggressive than viewers of the family reality show.

The different nature effects of television shows have been investigated by many social researchers. These social scientists have discovered various dimensional effects of under-discussed television genre. Markey and Markey (2012) identified that dissatisfaction of body image, and Gibson, Redker, and Zimmerman (2014) investigations pointed that specific type of TV content change attitude towards brands.

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However, Vandenbosch and Eggermont (2011) findings were more relevant to the current study, as they found that such type of TV content alters adolescents' sexual behaviour and development. Furthermore, violent content of television has found to increase risk-taking in viewers (Fischer, Greitemeyer, Kastenmüller, Vogrincic, & Sauer, 2011b).

The violent content of television and its' effects have been long debated in social sciences research. Social scientists have been working on violent TV influences, specifically to aggression development. And the results of that investigation have witnessed clear documentation increase in aggression after exposure to violent TV contents like crime shows (Bushman & Huesmann, 2012). However, it is important to investigate; whether these aggression effects have been the same in reality crime shows or not. The social science research has not many witnesses which can testify that TV crime shows also increase aggression in viewers. This little evidence also occurs due to lack of a coherent and certain definition of reality shows and reality crime show of television (Nabi, Biely, Morgan, & Stitt, 2003).

Going in a broader sense, and including all types of reality shows comprising criminal content have been categorised as TV crime shows for the current research effort. Specifically to reality television violent content; Coyne, Robinson, and Nelson (2010) found that relational and verbal aggression increase is probing after exposure. The Same fact was later identified by Wilson, Robinson, and Callister in 2012. However, both above-mentioned studies were attentive to the presence of verbal and relational aggression in the content of TV crime shows. They did not test the increase in viewers' relational and verbal aggression towards their behaviour measures. Taking the same

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types of aggression variables, physical aggression was observed (Coyne, Nelson et al., 2008) but the medium was a movie. Most of the time, literature is silent when this type of aggression is tested focusing only on crime shows. However, due to the similarity of contents and much fictional nature probe researchers to include the above-mentioned evidence.

Some of the reality shows highlight narcissistic characters. In crime shows, this factor can be seen in hero or show, which is mostly a cop (e.g. ACP, Abhijeet from CID & Shabbir in Shabbir Tu Daikhy Ga). Considering the objectives of current research, the criminals may also represent such narcissistic characteristics. As the celebrity, criminals are considered the role models for those having the same kind of behavioural tendencies.

With the role model characteristics, a narcissistic charter may lead to increased aggression. Celebrities (cops or criminals in crime shows) have a higher level of egotistic predispositions than lay man; and in reality shows, the same factor has been found (Young & Pinsky, 2006). On the other hand, different scientific literature is witnessing the increase in narcissism over the years (Twenge & Foster, 2010; Twenge, Sara, Foster, Campbell, & Bushman, 2008) and celebrity's super spreads narcissism is contributing to this trend (Campbell & Miller, 2011). The exposure of narcissistic character in reality crime shows leads to the modelling of the same behavioural inclinations including aggression (Young & Pinsky, 2006).

Previous research efforts have gone through the cultural and social extents to television crime shows. For example, specifically the Crime Scene Investigation (CSI) has been

investigated by social researchers in its various dimensions e.g. Allen (2007), Cavender & Deutsch (2007), Dean-Ruzicka (2009), Gever (2005), Tait (2006), Cole and Dioso-Villa (2007, 2009), and Brewer & Ley (2010). These are only few example, rather there is a substantial amount of literature focusing only a specific crime show. These scholars identified different social and cultural effects of CSI on viewers' behaviours.

The above-mentioned examples from scientific literature identified that viewers of the specific crime show have built greater skills to identify forensic evidence in a criminal event. However, there are many contrary indications also exist, like Podlas (2005) concluded that CSI viewers have same onions as non-CSI viewers had towards verdict as non-guilty in the absence of DNA evidence. Schweitzer and Saks (2007) found that there is no difference between viewers and non-viewers of CSI in their judgements for the convict or non-convict as they felt the less tech forensic evidence was provided in the show. The Same type of results was affirmed by Brewer and Ley (2010) and Shelton, Kim, and Barak (2006). All this discussion leads towards that viewers and non-viewers have effects to their behavioural inclinations. Furthermore, the viewers of these shows have learnt the importance and usage of forensic evidence in a crime scene through exposure to CSI.

People of today's age spent more time to watching television rather socialising with each other. The amount and content of TV watching make viewers have information that affects their social views. Fictional content (e.g., crime shows) also contribute to this behaviour changing influences. The emergence of televisions crime shows had added viewers' aptitude to create more information about the crime. Most of the viewers have not direct experience of crime and they have to rely on such type of

sources (Barak, 1995a; Chermack, 1994a; Surette, 2003). Media is evolving continuously, scientific research must explore that why people watch crime shows for crime-related information, how they perceive that information and what kind of effects appear after these exposures (Mutz & Nir, 2010).

The above-mentioned pieces of professional literature lead towards an understanding that certain media portrayals may become the source of learning as crime learning in this investigation. TV crime shows are crime-based stories (real and fictional) which elaborate the crime process and police proceedings in detail. These details appear with diverse effects like information and entertainment (Infotainment). Furthermore, the crime procedural details may help the viewers of that specific contents of TV crime shows. Juvenile delinquents are at their age of adolescence; the age of behaviour development and these criminal proceedings are as models for theme to learn criminal leanings. The present research effort is going to investigate these criminal leanings which might develop in adolescents (later juvenile delinquents).

2.4.3   Positive Behavioural Dispositions of Television Exposure

It is a usual belief that television viewing has more detrimental effects than beneficial. Young viewers are more probable to such harmful effects due to their behaviour development age. The Much scholarly investigation has been focused on measuring adverse effects of television on adolescents' social behaviour. Especially, the television contents with violent themes have been investigated immensely. However few of social researchers made an attempt to focus on prosocial effects of television viewing (Hearold, 1986). The television contents are more likely to have stronger negative effects than weaker positive effects (Rushton, 1979). This happens due to prosocial tendencies are based on one's self-interest and negative inclinations are self-desired

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(Mares & Woodard, 2010b). The following lines are dedicated to synthesizing the literature evidence earlier provided in measuring the positive effects of television exposure.

In an early content analysis, Liebert and Sparfkin (1988) concluded that during 70s young viewers were watching a rational number of prosocial behaviours like sympathy or humanity. It is significant fact that prosocial content frequently appeared with aggressive context. Even the number of antisocial and prosocial behaviour exposures were almost similar (Greenberg, Edison, Korzenny, Fernandez-Collado, & Atkin, 1980). This interesting fact appeared again when Liss and Reinhardt (1980) conducted a research on prosocial and standard cartoons, with a finding that both types of cartoon carry an equal amount of aggression.

The schemes of television violent and nonviolent programs appeared as carrying both type of messages, i.e. prosocial and antisocial. It seems that a violent program must carry prosocial themes, even the most violent programs contain some aspects of prosocial messaging. However, this prosocial messaging in violent programs were appeared with a less ration of 4% (Chaffee, 1999), against the prosocial programs appeared with an equal ration of violent messages.

Comparing the available literature on the prosocial content of television to antisocial content, only a few content analysis has been offered in this area (e.g. Coyne, Callister, & Robinson, 2010). One of the most comprehensive content analysis on prosocial content for children was conducted by Smith et al. in 2006 involving 2227 programs. They found that specific programs for children had more prosocial messages than other

programs. These content analysis findings suggest that positive and prosocial behaviour is common in television programs that are most popular among adolescents. More studies conclude that exposure to prosocial television content reduces the aggressive behaviour in long-term (Greitemeyer & Mügge, 2014).

The above-mentioned studies were focusing on prosocial media content. It emerges that almost all type of media contents has prosocial messages even in violent content. Though these prosocial messages might have effects on behaviours of viewers. Particularly the crime shows in Pakistan are presented with a prosocial message of hate with crimes. Though the major contents are criminal or violent of under discussion shows, there must be some positive effects as well. Few past studies have made an attempt to measure these positive messages of prosocial contents of television. Buckley and Anderson (2006) presented a model, "General Learning Model" GLM which theorises that media content has effects on consequential behaviour. This behaviour can have both types of effects, i.e. short term and long term (Gentile, Groves, & Gentile, 2014).

A meta-analysis conducted by Mares and Woodard (2010) testified that viewing prosocial contents are associated with social interaction and reduced aggression. Specially focused on adolescents, Sara Prot et al. (2014) found that prosocial media contents as television were concomitantly attached with positive behaviours in adolescents.

There is a probability that television crime shows portrayals have many negative influences on viewers' behaviours, but there may be some positive behavioural effects

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as well. The previous scientific literature has identified a relationship between few specific programs type (e.g. crime shows) and fear of crime (Eschholz, Chiricos, & Gertz, 2003). Dowler (2003) found that there is a mediating effect of fear between viewer's attitudes about criminal justice.

However, the relationship between TV viewing and fear of crime is very complex phenomena. Because, on the contrary, few other social researchers did not find a significant correlation between television consumption and fear of crime (Ditton, Chadee, Farrall, Gilchrist, & Bannister, 2004; Doyle, 2006). This contradiction roused the need of further investigation including viewers' and programs' characteristics to comprehend viewership attitudinal or behavioural effects (Eschholz, Mallard, & Flynn, 2004).

Given the popularity of television crime shows, many social studies investigated the potential effects on viewers' behavioural insights and their engagements with the specific contents. As in earlier portion of this chapter, the CSI effects research has been renowned; the dedicated research only to this specific crime show has witnessed the increased understanding of viewers about forensic science evidence (Cole & Dioso-Villa, 2009; Podlas, 2005). After watching CSI, the viewers' perceptions about criminal investigation improved to a better awareness.

Diverse researchers find out that respondents found to be well aware the need of forensic evidence which plays an important part in criminal justice system (Roane, 2005; Schweitzer & Saks, 2007a; Shelton, Donald, Kim, & Barak, 2006; Tyler, 2006). It is a demanding need for further research to explore viewers' assignations with any

specific crime show, not only in one context (e.g. forensic, judicial) but with other probable effects (Ley et al., 2012).

2.5   Contributory Factors in Crime Learning Behaviour

A research intended to explore the socio-economic factors of juvenile delinquency; involved a sample of 90 juveniles, selected in borstal jail Faisalabad (Punjab, Pakistan) through a random sampling technique. The results of the investigation found that most of the respondents were illiterate and belonged to the age group 16-18 years and most them belonged to the low-income group. The researchers concluded that low economic status and poverty supports the rate of juvenile crimes.

Pakistan is facing an ever-increasing juvenile delinquency and there is lacking research efforts to know the reasons and supporting phenomenal in juvenile delinquency. An attempt to find the expected reasons behind this critical phenomenon was conducted by Malik and Shirazi (2010). Through well-structured and pre-tested questionnaires, the open-ended data were collected from the Karachi Central Prison and the Borstal Institutions, both located in the biggest city of Pakistan i.e. Karachi. The results of the research revealed the causes that of juvenile crimes with respect to the corresponding population were conflicting environments in and outside the home and spoiling attitudes are due to impacts of certain portrayals of media. Poverty appeared as the nucleus of anti-social actions of adolescents and the investigators graded as the main cause of growing juvenile delinquency (Malik & Riaz, 2010).

Living in poverty is one of the toxic for any individual's psychological and behavioural health. An empirical version observed Social Economic Situations (SES) including income, living area disadvantages, and poverty-related anxiety as predictors of a

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comprehensive range of psychological complications (i.e., anxiety, aggression, depression, physical problems, relationship problems and trouble with the law). The study was conducted as longitudinal analyses whereas the sample consisted of 98 families recruited with a low-income multi-ethnic from the greater Denver, co-metropolitan area (total of 300 family members: 136 were adults, 82 were preadolescents and 82 adolescents). The investigation was conducted using hierarchical linear modelling to calculate all eight ASEBA narrow band syndromes.

Results showed that poverty associated anxiety was directly related to anxious and depressed symptoms. Furthermore, social problems interacted with past indicators, contributing to deteriorating signs leading delinquency, attention difficulties, somatic issues, and anxious or depressed symptoms (Santiago, Wadsworth, & Stump, 2011). The results indicated that parents are not the only members of the family who are affected by anxiety from living in poverty conditions rather, SES like neighbourhood drawbacks and poverty associated anxiety take a toll on the other family members as well children, adolescents, and adults.

Considering the case of Pakistan, there are few studies found which focus on the causes of juvenile delinquency. The research discussed below was intended to discover the causes and factors of juvenile delinquency in the Pakistani context. The qualitative research approach was used due to the nature of the study and the approach of the case study was hired to detect various foundations attached to juvenile delinquency in the country. The study recruited four cases selected from Adyala jail Rawalpindi District, located in the province of Punjab Pakistan. Results of this study reveal that most of the adolescents were indulged in criminal activities like pickpocketing, robbery, taking

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drugs, drugs selling, murder, mobile snatching, car lifting, suicide bombing, and also sexual abuse, moreover, most of them were from the lower socio-economic class (Khurshid & Urooj, 2012a).

Another important factor in juvenile justice correctional arrangements for researchers is victims of child abuse. Neglect is more likely to play a dire role in juvenile delinquency as parental monitoring, rejection and family relations are instrumental in explanation of juvenile behaviour problems. A study (Ryan, Williams, & Courtney, 2013a) pursued to define whether neglect from family or parents is connected with reoffending in juvenile convicts (moderate and high risk) in Washington State of United States. The analysis included the statewide risk calculations, organisational accounts for child welfare societies, a juvenile justice issue, and adult correction measures. The sample taken was diverse (i.e., female 24 %, African American 13 %, Hispanic 8 %, Native American 5 %) and comprised almost all moderate and high-risk juvenile convicts vetted by juvenile probation between 2004 to 2007 (N=19833). The findings suggested that adolescents with a constant case neglect from family and others were expressively more probable to remain to offend as compared with youth who had no history of neglect.

Juvenile crimes and the behaviours attached to it are a popular issue of social research. An empirical view presented by Nisar, Ullah, Ali, & Alam (2015). The study aimed to explore the family, peer group and economic factors of juvenile crime. The research has been conducted in Central Jail Peshawar. Interview schedule had been used as a tool for data collection. A sample of 45 out of 50 juveniles was selected through purposive sampling technique. This study found that most of the respondents were

illiterate (31.1%) and belong to the nuclear family system; most of the delinquents were in the age group of 15-18 years. And most of them belonged to low-income profile (42.2%), were prone to friend's bad association (75.6%) which increase the rate of juvenile crimes (Nisar et al., 2015).

Preceding research efforts on the links between Socio-Economic Status (SES) and adolescents' anti-social behaviour has obtained findings which show deviation in the strength of association under discussion. A meta-analysis conducted by Piotrowska, Stride, Croft and Roweg (2015) aimed to review evidence on the relationships between SES and anti-social behaviour. They also broadly conceptualized anti-social behaviour, examining variation through a range of anti-social subtypes and other possible moderators (e.g., age, sex and informant). The researchers examined 133 studies comprising data, suitable for effect calculation, whereas 139 independent effect sizes were included in the examination (N =339868).

This meta-analysis displayed that higher levels of antisocial behaviour were associated with lower family SES. Moderation analyses discovered that this association was stronger where insensitive traits were the consequences, and anti-social behaviour was testified by parents/teachers as compared to self-report. On the other hand, the relationships between family SES and anti-social behaviours, however, was liberated of higher level concepts like National Income Inequality (NII). The findings of the study indicate that SES can be taken as a strong correlate of generally conceptualized anti-social behaviour. But on the other hand, the strength of this relationship may also be subject to the anti-social subtype under consideration and the strategy of the research (Piotrowska, Stride, Croft, & Rowe, 2015).

Understanding the influence of each of socio-economic factors is a tough task as these risk factors tend to cluster, and any number of this factor can occur together. For some situations, the main risk factor may be a family risk factor (e.g., lack of parental supervision) (Keijsers, Branje, VanderValk, & Meeus, 2010); for other situations, it may be an individual risk factor (e.g., attention discrepancy hyperactivity disorder) (Bussing, Mason, Bell, Porter, & Garvan, 2010). A lot of research studies have revealed that poor child education practices, child maltreatment, and home discord are allied with onset delinquency. Moreover, the strongest predictors of early delinquency also include family size and parents' anti-social behaviour. Considering early delinquency, it is important to look at the clustering of family risk factors. One goal is to recognize which family clusters of risk factors promote early. Because early anti-social behaviour is the result of the gathering of many factors.

These factors contain bad parenting, child maltreatment, parents' separation, and anti-social behaviours in the family, family violence, parental psychopathology, teenage parentage, family size, and family structure (Bean, 2006; Bui, 2009; Cicchetti & Rogosch, 2002; Derzon, 2010; Juby & Farrington, 2001; Maas, Herrenkohl, & Sousa, 2008; Mahmood & Cheema, 2004; Pridemore, 2002; Ronald, Simons, Burt, & Gene, 2005; Ronis & Borduin, 2007; Wasserman et al., 2003). With other social factors, peer influences on adolescents' delinquency frequently seem developmentally after personal and family inspirations. For example, many children before entering school, already have shown disruptive and aggressive behaviours.

One area of research on offending that aligns well with the developmental perspective is the sizeable body of work examining school-related risk factors of crime and

antisocial behaviour. It is significant to note that these factors do not operate in a vacuum; new risk factors were added to those already there, leading them to act in a cumulative and interactive manner. These factors often occur together, or "travel in packs" thus, it is often difficult to disentangle individual effects. Academic performance, or school success/ failure, is one student level risk factor strongly supported by research. This may lead to student frustration as well as remedial placement, in which deviant students tend to be clustered. Much longitudinal research supports the relationship between poor academic performance and problem behaviour at many stages of the life course. Thus, education transitions may be a remote influence on deviance and later offending (Gottfredson, 2005; Payne, 2008; Payne & Welch, 2015; Pettit & Western, 2004; Prior & Paris, 2005; Schiraldi, Vincent, Ziedenberg, & Jason, 2001).

The behaviours of adolescents are intensely affected by socio-economic factors at personal, community and family levels. In this world, nations offer youngsters with arrangements of opportunities during the phase of their development. Since behaviours correspond strongly from adolescence to adult life, the way that the socio-economic factors affect adolescents' behaviours are crucial to the behaviour of the entire population and the better development of nations. This discussion provide a witness to the third proposition of this research effort, stating, "It is more probable that Pakistani TV crimes shows have many negative (aggression) effects, but there may be some positive (fear of bad consequences, hate of crime) effects as well on the behaviour of adolescent viewers".

2.6   Social Learning Theory

Albert Bandura's social learning theory (SLT) advocates that the behaviours of all kinds are learned through the observation of models. There is a range of characteristics of observed models including attractiveness, status and perceived similarity with the observer which help in the selection of a certain behaviour (Bandura, 1971). The models' behaviour imitation is subject to the observed values of their actions. If the model is observed for reinforcement where the reinforcement has value for the observer, then imitation becomes more likely. Imitation turns into less likely in case the model is punished, although the behaviour may still have been learned, it is its appearance that observed punishment obstructs. In SLT, with other behaviours; antisocial or criminal behaviour is considered as qualitatively no different from any of another behaviour.

Social Learning Theory has been used by social scientists to explain both effects (i.e. family conflict and media violence) on aggressive behaviour (Farver, Xu, Eppe, Fernandez, & Schwartz, 2005). SLT states two dimensions of children's behaviour learning as they learn through observation of others and through their own experience (Kitzmann, Gaylord, Holt, & Kenny, 2003). Observation of others, enact a certain behaviour and subsequently being rewarded or punished for this behaviour instils a child, which behaviours are acceptable socially and which are not. Such social cognitions are considered as managers of actual behaviour formulation (Huesmann & Guerra, 1997).

The family and the media represent two visible role models for adolescents, within the social learning process (Bandura, 2001a). From available role models, parents, in particular, are the most significant role models for adolescents (Anderson & Cavallaro,

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2002). Parents provide information and show their behaviour about acceptable and unacceptable social customs, through their particular actions; which adolescents can then imitate. In the instance of anti-social behaviour, several empirical studies have revealed that children who observe a questionable behaviour and conflict within their family, display more antisocial behaviour themselves (Duncan, Duncan, Okut, Strycker, & Hix-Small, 2003; Farver et al., 2005; Tanaka, Raishevich, & Scarpa, 2010).

Given the amount of time that adolescents devote using median behaviours and characters observed on TV form, a dynamic part of adolescents' social learning process (Huesmann, 2007; Rideout, Foehr, & Roberts, 2010; Ungar, Ghazinour, & Richter, 2013). The way in which anti-social behaviour as aggression is often represented in the media (e.g., glorified, rewarded, and performed by attractive characters), more intensifies the chance that adolescents will also show such immoral social behaviour (Konijn et al., 2007). Experimental research has indeed, shown that adolescents who are exposed to rewarded violence consequently exhibit increased anti-social behaviour (Chang, 2000; Konijn et al., 2007).

Bandura's (1986) social cognitive theory, which is also a fundamental part of (Akers & Jensen, 2006) social learning theory of crime, proposes a means of investigating socio-economic factors (e.g., parental) and adolescents' attitudes headed for deviance simultaneously. One of the main principles of SLT is that " associations between behavioural and social variables are mediated by cognitive and perceptual aspects and that a stimulus or environmental event must be perceived before it can be coded into memory as cognition" (Bandura, 2001a). Assuming this theory to understand observational learning, it is argued that adolescents' socioeconomic circumstances and

exposures to TV crime shows toward deviance in unification with their own attitudes toward deviance will mediate the relationship between socioeconomic situations, under discussion TV programs and subsequent delinquency. For example, it has been revealed that cognitive factors mediated a sum of connotations between parenting practices and delinquency (Simons, Simons, Chen, Brody, & Lin, 2007).

Having SLT's postulates, the information is collected from observation of different available models, it is influenced by the type of model, as well as a series of cognitive and behavioural processes. Bandura indicates,

> "Organization of behaviour elements into novel patterns resembling modelled stimulus compounds can occur at the central level without motoric responding…. Modelling phenomena, in fact, involve complex interactions of numerous sub-processes, each with its own set of controlling variables. A comprehensive theory of identification must therefore encompass the various subsystems governing the broader phenomena. The sub processes that markedly influence the degree and content of observational learning are; Attentional processes, Retention processes, Motoric Reproduction Process and Incentive or Motivational Process" (Bandura, 1969).

Social Learning Theory enlightens learning by providing a comprehensive model that could account for the range of learning experiences that happen in the real world. As outlined by Bandura in 1963 and later further detailed in 1977, the main tenets of SLT are: learning is a cognitive process that takes place in a social context, it can occur by

observing a behaviour, and involves observation, extraction from those observations; reinforcement plays a role in learning and the learner is not a passive recipient of information rather cognition, environment, and behaviour all mutually influence each (Bandura, 1963, 1971). Having these tenets of SLT it is quite interesting to explore the crime learning behaviours of adolescents.

2.7   Chapter Summary

After examining the various materials in the relevant areas of this study that are available to the researcher, it appears that most of the studies on juvenile delinquency with respect to the media, especially on TV effects are on aggression. The aspect of crime learning behaviour analyses is a research gap, which this study endeavours to address. The researcher raises this concern in order to fully understand the dimension of how television crime shows impacts on the youth in the juvenile jail. Moreover, considering the case of Pakistan, the available research that analyses how television crime shows take part in teaching crime to adolescents is minimal. The importance of socioeconomic factors in juvenile delinquency cannot be neglected. A brief view of the professional literature analyzing socioeconomic factors in adolescents' risky behaviours has been elaborated above. A glimpse on social learning theory with help of connected observed evidence explained the way in which the behaviours of adolescents lead towards the delinquency.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter presents the study's methodology. A detailed description of the procedures to be utilized is discussed and supported by the appropriate literature. To address the research problem, a research design strategy consisting of in-depth interviews have been delineated. Furthermore, the methods leaning on one of the qualitative research approach i.e., "phenomenology". The focus was to reveal the untold perspective, using a qualitative approach, unearthing how incarcerated adolescents in Pakistan learn their crimes' procedures. The chapter concludes with an introduction to the methods of interview protocol, data analysis, and research grounding.

3.2 Research Design

Media, especially television, has been shown to affect a persuasive impact on the behaviours of young viewers. In agreement with this study's postulation regarding the powerful influence of television, Anderson & Pempek (2005) engraved, "with experience, the adolescent not only comprehends more but also becomes increasingly selective and cognitively active in the ways that he or she watches TV". Television as a ubiquitous source of entertainment is important to assess because it provides models for behaviour. Behavioural tendencies are difficult to measure due to the complexity of the recent subject.

For the current research topic, the aim was to know about the behaviour formulation patterns of adolescents in crime learning. To achieve the purpose of above said research aims, the qualitative research methods were planned to be implemented. Because, "a qualitative approach is specific to the context, occur in a way that minimizes the

invasiveness of the researcher and focuses on the wholeness of a phenomenon with an investigation into the lived experiences of persons" (Eisner, 1991; Elliott & Williams, 2001; Strauss & Corbin, 1998).

3.3   Qualitative Research

The characteristics of qualitative research methodology aim to understand some specific aspect of social life in detail, and its approaches generally produce words, rather than numbers (Bricki & Green, 2007). It is considered as an appropriate strategy when little is known about the problem being investigated (Bryman & Burgess, 1994). These methods try to get answers to 'what', 'why', or 'how' of phenomena rather than 'how many', or 'how much' (Creswell & Miller, 1997; Denzin & Lincoln, 2003). There are many reasons to choose qualitative methods in research from preference or experience of researchers to the need of specific disciplines like anthropology or phenomenology. However, the most valid reason to choose qualitative research methods is based on the nature of research problem (Strauss & Corbin, 1990a).

The intention of this research effort is to discover "how the crime leaning behaviours of convicted adolescents were formulated", that's why qualitative methodology considered most suitable. Furthermore, the effectiveness of qualitative methods are more vivid when to identify intangible factors, like socioeconomic situations, gender-specific roles, ethnicity and other multifarious human psychological aspects (Huberman & Miles, 2002). To gain a rich a complex understanding of a specific situation or phenomena (Seale, 2007), it provides a better explanation from the perspectives of local populations. With reference to the proposed study, the behaviours of adolescents are under consideration; and to check these behaviours, the phenomenological approach in qualitative methods are used.

3.3.1 Phenomenological Approach

The purpose of this study is to gain a better understanding of the crime learning behaviours of juvenile delinquents. Husserl (1970) argues that the ''life world'' is understood as what individuals experience pre-reflectively, without resorting to interpretations (Dowling, 2007). Creswell (2006) describes "a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon". The phenomenological approach focuses on specific situations or people, and its emphasis on words rather than numbers. As the current study focuses on learning the behaviour of juvenile offenders, these special phenomena are planned to investigate to help certain aspects of crime learning.

In its basic form, phenomenology attempts to build objective assumptions of topics which are regarded subjective. Consciousness and the content of conscious experiences are sought through systematic reflection to determine the essential properties and structures of experience (Menon, Sinha, & Sreekantan, 2014). From the main common ways to focus in phenomenology (i.e. intentionally, intuition, evidence, noesis and noema, empathy and intersubjectivity, and lifeworld), lifeworld is considered most proper mode here. The lifeworld denotes the "world" in which each one of us exists. It can be explained as background or horizon of all experience. Operationally, the life world of juvenile offenders is planned to investigate specifying their crime learning behaviours.

Once Hycner (1985) expounded phenomenological analysis; "the inner world of experience of the subject" very true for such type of analysis in which there has been always a margin to explain things differently by diverse researchers. However, by standing on the giants' shoulders the researcher has been retrying to do analysis in a

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logical way for a true picture of reality. The way and method for theme selections using phenomenological approach, the process has been explained in the forthcoming lines.

The analysis starts with transcription which is an important step in phenomenology data interpretation. After transcription bracketing and phenomenological reduction of the attained transcribed data leads the initially emerged meanings. Going to the interview for the sense as a whole by reading the entire material for several times, necessarily provided a context for emergence of specific units of meanings. The researcher remained attentive on nonverbal clues, intonations, the pauses and the emphases giving weightage to the general impression of the relevant phase of the interview.

The researcher then began to very arduous process of going over every word, sentence, phrase, paragraph and other prominent nonverbal clues in the transcribed interviews to prompt the interviewee connotations. The results of this phase produced a general meaning of informants' point of view concomitant with the topic being investigated. Delineation of units of meanings relevant to the research questions leads to a very critical phase in the elucidation of data. After the general meanings of data have been realised the researcher addressed the research questions. And after completion of above-mentioned steps, the researcher looked over the list of units of pertinent meaning and eliminated the clearly redundant ones previously listed.

The relevant clusters of meanings were determined if these were logically grouped together. The essence emerged thorough thoroughly inspecting each individual's responses, which lead to a common theme. Then, researcher grilled the clusters of meaning to define the central theme expressing the quintessence of these clusters. After

going through all the sequential steps above mentioned, the process of classifying common themes of all the informants was required. The themes found combine in all or in majority of the interviews were clustered together as a general theme.

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3.4   Data Collection

Each domain in qualitative research data collection methods has its own unique advantages and disadvantages. The researcher goes for one of the given methods or sometimes combine more than one technique; depending upon the research objective and resources available. When the study objectives are a more exploratory type or tend to discover new concepts in depth; then an open-ended procedure considers to be the best fit (Devers & Frankel, 2000). Furthermore, the selection of data collection method also depends on upon the resources in hand, including time, number, and complexity of cases (Devers, 1999). The current study focuses on the crime learning behaviours of juvenile delinquents, a complex past phenomenal; in-depth interview is chosen to collect data from informants because this technique makes the best use of the limited time that an academic researcher can have.

3.4.1   Date Collection Tool

To collect data for current research, in-depth interviews were selected as a data collection tool. In-depth interviews are often dismissed in favour of "objective data" from surveys. Qualitative in-depth interviewing involves a smaller number of informants and try to explore their perspectives on a particular idea or situation. From the perspective of this method, the attempt was made to unearth beliefs, values, and practices of a precise group or of individuals within a group. This abductive approach allows for the data itself to create a theory by revealing common themes through the practice of storytelling.

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In-depth interviews can help to provide a history of behaviour or the ways of behaviour formation. The examination of interactions between individuals, their social actions, symbolic meanings and interpretations attached to these situations in a particular environment leads to build a better understanding of behaviour construction (Ritchie, Lewis, Nicholls, & Ormston, 2013). As the current study intended to measure the crime learning behaviours of adolescents after their cognition to crime shows or other if any, so in-depth interviews were planned to be conducted through which relevant delinquents were questioned. The research conducted by Anderson, Bandura, Prot, Saleem, Huesman, Carter & Weaver, Jennifer Gunderson, and Stephen Meyers etc., have used the same methodology when understanding of juvenile behaviours are in question (Saleem, Ahmed, & Hanan, 2013).

3.5   Interview Protocol

Normally open-ended questions or items are used to conduct in-depth interviews in qualitative data collection. It is argued that open-ended questions are best in measuring values, attitudes, behaviours, and social factors. For the current study, the variables mentioned in the previous literature of similar nature were planned to measure with the help of close-ended (demographics) as well as semi-structured questions (learning behaviours). The factors measured in the previous scientific literature with reference to current study's learning behaviours are adapted where available. To measure these factors, related initial items have been adapted as well as modified/developed. Furthermore, more items (probs) were included (and/or during the interview) as per interview situation to acquire accurate responses from informants.

At the first stage of research, the procedures of development and testing of the interview protocol were measured. The research objectives were taken into consideration during

the above-mentioned phases. The relevant variables inquired and considered necessary in the previous studies of same nature were considered during the preparation of interview questions. However, the research objectives of the current research were compacted to previous literature (question indicators) and delineated further. The nature of interrogations was based on three-dimensional inquest set up. At first, the informants were inquired about their demographic circumstances, then the factors contributed to their crime learning, and later questions were specific to crime learning inclinations offered by television crime shows.

The general established demographic variables, such as age, education, and income etc., and the specific demographical situations related to juvenile delinquency as offence history, drug usage habits, and gang memberships (Aggarwal et al., 2005) were inquired. In addition to the above-mentioned variables, the general informative factor about the nature and method of crime was also included in this portion (Anderson & Dill, 2000). The informants were also inquired about their social life scenario relevant to their criminal life. Social factors like family and peers' influences were very important to study in crime learning behaviour of juvenile delinquents and inquired as well.

The empirical literature provides evidence that few factors may play a vital role in juvenile's' crime learning behaviour. The social factors attached with crime learning are, criminal activities with, time spending, attachment, follow up , reward or punishment etc. (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002; Hamby, Finkelhor, Ormrod, & Turner, 2005; Nash, McQueen, & Bray, 2005; Rebellon, Manasse, Gundy, & Cohn, 2013; Sumter, Bokhorst, Steinberg, & Westenberg, 2009;

Vermeulen & Sonubi, 2015; Vostanis & Nicholls, 1995; Winfree, Backstrom, & Mays, 1993). These factors were also considered in interview protocol development and questioned during interviews.

The crime learning behaviour of juvenile delinquents was the focal construct of this study to inquire. In this learning process, the role of TV crime shows was investigated with the help of indicators like interest in TV crime shows, watching frequency, the motive of watching, involvement in TV crime shows, perceived perception and perceived reality. These indicators are reformed from the previous literature as well (Fikkers et al., 2013; Grenard, Dent, & Stacy, 2013; Keller, 2013; Rideout, Foehr, & Roberts, 2010; Rivadeneyra & Lebo, 2008; Rivadeneyra & Ward, 2005; Robinson, Saphir, Kraemer, Varady, & Haydel, 2001; Rubin, 1983; Salomon, 1983; Stefanone, Lackaff, & Rosen, 2010; Wheeler, 2015).

Subsequent was the drafting of research guide considering the question indicators mentioned in preceding paras. The research guide was prepared to facilitate the interview process with certain probing questions as well. There were total of 11 semi-structured questions in the research guide. Question one dealt with the basic demographics and crime information of the informants. Whereas, the subsequent 10 questions were revolving around the research objectives of the current study as prepared with the help of factors inquired in the previous literature.

3.6 Population

Population refers to an entire group of elements with common characteristics for which the collected data are used to make interpretations (Lavrakas, 2008; Ritchie et al., 2013). In qualitative research methods, understanding a given research problem or issue

is attempted from the views of the population it includes. Therefore, the target population outlines those units for which the conclusions of the inquiry are intended to simplify. The target population for this study were Pakistani adolescents; convicted in any law court of the country or accepted their crimes. As per juvenile justice system ordinance 2000 Pakistan; the age of criminal responsibility is seven to eighteen years (Ali et al., 2015). That's why all adolescents in juvenile/borstal institutions and other jails are included in population for the desired study.

3.7   Sampling

According to Marshall (1996) convenience sampling, purposive sampling, and theoretical sampling techniques are three broad approaches in selecting a sample for qualitative study. Due to the certain limitations of time, resources and complexity of the topic, the purposive sampling technique was used for data collection. Because purposive sampling provides researchers a degree of control (Houghton, Casey, Shaw, & Murphy, 2013) as the researcher can best decide which type of sample is most appropriate for objective of the investigation. It is the least rigorous technique (Patton, 2005), involving the selection of the most accessible subjects and the least costly to the researcher, in terms of time, effort and money".

There are only two juvenile and borstal institutes in Punjab, Pakistan which are in districts Faisalabad and Bahawalpur. Standing on footsteps of purposive sampling, both institutes were suitable for interviews. Finally, the interviews were conducted at borstal and juvenile institute Faisalabad, Pakistan considering convenience and proximity situations.

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3.7.1 Sample Size

Sample sizes are typically smaller in qualitative work. Different social scholars suggest that the more functional sample size for qualitative studies is estimated around 15 informants for any homogeneous cluster (Bricki & Green, 2007). Although many researchers have proposed different sample sizes; 10 may be adequate (Sandelowski, 1995), might be in single figures (Marshall, 1996), Creswell argues five to twenty-five, Morse (1993) suggested at least six and fifteen is the figure mentioned by Bertaux (Mason, 2010), but the real sample size is based point of saturation. In the light of above-mentioned scholars' guideline and focusing point of saturation, the researcher reached the saturation point about the 9-10 interview. However, for more accuracy, three of more juvenile delinquents were interviewed in borstal institute Faisalabad, Pakistan. Resultantly, twelve in-depth interviews were conducted in this research effort.

3.8 Data Analysis

In in-depth interviews, a number of open-ended questions were asked to informants, with probing queries for more comprehensive and relevant responses. The rich, in-depth information provided by informants helped to understand the distinctive aspects of their lives, and comprehension of existing crime learning experiences. It looks for patterns in observations and, where appropriate, compares what is logically expected with what is actually observed (Babbie, 2010).There were many ways to analyse qualitative data, like thematic and descriptive approaches. In the majority of the projects, thematic analysis is proven adequate that looks across the collected data to classify the common issues that persist, and then identification of main themes summarise responses which have been collected (Bricki & Green, 2007).

In current research trends, different computer-assisted techniques in the coding of data are being used. The division of collected data in themes and retrieval of noticeable data themes is a valuable way in managing qualitative information (Basit, 2009). These approaches are quick and broad comparing the uncertain and slow process of manual theme searching. A number of computer programs are available for qualitative research that may have been appropriate, for example, QSR NVIVO and CAQDAS have been widely used in qualitative data analysis (Bringer, Johnston, & Brackenridge, 2007). For this research, the computer-assisted analysis software NVivo 11 Plus was used to organise the data and then presentation of emerged themes.

The thematical analysis was based on three step coding schemes, i.e. "open coding", axial "coding", and finally "selective coding" (Strauss & Corbin, 1990b; Strauss, 1987). At the first level of coding, diverse concept and different categories were looked over in data. At this stage, the distinguished categories and concepts were highlighted. As Strauss and Corbin (1990b) stated that "coding at this stage represents the operations in which data are broken down, conceptualized and put back together in new ways". This step was aimed to express data in the form of concepts by data segmentation. The units of meanings at this stage organized expressions i.e. "single words", "short sentences" to attach concepts and observations pertinent to those.

Once the open coding was completed for all interviews, the basic categories were identified. The next step was to conduct axial coding to refine and differentiate the coding categories achieved from open coding. This second step (axial coding) of coding lead the researcher to more formal categories of coding. At this stage, the relations between different categories was elaborated. At the end of this coding step, the relating

subcategories were converted to a single category. These categories were based on the developed codes according to the research questions of the study (Patton, 2005).

After axial coding, selective coding was performed. This step stretches the axial coding to a higher level of a construct. Selective coding elaborated and integrated the comparisons of different categories to other categories or groups to attain potential core concepts of the study. These core concepts were emerged after main themes in open coding and then sub-themes after axial coding. The results of selective coding were more apposite to research questions of the study which provided an understandable summary of emerged themes.

3.9 Reliability and Validity

The concepts of reliability and validity are generally associated with quantitative research. However, few alternate terms for reliability and validity are attached with qualitative techniques as well. The real aim to all of such terms is the rigour (Morse, Barrett, Mayan, Olson, & Spiers, 2002). The concepts of reliability and validity are based on Lincoln and Guba's work which revolves around concepts of "credibility", "transferability", "dependability", "confirmability", and "trustworthiness" (Guba & Lincoln, 1981; Lincoln & Guba, 1985). These checks are more dependable in researcher's role during data collection and later stages of research. Due to these factors, all the phases of data collection and analysis were self-conducted by the researcher.

On the other hand, few of the reliability checks are also recommended by different qualitative scholars. These checks include "coder reliability check", "dialogue reliability check" (Åkerlind, 2012; Bowden, 2000; Prosser, 2000), "communicative validity check", "pragmatic validity check" (Marton & Booth, 1997; Sandbergh, 1997).

Few of these checks were accessed as "coder reliability check" and "communicative validity check. Furthermore, the interview protocol was revised and adjusted after initial interviews (practising) as a safeguard for reliability and validity issues. Time limitation was a hurdle to go for member checking, however, the researcher also tried this type of check partially.

3.10   Research Grounding

The interviewing schedule was designed according to the research objectives. The informants' mental situation was also considered as they were young detainees. Many factors like, fear of truth (under trial detainees), age problems, and borstal institute's atmosphere were the issues which could minimize the true and accurate responses. In the checking phase of interview protocol, it was also found that informants were less responsive. They were hesitant to answer especially to those questions relevant to their crime and its learning. To overcome such problematic circumstances, the interview guild was prepared including many probing and sub-questions to accomplish a complete response. In original, the interview guide was prepared in English Language but interviews were conducted in Punjabi and Urdu languages. Because few Informants could understand only Punjabi language and none was able to understand the English language.

After finalization of interview protocell, the relevant authorities (Inspector General of Prisons Punjab) were requested for interview permission. There was a strict protocol in allowing any person to conduct interviews with juvenile offenders. Afterwards fulfilling the authorities' protocol, the researcher was permitted to conduct interviews at borstal institute Faisalabad, Pakistan. This institute was the medium through which researcher reached the informants of the study. Thereafter contact was established with

borstal institute's management (Superintendent Borstal Institute & Jail, Deputy Superintendent Borstal Institute & Jail, and Assistant Superintendents Borstal Institute & Jail). These persons were responsible for interviewing protocol management and subsidiary matters.

The management of borstal institute and jail Faisalabad read thoroughly the interview guide and made them satisfied with the intended purpose of the current research. There were strict security measures in juvenile institute. Interviews were only allowed in a specific time frame and researcher was not allowed to enter or remain in the institute after that stipulated time. Most of the time, researcher entered in institute about 10:00 am. No electronic device (audio/video recorder, mobile phone, camera etc) was allowed in the jail premises. The researcher tried hard to get permission for audio recording but not accepted. Consequently, all the interviews were furnished in a written format which increased the duration of interviews.

The researcher conducted two interviews daily because the given time was about four hours per day. During experimental interviews, it was observed that one interview would complete in 60-70 minutes. However, it took 90 minutes approximately in borstal institute as recording was not allowed. There were little interruptions in few cases when management interferes considering the necessary routine matters at a juvenile prison. However, most of the interviews were completed without any major intervention from prison administration. The researcher visited the borstal institute for two weeks regularly for required number of interviews. Few of the interviews were dropped later being incomplete information or invalid informant.

3.11   Ethical Considerations

Groenewald developed a seven points "informed consent protocol", for the purpose to gain the informed consent from Informants (Groenewald, 2004), as described below;

> ➢ Informants are participating in research
>
> ➢ Explaining the purpose of the research to Informants
>
> ➢ Procedure of research
>
> ➢ Explaining the risks and benefits of the research
>
> ➢ That Informants' participation is voluntary
>
> ➢ Informants have right to stop interview anytime
>
> ➢ Protection of confidentiality

The above-mentioned protocol was strictly measured in this research, additionally due to sensitive nature of research; the informants made sure that no statement of them is going to be published or disclosed with their names. After practising this preliminary protocol, few of the informants rejected to participate in the study. These ethical considerations were implemented at two levels. First, the borstal institute's management and finally the interviewees.

3.12   Chapter Summary

The initiative of the planned study was to investigate the underlying ways for crime learning in juvenile delinquency through the participants' lived experiences. These lived experiences were investigated through in-depth interviewing. All the informants were juvenile delinquents either convicted or under trial and detained at borstal institute Faisalabad, Pakistan. Using in-depth individual interviews, the informants offered an insight into a topic that has limited systematic study in Pakistan. Interviews were

conducted in two languages, Punjabi and Urdu considering the ease of informants. The interviews data was organised and then analysed using NVivo 11 Plus, computer-assisted analysing tool for qualitative analysis. In sum, this chapter contains a review of research methodology, participant's selection, data collection, and analysis plan as well as the research grounding.

CHAPTER FOUR
DATA ANALYSIS, FINDINGS, AND INTERPRETATIONS

4.1 Introduction

This chapter analyses and elucidates the data collected from juvenile offenders retained in juvenile institute Faisalabad Pakistan. The aim of the study is to investigate the crime learning behaviours of adolescents who have been involved in crimes and convicted or were under trial. The phenomenological approach has been used for interpretive thematic analysis. In this research, a total of 12 In-depth interviews were conducted. This chapter is presenting a detailed analysis of those interviews and the findings of the. All the informants were convicted or had accepted their involvement in different types of felonies.

The informants provided their own detailed version of lived experiences before and during a crime involvement. The interviews were conducted in Urdu and Punjabi languages and then researcher translated and transcribed these into the English language for further analysis. The data was analysed using NVivo 11 Plus software. The findings and explanations of emerging themes revealed after analysis are detailed in this chapter.

4.2 Demographic Profile of Informants

Total of twelve informants were interviewed for the current research effort. Considering their age group, the informants have enough education as most of the informants were doing studies at the time of their offences. The age of interviewees remained between 12 to 17 years, whereas some were detained in borstal jail for many years. In this study, the age of informants is mentioned at the time of the offence rather than their current age, to attain a better understanding of their learned behaviour. The other demographic factors of informants are given below in table 4.1.

Table 4.1

Demographic profile of informants

Informants	Age (Years)	Education (in years)	Monthly income of Family (PKR Thousands)	Fathers Education (years)	Mother's Education years)	Occupation of family	No. of children in Family	Type of locality the family is residing	Caste of the family	Family management (Living with Family or not)
I-1	14	5	50-70	10	5	Cultivation	5	Middle	Virak	With Family
I-2	15	9	40-50	12	14	Cultivation	6	Middle	Jutt	With Family
I-3	14	10	50	16	0	Govt. Job	6	Middle	Ansari	With Family
I-4	13	8	65	10	10	Govt. Job	5	Good	Awan	With Family
I-5	13	8	20	5	12	Business	4	Middle	Ansari	With Family
I-6	12	0	25	0	0	Odd Jobs	5	Low	Pathan	With Family
I-7	15	8	10	Dead	5	Labour	4	Low	Aarien	With Family
I-8	16	10	25-30	8	0	Govt. Job	4	Low	Jutt	With Family
I-9	14	0	90-100	0	5	Labour	11	Middle	Rajpot	With Family
I-10	17	0	35-40	0	5	Labour	8	Middle	Qureshi	With and Without Both
I-11	17	10	40-50	12	0	Labour	4	Middle	Niazi	With Family
I-12	17	8	50-60	Dead	0	Foreign Labour	3	Good	Rajpot	With Family

This table provides basic demographics of the informants participated in the current study. These demographics are entailed here being importantly considered in juvenile delinquency. Although, the age of juvenile offender in Pakistan may be 7 to 18 years, most of the juvenile delinquents were at their matured adolescence. Two of the informants did not go school or had another type of formal education. However, all the

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other informants were doing or had done justifiable years of formal education. The family income shown in this table might be exaggerated by informants. This table also depicts that parents of informants were not totally illiterate. Rather, few of respondent's parents have very good formal education in terms of years.

The type residence is also given in the above-mentioned table to judge the economic conditions of informants' families. This factor affirms the monthly income by some means as most of the informants were living in middle standard localities. Caste of the family has also been included in the demographic profile of the informants because in Pakistani culture, few castes are considered as violent castes and some as peaceful. This table shows that there is a mix tendency of juvenile offenders as denoting those violent castes (i.e. Pathan, Niazi, Rajput, Jutt) and peaceful castes (Ansari, Aarien, Qureshi, Awan). One of the important factors in juvenile delinquency is to consider the adolescent's living status i.e. either with family or not. The table shows that almost all the informants were living with their families at the time of their crimes.

4.3 Crime Profile of Informants

Following is the crime profile of interviewees consisting basic information of their crime. Most the informants detained in borstal prison were convicted, but some of under trial juvenile offenders were also retained there, who had accepted their offences. It is important to indicate here that most of the detainees had involved in serious nature crimes i.e. murder, rape, and robbery. Few of the informants did not confess any type of offence but as convicted after court judgement, they were correspondingly interviewed. The other considered factors of crime profile include; method of offence, the reason of offence, offence history, drug usage habits, and gang memberships.

Table 4.2

Crime profile of informants

Informants	Nature of offence	Method of offence	Reason of offence	Offense History	Drugs Usage habits	Gang Membership
I-1	Murder	Pistol	Family Compulsion	No	No	No
I-2	Rape, Fight	Hands	Friend's Company	No	No	No
I-3	Rape	Don't Accept	Don't Accept	No	No	No
I-4	Murder	Pistol	Anger	Somehow	Yes	No
I-5	Fight	Wicket	Anger	Somehow	No	No
I-6	Murder	Razor	Anger	Somehow	Yes	No
I-7	Dacoit	Don't Accept	Don't Accept	No	No	No
I-8	Rape of Boy	Don't Accept	Don't Accept	No	No	No
I-9	Selling Theft	Business	Business	No	Somehow	No
I-10	Drug Selling	Business	Business	Yes	Yes	Somehow
I-11	Selling Drugs	Business	Business	Yes	No	No
I-12	Dacoit, Theft	Money, Friends	Money	Yes	Yes	No

This table contains the basic crime profile of informants with the little felonious background. As one column shows the nature of offence whereas the second columns provide a hint of crime method. Few of the informants did not accept their crimes so those responses were recorded as "did not accept". It is important to mention here that these pieces of information are based on the responses of informants and no other documents (Police reports, Court decisions) were consulted due to non-availability. The reason of offence is also included in this table which depicts varied explanations. One of the informants held responsible his family for his offence and other denoted his friends' company. Few believe they were just doing just a business no matter what means they use. Some of the informants were found to be drugs users, but most of them

were not consuming drugs. At the last column of this table, it appears that informants of the current study were not attached to any gang with only one exception.

4.4 Frequency of Watching TV Crime Shows

To gain a better understanding of effective watching frequency for a specific type of program, previous social research provides us guidelines. A research conducted on audience analysis of crime drama viewership suggested that 89.8 % of participants, watch crime shows between one and seven hours per week. The results of the study further suggest that this frequency of viewing crime shows was a significant predictor for gratification and curiosity (Brown & Lauricella, 2012). The informants of the current study viewing frequency of TV crime shows are given in a table below.

Table 4.3

Watching Frequency of TV Crime Shows

Informant	Watching Hours/week
I-1	3
I-2	10
I-3	3 to 5
I -4	3 to 5
I -5	3 to 5
I -6	6 to 8
I -7	2 to 3
I -8	5 to 7
I -9	6 to 7
I -10	7 to 9
I -11	0
I -12	5 to 7

This table shows that average frequency had been about four hours per week in viewing TV crime shows. As previous research shows that this amount of viewing to a specific type of program is enough for the intended gratification. It is also important to clarify that the informants were adolescents, who have been involved in their busy daily practices either study or work. Furthermore, due to contextual implications, it is also important to consider that there is about 8-12 hours' load shedding in Pakistan for last ten years. All the informants have committed their juvenile acts during this period, so an average of four hours per week is sufficient watching time for a specific kind of program.

4.5   Coding and Themes

A theme is a meaning unit, the pattern of words or statements which relate to central meaning and also described as a coding unit (Baxter, 1991). This is also called as an idea unit (Kovach, 1991) or a textual unit (Shelley & Krippendorff, 1984). A textual unit with a keyword and phrase (Downe-Wamboldt, 1992; Lichstein, 1996). These meaning units are themes extracted from a unit of analysis (Graneheim & Lundman, 2004) which are words, sentences or paragraphs related to research questions. The inner world experiences (Hycner, 1985) of informants are delineated in the below portion considering the research objectives of the current study.

The theme selection process starts with the process of coding. The coding concept refers to the given name to a word, phrase, sentence, or paragraph in data to describe what is being said. It is also called the process of naming or tagging the chunks of data. The selected or highlighted portion in the text (word, phrase, sentence, paragraph) is the meaning unit relates to the specific phenomenon (Male, 2016). All the relevant codes under one name lead towards the emerged themes. Developing a coding system in

qualitative in-depth interviews includes many sequential systems. Starts from searching regularities of data, the patterns related to the research aims. These regularities of data and patterns (coding categories) are then placed under specific themes (Flick, 2009). In the current research investigation, the 12 in-depth interviews were coded considering research questions and then characterised into different coding categories which lead towards the emerged themes.

4.6 Coding Structure and Theme Categories

After identification of codes and naming these basic meaning units, these units are put into categories as coding categories. These categories are also called as a family of similar codes. These categories or code families might be named as a general or common code. Initially, the three types of coding structures are used in qualitative analysis. These types include, "purely inductive" (Fereday & Muir-Cochrane, 2006), "start list method" (Burnard, 1991), and an "integrated approach" (Strauss & Corbin, 1990a).

The integrated approach of coding was used in the current study is best considered. The research questions of current investigation and detail repeated reading of the interview transcripts, the initial themes, and coding categories were structured. After then the emerging themes were placed under its relevant main category. In other words, all the emerged themes of current study were gathered and then categorized into four main groupings based on the research questions. The themes categories appeared in the light of aims of the study are explained here with the help of the following illustration.
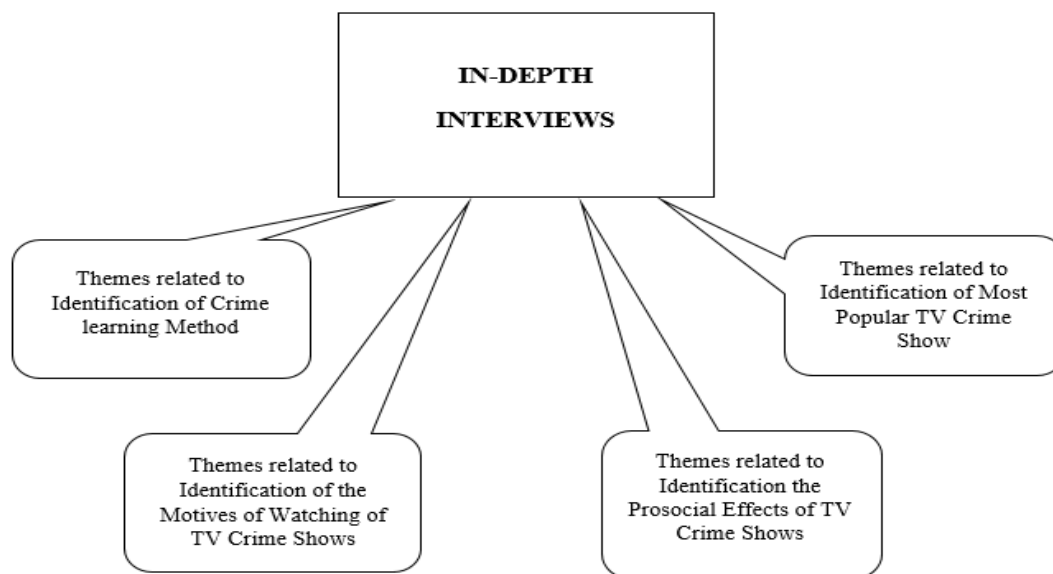
Figure 4.1. Major categories of emerged themes

The above-mentioned illustration depicts the main categories of emerged themes. These categorized are based on the research question of the study i.e.

- What are the motivational factors which probe juvenile delinquents to watch TV crime shows?

- Which crime shows have been the most popular show among juvenile delinquents?

- What are the contributions of TV crime shows in crime learning behaviours of juvenile delinquents?

- What are the positive behavioural dispositions provided by TV crime shows to juvenile delinquents?

The above figure explains that emerged themes are placed under four major categories. In the first category, the themes related to the identification of motivational factors in watching of crime shows are sited. After this, the themes which are related to

understanding the most popular crime shows among informants of the study were classified. In the third category, the themes related to crime learning behaviours of informants are in focus. Specifically, the themes related to crime learning methods of juvenile delinquents were placed under this class. And in the last category, the themes related to identifying the prosocial effects of TV crime shows were combined. This type of classification provides a synthesized picture of current research effort.

4.7   Overview of the Data

The thematic analysis in qualitative research is considered as a difficult task to conduct. However, different computer-assisted data analysis techniques have created an ease in qualitative research analysis. Few of famous software for qualitative data analysis are QDA Minor, ATLAS.ti, Hyper Research, MAXQDA, NVivo, Quirkos, Qiqqa, XSight, Dedoose, and many others. For the current research investigations, NVivo 11 Plus was selected for its diverse nature assistances in qualitative analysis. This software is very popular and useful in qualitative data organization and coding process.

Qualitative Solution and Research International (QSR) offered this software which has been widely used in qualitative data analysis. QSR NVivo 11 Plus provides a variety of data analysis techniques as well as different illustrations to present findings with graphs, visualizations, quires, flow charts and concept maps. These illustrations appear with a beautiful presentation of data as well as dowries an easy approach to comprehend findings and then understand these findings. Before going through the in-depth analysis, NVivo 11 Plus offers different types of data visualizations to understand the general trends of the data. The in-depth interviews of current research study were analysed in terms of general data trends. The results of these general trends of data are presented here with the help of the following figure for data overview.

Figure 4.2. Word frequency cloud

The above visualization is the word frequency cloud for the data collected in current research investigation. The word frequency cloud query was run with top 100 most repeated words with a minimum word length of five. This query was run with settings of "Exact Matches", "Stem Words", "Synonyms", "Specializations", and "Generalizations". It is evident from this word cloud that crime is the most repeated word in the in-depth interviews.

The word frequency cloud also appeared with the counting of word "Crime" which is 849. The second most frequent word is "Shows" and its frequency remained 437. The third-ranking word is "Friends" with 431 repetitions before "Family" with 312 appearances. These frequencies of words are giving a general overview of the data.

Before going for detailed coding process, these word frequencies portray data tendencies which help in theme selection process.

With word frequency cloud, NVivo 11 Plus provides many other options to have a quick overview of the data to be analysed. These pre-tests are very useful before detailed coding process. Another type to get a general tendency of analysing data is "Text Search Query". This query is very important to provide the context of the specific word or phrase to be searched. Identification of crime learning behaviour was the main aim of this research effort.

In text search query wizard, "Learning" was searched with the below-mentioned word tree. Learning query was run with exact matches with 5 words context. Learning appears most of the time with crime being the key investigative factor in the current research. In this query, Informant 11 and informant 12 are top-ranked with 11 references preceded by informant 10 and informant 4 with 9 references. In the "Learning" search query informant 3 appeared with only 5 references with 5-word context and remained at the bottom. This query provides the key contexts of the main aimed investigating factors.

It is quite interesting that keyword which can appear in themes for the current study is appearing with its contextual words. It becomes easier to recognize the expected themes with its contextual references.
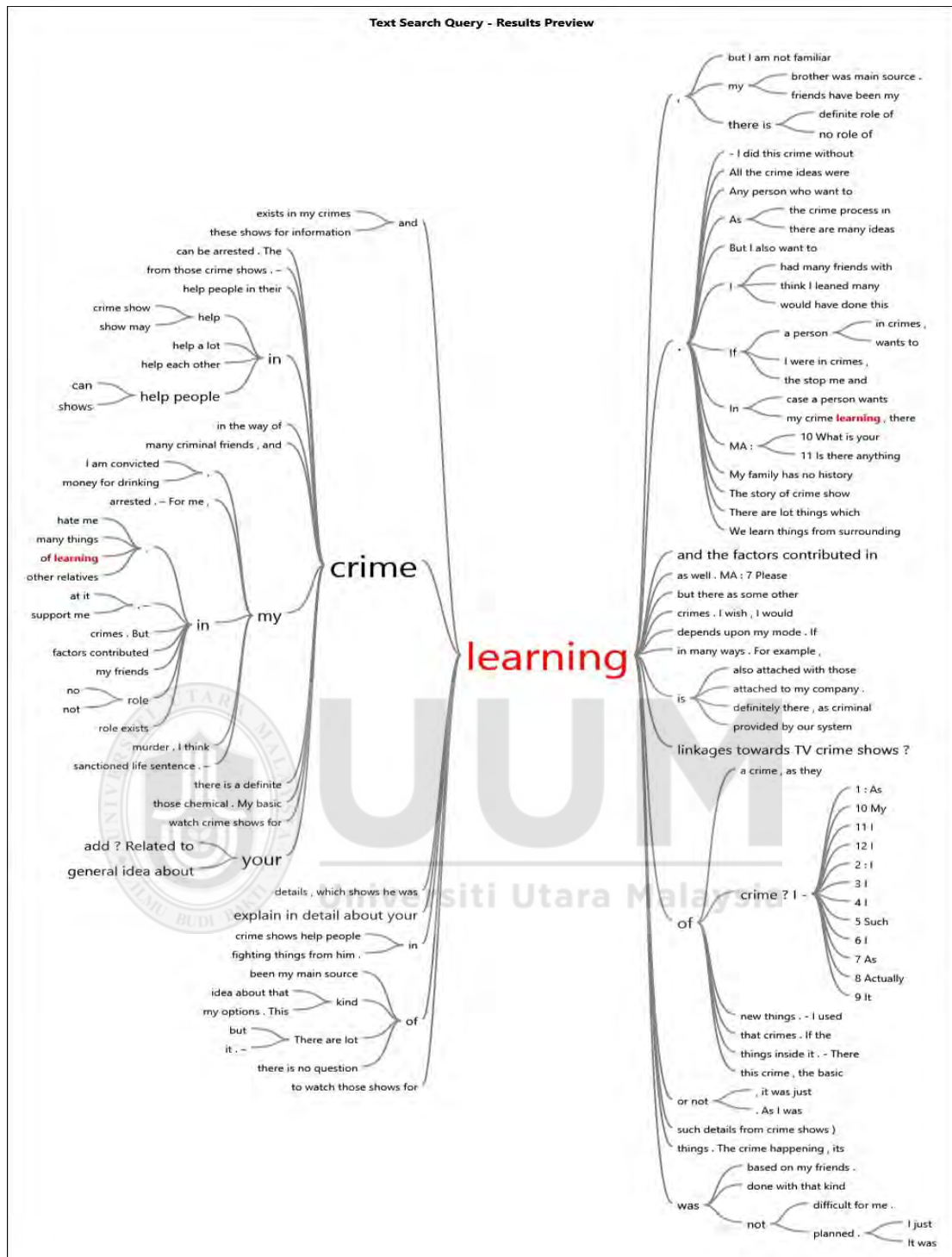
Figure 4.3. Text search tree with search of "Learning" (Appendix for details)

After completion of coding and thematical analysis, it becomes quite messy to identify the themes with tracking of its original references. This problem has also been solved with computer-assisted data analysis techniques. It is very easy to track a theme with

its reference no matter how many times it was coded and then sub coded. The following illustration is presented for a general overview of data after completion of the coding process.

Figure 4.4. Coding hierarchy links with interviews (Appendix for details)

This illustration portrays two important dimensions of coding after completion of data analysis. The circles show the theme hierarchy starts with major themes and then extends towards minor themes. The 12 boxes are the symbols of 12 interview transcriptions of the current study. Whereas the lines between boxes to circles depict the codes extracted from these transcriptions. By clicking the circles, all the codes in

that specific themes appear as text form. If the same action is performed to boxes (interview transcriptions) then all the extracted codes of the selected informant appear in text format. This process very helpful in explaining any theme and if there is a need to give a reference. During the upcoming findings, this process is going to be performed to provide evidence in explaining the emergence of themes.

4.8 Emerged Themes and Categories

The emerged themes and relevant categories of current study are explained in below portion with the help of comprehensive table. This table depicts all the major and minor themes regarding relevant category. Furthermore, these categories are developed in the light of research questions of current research investigation. This theme table appears with the topic of this research effort followed by the four major categories referring the four research questions.

There are different layers of themes. Most of the themes layers (RQ1, RQ2, and RQ4) consist with three layers. On the other hand, the RQ3 consists of 4 layers of themes and categories. It is important to mention here that RQ3 considered the focal construct of this research effort as focusing the crime learning behaviour of the informants. Due to importance of this construct, it has been given more weightage and apace during analysis. This fact is clearly shown in the below table entailing different layers of major and minor themes with respect to relevant research question.

Table 4.4

Complete Scheme of all Major and Minor Themes of the Study

EXPOSURE TO TELEVISION CRIME SHOWS AND CRIME LEARNING BEHAVIOURS AMONG JUVENILE DELINQUENTS IN PAKISTAN

(RQ1) Motives in Watching TV Crime Showa	Information	Crime Information	
	Learning	Crime Learning	
	Entertainment		
(RQ2) Most Popular TV Crime Show	CID	Identification of CID Characters	
		Retentions of CID Stories	
	Shabbir Tu Daikhy Ga	Identification of Shabbir Tu Daikhy Ga Characters	
		Retentions of Shabbir Tu Daikhy Ga Stories	
(RQ3) Crime Learning Behaviour	Major Sources in Crime Learning	Friends	Criminal Activities with Friends
			Criminal History of Friends
			Friends' Reactions at Crimes
			Learning of Crime Skills through Friends
		Family	Criminal Activities with Family
			Criminal History of Family
			Family' Reactions at Crimes
			Learning of Crime Skills through Family
	Contributory Sources in Crime Learning (TV Crime Shows)	Crime Information	
		Confidence in Crimes	
		Help in Own Crim	

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Table 4.4   Continued

			Story is False
			Story is True
		Perceived Perceptions	Role of Police
			Sympathy with Criminals
			Self-Efficacy
			Help in Crime Learning
	Unidentified Sources in Crime Learning	Denial of Crimes	
		Ignorance	
		Accidental Crimes	
(RQ4) Prosocial Effects of TV Crime Shows	Useful Information Disagreement with Criminals' Reactions Fear of Crime Role of Police		

After giving an overview of data, thematic process, and depiction of whole theme categories, the below portion is dedicated to entail details of emerged themes during analysis with reference to the linked research questions. It is pertinent to mention here that following theme categories are described with research questions of the current study. For example the heading 4.9 is linked with research question one. The same scheme is followed for the other research questions of the study.

4.9   Motives of Watching Television Crime Shows

Television viewing, choices of programs, easy access via cable, the internet, and social uses in the different cultural mix have been a hot area of social research. Now the viewers don't passively absorb subconscious inputs from the screen, rather they conversationally make sense of what they see. The current study was focused on investigating the learning effects of crime shows of different TV channels. It was also

necessary to explore the major motivational factors which probe adolescents (later Juvenile Delinquents) to watch TV crime shows. This factor was investigated in the recent research effort. The major motivational factors with their minor linkages are explained in following graphical depiction.
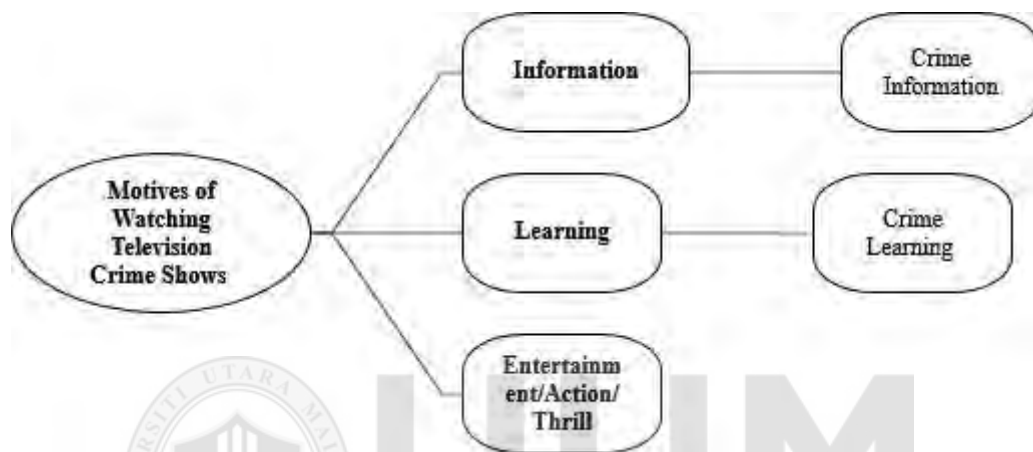
Figure 4.5. Mind map of major and minor themes in RQ1

The findings suggest that informants, who had TV at their homes, were attracted the crime shows due to many motivations. These motivations are apparently general motives and not specific to crime-related interventions. But, due to the specific contents of these shows, informants have motivated these shows to learn different criminal lessons unconsciously. Identification of motivational factors in watching TV crime shows is the first research question of this research. The previous literature has largely witnessed "information" (Elsweiler, Mandl, & Lunn, 2010), "leaning" (Fisch, 2014a), and "entertainment" (Tannenbaum, 2014) factors as major motivational factors to watch different types of TV programs.

Following is the hierarchy chart of emerged themes considering the motives in watching TV crime shows after completion of the coding process.
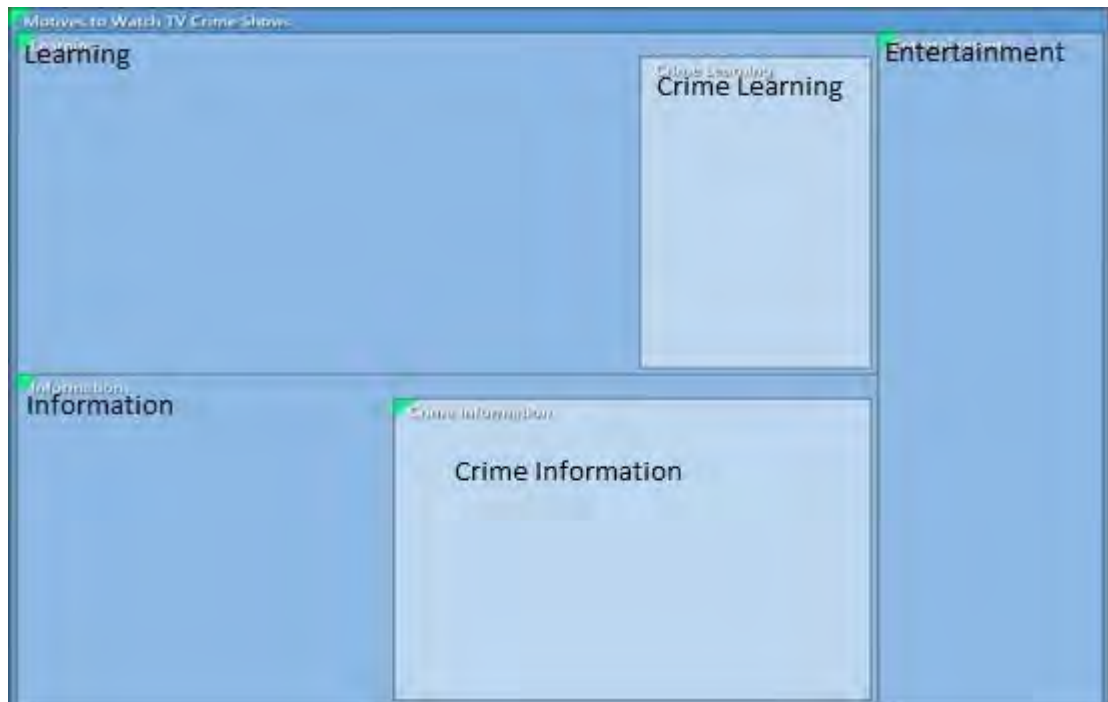
Figure 4.6. Hierarchy chart of motives of watching TV crime shows

This chart explains that there are three major themes and two minor themes. The major themes are Information, Learning, and Entertainment. Whereas the minor themes as emerged from Information and Learning; and named as Crime Information and Crime Learning. These themes are further explained in below lines with the provision of references.

4.9.1   Information

Informants were inquired about their motives to watch TV crime shows. They provide their detailed responses. Information has emerged as one of the major themes in motives to watch the shows under discussion. From the diverse motivational dimensions, it emerged that informants watch TV crime shows to get information about diverse situations associated with daily circumstances. It is no need to mention here that these pieces of information were mostly related with crime information. However, many of

the informants were at the point of view that they watch TV crime shows to get information for positive and use full manner. For example, Informant 1 revealed that;

> …*those shows were very informative*. - There are a lot of things to learn. As in the start, there is a criminal who commits a crime. Behind his or her crime, there is always a reason, which is mostly valid… (Informant 1)

It the reference quoted above, informant 1 is saying that he was getting information about the reason of a person's crime. There are different dimensions of information. And different informants' views depict that they attained the diverse type of information with the exposure of TV crime shows. Another informant (informant 3) explained another dimension of information as "There is a lot of entertainment and *rich information*… how to recognize a criminal. And if we indulge in a bad situation in which criminals are involved, how should we react and how to handle the situations…". The informant 3 is motivated here to watch TV crime show for information about recognition of criminals. He further adds that he was motivated to watch these shows to be informed about the proper and suitable reaction in a criminal situation. Another informant was interested in watching TV crime shows to know police work. He wanted to get information about different police procedures,

> There are many interesting pieces of *information* which are presented in a very entertaining style. For example, the criminal process, and police reaction. After watching a crime show, I automatically know that how

crime was committed, and then how police find out the criminal
(Informant 7)
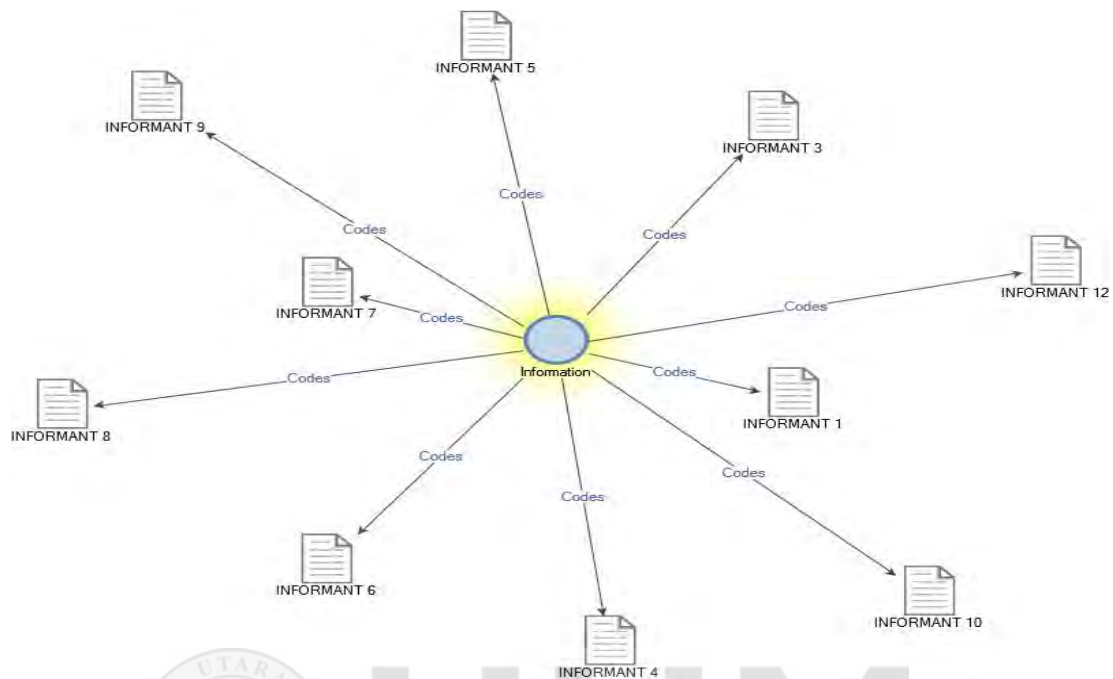
Figure 4.7. Theme "Information" visualization
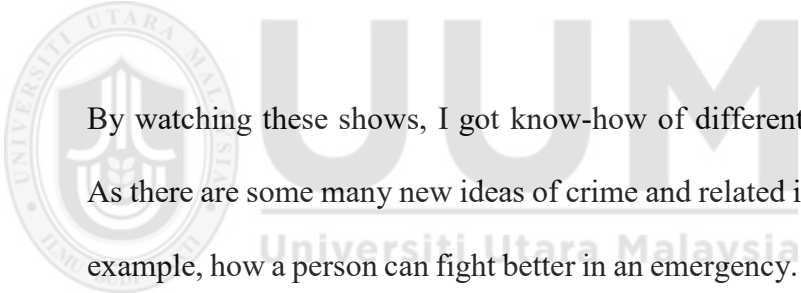
The preceding illustration represents the emergence pattern of theme "Information". They page symbol (square) represents the informants. Whereas, circle in the middle is showing the emerged theme as whole. The arrows are showing the linkages of informants' coding towards the emergence of the under-discussion theme. It shows that how "Information" theme was emerged after analysis.

4.9.1.1 Crime Information

The minor theme of information emerges as "Crime Information" linking towards the motives in watching TV crime shows. This theme emerges in the current study under motivational inclinations, is the information about criminal procedures. Every observation in human exposure brings some sort of information. Same in this study, in which viewing of TV crime shows provided a pack of crime information to informants.

Due to sensitive age group, adolescents were affected intensively with this environmental exposure. Furthermore, they can process the information as obtained by observation to these shows. TV crime shows carry a specific and very detailed information about criminal procedures, and it is quite logical to obtain such information.

The informants of the current study were relatively hesitated to share their learning insights with TV crime shows, but they were very much clear about the informational insights. Although the informants did not show clearly that they watched TV crimes shows with an intention to attain crime information, but it is not difficult to visualize that they were going for criminal information as witnessed in following extracts.

> By watching these shows, I got know-how of different crime process. As there are some many new ideas of crime and related information. For example, how a person can fight better in an emergency. There are many minor things in crimes and crime shows provide a lot of information about these minor things (Informant 10).

> My interest in crime show was to know, how police capture the criminal. Because there were always few things, some weak points, and errors of criminal which helps police to arrest him later. Tracking of criminal by police was always very interesting. Criminal work was also very interesting to watch. They use little things in their crimes and complete successfully. By this way, I learn many things from those crime shows (Informant 12).

The trend appears that informants manage to get a sort of crime procedural information; *how to know of different crime process (R-10)*, a *lot of new ideas (R-2)*, and *how a criminal can use his intelligence in a crime (R-1)*. These themes are significant as compared to other findings because these emerged themes settle the crime learning insights of informants. Observational information makes the foundation of learning and different sets of information finally convert to a meaningfully learned behaviour. Although the informants' motives were getting general information which leads them to build a motive unconsciously to attain crime information as well.
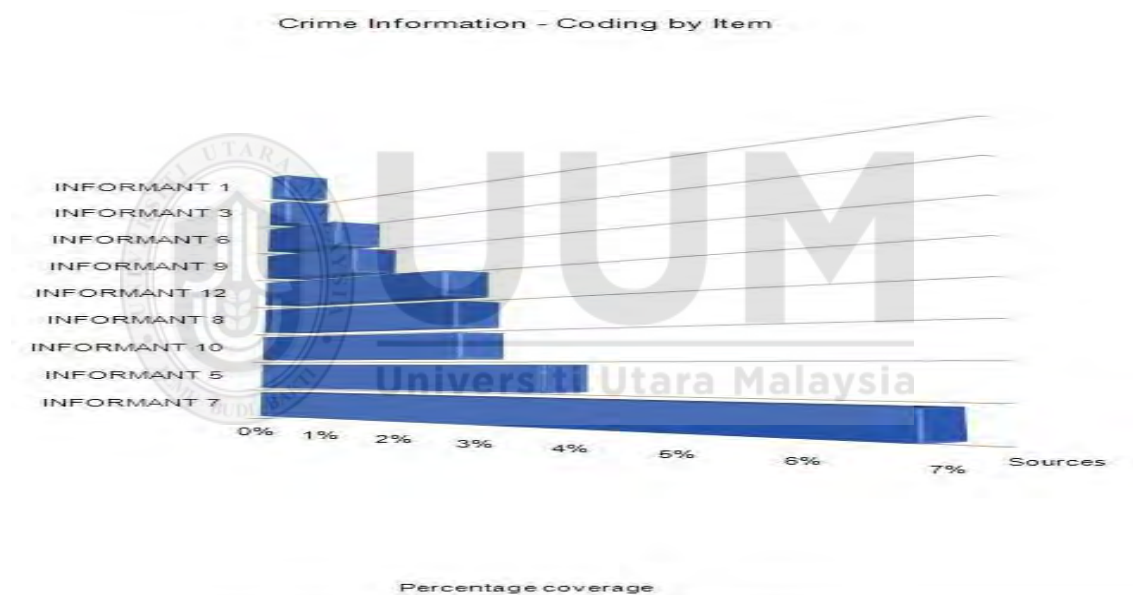
Figure 4.8. Crime information coding chart (Coding Percentage of Different Sources)

This chart explains the percentage of different sources (informants) coding. Along X-axis the informants are appearing with the ascending order as per their percentage inclusion in theme emergence. Informant 7 is at the top with 7% and informant 1 is at the bottom with 1%. These percentages explain the contribution of a specific respondent in the emergence of a theme. The increased percentage is based on the matter coded as few of the informants' views were coded as large para. On the other hand, the low

percentage explains the relevant informant's opinion was coded by extracting just a word or a short phrase. The minor theme of crime information motive emerged with 18 references and 9 sources.

4.9.2 Learning

In motives of watching TV crime shows, "Learning" emerges as a major theme. It emerged that informants were motivated to watch TV crime shows to satisfy their curiosity instincts. It emerged that informants motivated to watch these shows to learn different aspects of crime related information. This information may lead towards both, positive and negative tendencies. Few of the informants were at the point of view that they were motivated to watch TV crime shows to learn a proper action in an emergency. For example, if they must face a situation in which they are being robbed then how can they take proper measure? It is obvious because humans want to acquire the same type of information; if it is provided. Furthermore, the TV crime shows present this information in such an interesting and entertaining way that viewers are motivated to watch this shows to acquire learning.

The below-mentioned illustration depicts the theme "Learning" visualization. The mid circle denoting the theme whereas the surrounding squares are representing the sources or informants through with this theme emerged. It is evident from this visualization that this theme emerged from 9 sources. In the background information of this figure, it is important to mention here that this theme comprises 33 coding references of 9 informants.
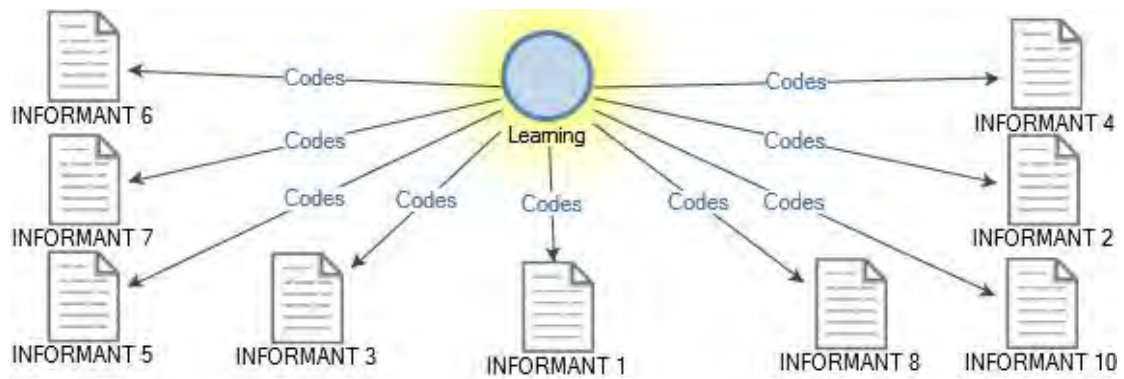
Figure 4.9. Theme learning visualization

The learning Theme is further described and demonstrated with the different extracts of the informants as below.

> My main motive was to get information which can be used in emergency situations. I learned from these shows, how to react if I must face such situations (Informant 2)

> I just wanted to watch these shows keep safe myself from criminals (Informant 3)

> The information about crime and dealing with crime is very useful in daily life. They tell that how criminals do crimes and how they are arrested. By using that information, we can recognize and handle the criminals in our daily life (Informant 8).

4.9.2.1 Crime Learning

Although learning of crime procedures was not the informants' conscious motive, but unconsciously they were learning the same procedures. Observation is one of the major learning sources in human instincts, and in crime shows these provides pathways to

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felonious consequences. As in observational learning, the viewer first watches, then retain some of the information (personal IQ level) and later in matching situation the observer/viewer repeat the observed behaviour. This type of learning is also referred in shaping and modelling of a specific behaviour as vicarious reinforcement (SLT). In this research finding, the informants' answers depicted that they had learned few of the crime specifications (unconsciously and/or consciously) as mentioned in below responses:

> I was interested in watching the crime happening, its procedures and relevant matters give a lot of information (Informant 2)

> I like to know the crime process and relevant details. There are many ideas about different crimes… They show, how the crime was committed and how its different steps were taken. These things give confidence to viewers in criminal intentions that he or she can also commit the crime (Informant 7)

> I like TV crime shows …. There are many crime ideas, for example, in fight, where to punch in better way and how to break any body parts of opponents. All such things can easily be known with the help of crime shows… (Informant 6)

From the above-mentioned inferences from interviews' transcriptions, it appears that informants were interested in learning, *the crime happening, its procedures and relevant matters give a lot of information (Informant 2), how the crime was committed*

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and how its different steps were taken (informant 7), and *in fight, where to punch in better way and how to break any body parts of opponents. All such things can easily be known with the help of crime shows… (Informant 6).* Apparently, it appears that these were the interest elements in TV crime shows which attract the informants, but it is evident to mentions here that informants had exposed their antisocial behaviour. The learning insights obtained by crime shows provided them with a whole or partial script of a specific crime and the little key points involved in an offensive act (*how police arrested the criminal, Informant 7*). These key points obtained by a variety of crime shows build a solid understanding to go through an offensive act. With such kind of motivations, the viewers learn crimes very easily.
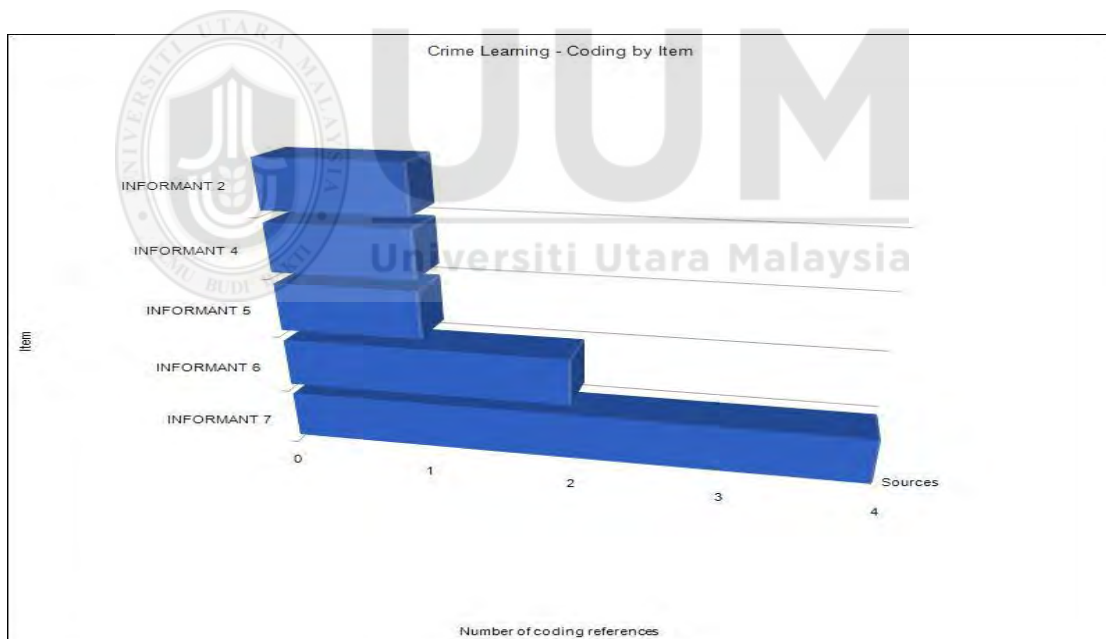
Figure 4.10. Minor theme "Crime Learning" coding by items

This chart depicts the roots of the emergence of crime learning theme with its coded references. It explains that this theme emerged with 4 references of informant 7. After that informant 6 appears with 3 coding references and informants 2, 4, and 5 give the impression with 2 references each.

4.9.3 Entertainment/Action/Thrill

Television is still a very popular source of entertainment in all segments of society and famous in all age groups. The informants of the current study were also used to watch television due to its diverse type of programs. Satellite TV and cable TV has reached in far arrears of Pakistan and people are aware of various programs of television. As a source and type of entertainment, the TV crime shows were popular and liked by informants.

They used to watch their favourite shows including crime shows even if some episode is missed; they could watch in repeated transmission. It was found that informants were fascinated to watch TV crime shows with many entertainment elements as per their personal interest tendencies. Entertainment was emerged as one of the major themes in motives to watch TV crime shows. The TV crime shows as entertainment by informants has signified as;

> I was interested to watch TV crime shows as the crime and related procedures are shown in a very entertaining way… the main thing was entertainment and very rich information... They were full of action, suspense, and thrill. As there is always a criminal who perform his crime in a very interesting way… Their method is very interesting, like how they arrest the criminals. The main thing is the interest factor (Informant 8)

> I watch the TV crime shows because there are many interesting pieces of information which are presented in a very entertaining style (Informant 7).

I watch crime shows only for entertainment (Informant 12).

These were very interesting, in which many things together, like drama, suspense, thrill, and action…. There are a lot of things in crime shows which attract me. The story, crime happening, police working, and escaping of criminal were very interesting. The main thing was interest. The show shows are very entertaining (Informant 10)

The informants found TV crime shows contents were *shown in a very entertaining way (informant 8)* and they watch these shows as *only for entertainment (Informant 12)* being a main motivational factor in watching. This entertainment was based on their interest factor as *in which many things together, like drama, suspense, thrill, and action (Informant 10).* Entertainment was the major themes in motives of watching TV crime shows.

Few of the informants used to watch other TV shows like cartoons, movies, wrestling, action and fighting contents for entertainment, but the findings of this research suggest that TV crime shows were as popular as other programs among informants. Rather, it can be stated that entertainment might be the first attraction in crime shows which appeal the informants of the current study. Theme Entertainment graphical representation has been given in below portion to understand its emergence with links towards the sources (informants) to whom this theme emerged.
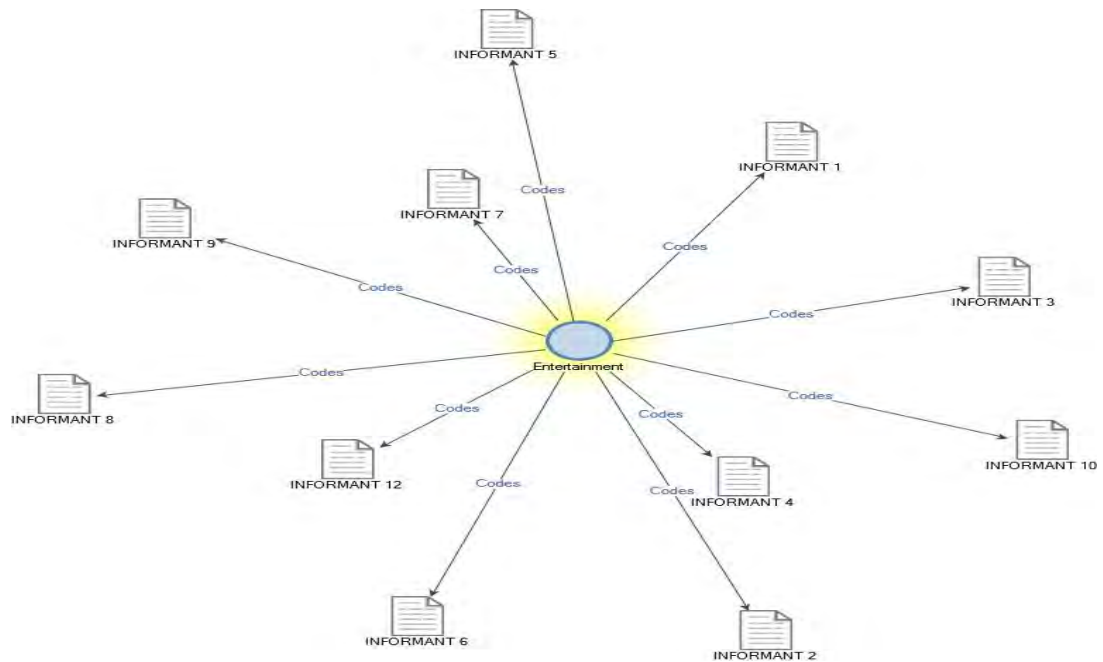
Figure 4.11. Theme "Entertainment" visualization with sources

This figure shows that theme "Entertainment" emerges from 11 sources. This fact depicts that informants of the current study were attracted towards TV crime shows due to the entertainment factor. They were deliberately motivated to watch these shows because their interest was to enjoy the entertaining style of criminal depictions. The other motivations (Major Themes) in watching TV crime shows are Information and Learning. However, the entertainment theme emerges as the strongest theme in motivational factors of watching TV crime shows. Because this theme has emerged with 11 informants, whereas the Information theme emerges with 10 sources and Learning emerge with 9 sources.

4.9.4   Conclusion of Motives in Watching TV Crime Shows

The motivational factors in watching TV crime shows are summing up with 3 major themes and 2 minor themes. The graphical representation of this theme hierarchy is given below.

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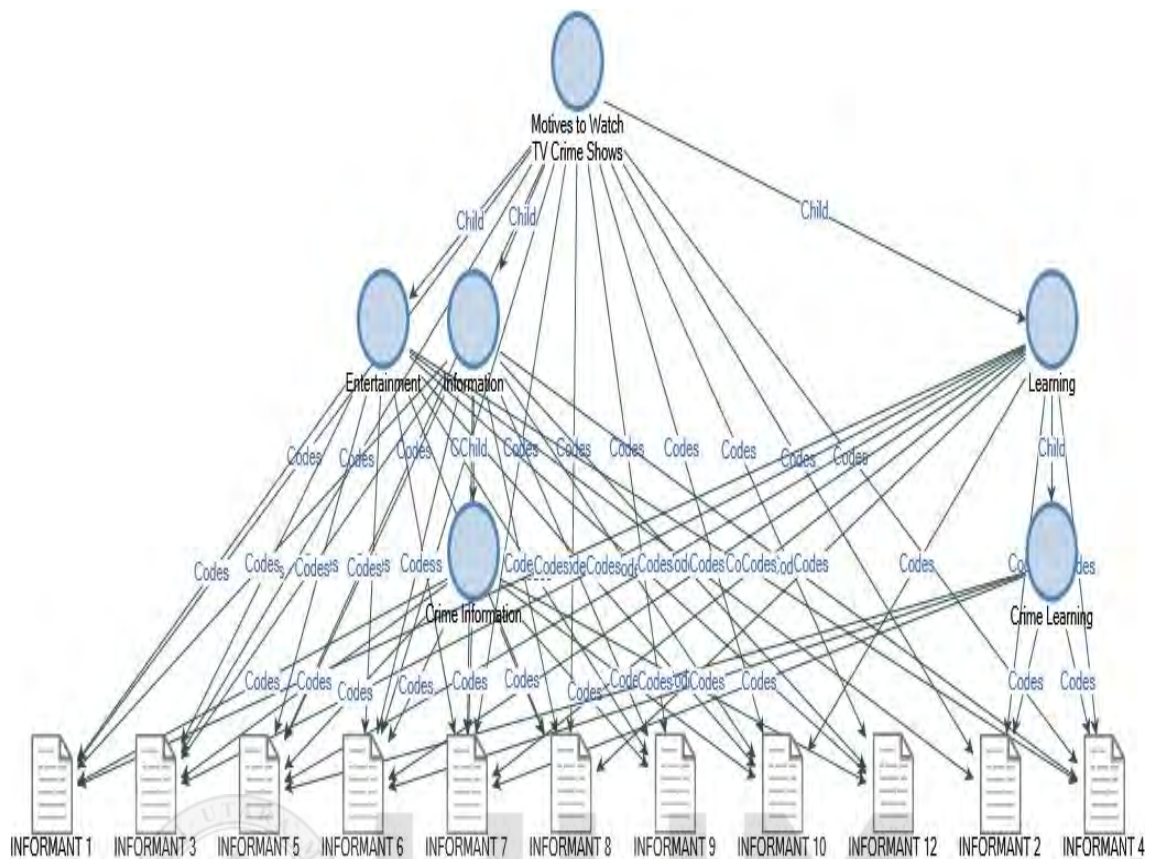
Figure 4.12. Coding map of all major and minor themes of "Motives in Watching TV Crime Shows"

This coding map is given here, to sum up, the themes discussion as emerged in the identification of motivations involved in watching TV crime shows. There are three major themes, "Entertainment", "Information", and "Learning". From learning and information, two minor themes emerged as "Crime Leaning" and "Crime Information". After the hierarchy of themes, the informants are displaying in the bottom of the figure. Whereas the arrows are depicting the coding process. These arrows are showing that which themes were emerged by specifying the informants. Entertainment was found to be the major motivational source for informants to watch TV crime shows. Whereas, "Information" and "learning" also emerge as the major themes conversing the first research question of the study.

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4.10   The Most Popular TV Crime Show

Television viewing, choices of programs, easy access via cable and the internet, and social uses in the different cultural mix has been a hot area of social research. The current study was focused on investigating the crime learning effects of TV crime shows. It was also propositioned that adolescents watch few specific crime learning shows and then learn criminal procedures. The findings suggest that informants, who had TV at their homes, were attracted the crime shows. The little-known literature pointed to different crime shows as most popular show as whole; for example "Shabbir Tu Daikhy Ga" (Medialogic, 2011). Although this show is emerging in this category but placed at 2nd most popular TV crime show. The main mind map of major and minor themes for most popular TV crime show is depicted as:
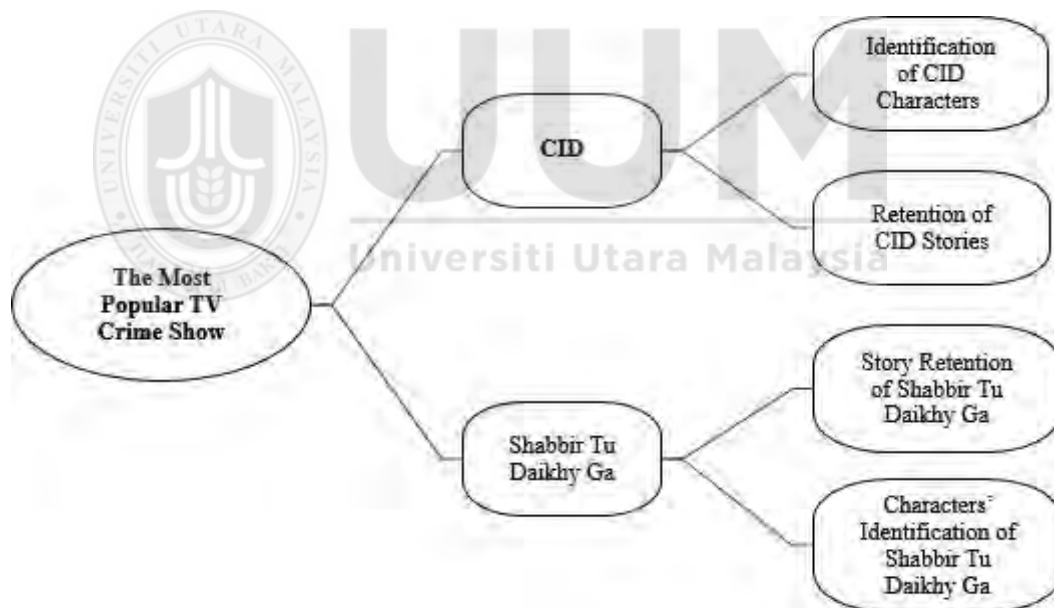
Figure 4.13. Mind map of major and minor themes in RQ2

As one of the research questions of the current study is concerned with the identification of most popular TV crime show among juvenile delinquents. There are fifty plus TV crime shows telecasted by dozens of TV channels. Apparently, it seemed difficult to identify one or two popular crime shows among those dozens. Astonishingly, only few

crime shows were most viewed and liked by informants of the current study. These most popular TV crime shows are CID (Indian) and Shabbir Tu Daikhy Ga ("Shabbir must see…" A Pakistani Crime Show). Although, some other shows were also popular among juvenile delinquents, but the above-mentioned shows were most popular. The other popular TV crime shows are "Adalat" (Indian), "Hathkari (Indian) and "Geo FIR" (Pakistani).

Figure 4.14. Hierarchy chart of theme "Most Popular TV Crime Show"

Theme emergence in the category of "Most Popular TV Crime Show" is represented as above-mentioned hierarchy chart of nodes. This chart explains CID and Shabbir Tu Daikhy Ga emerge as most popular TV crime shows. Only two shows emerge as most popular crime shows of different television channels. And between these two crime shows; CID appears as the first choice of informants. The informants shared their views about both shows. They discussed their interests and likeness towards these shows as they could recall the different stories of their favourite crime show. The informants were also able to recognize the main characters of their most liked crime show. Even

though they had been in the juvenile institute for years, most of them still remember the major characters of their preferred crime show which testifies their likeliness, interest, and involvement in TV crime shows.

4.10.1 CID, The Most Popular TV Crime Show

In the theme category of most popular TV crime shows, CID appears as the 1st choice of informants. CID is an Indian television show and based on detective/police/crime stories. This TV serial is telecasted by Sony Entertainment Television and Asia Sony Entertainment Television India. This show is very popular in many countries of the world including Pakistan. Geo Khani (TV channel) have landing rights of this show in Pakistan, which airs it many times in a week including repetitions. The informants of the current study were found to be fond of this show. They could remember the many stories or parts of different crimes stories as presented in CID. Furthermore, they have their favourite characters in CID due to some or some link attached with those characters. The emergence of theme, "CID", the most popular TV crime show is showed in below figure.
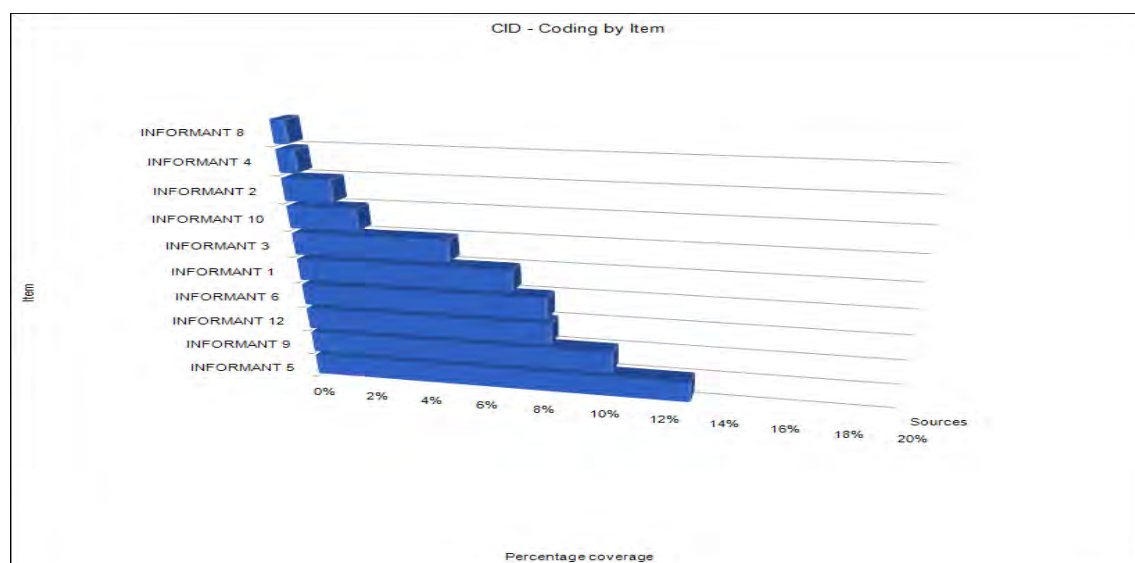
Figure 4.15. Emergence chart of theme "CID" The Most Popular TV Crime Show

Figure 4.15 represents the emergence of the most popular TV crime show CID. This theme appears with many references borrowed by 10 informants. Informant 5 appears with more coded text with a percentage of 12%, ahead by informant 9; which appears with 10% of coding references. Informants 12, 6, and 1 comes at 3rd, 4th, and 5th standing respectively with a percentage of 6%-8%. Few of the informants appear with only a few coding references as informants 8, and informant 4 are appearing with 1% of coding. Whereas informants 2, 10, and three appear with 2%-3% of coding references. The emergence of this theme is further supported by different exerts of informants;

> I like to watch many programs on television and crime shows were my favourite…I try not to miss any episode of CID (Famous Crime Show). And I watch three episodes in a week most of the time. - CID was my favourite crime show… (Informant 1)

> …I like to watch TV crime shows. CID was my favourite crime show (Informant 9)

> In crime shows, CID was my favourite show (Informant 8)

> I like to watch TV crime shows. CID was my favourite. I spent many hours a day to watch these TV programs (Informant 6)

These exert clarify that how CID appears as most popular TV crime show. Almost all the informants were agreed that CID is their most liked and viewed crime show. The informants' claim becomes verified as emerges with two minor themes. These minor

themes are, "Identification of CID Characters" and "Recall of CID Story". These minor themes emerge as supporting the theme of "CID, Most Popular TV Crime Show".

4.10.1.1 Identification of CID Characters

It emerges that informants of the current study could easily recall the names of main characters of their favourite TV crime show. This fact is quite interesting that juvenile delinquents were retained in borstal institute and they still remember their favourite characters of TV crime shows. Although, few of informants have been retained for few months but some were there for years. This fact signifies their interest and involvement in TV crime shows. Furthermore, this fact is alarming as well due to the nature of under discussion TV programs genre. If the youngsters involve TV crime shows with such intensity, there are some definite adverse inclinations. Informants' identification of the characters of CID is explained as below exerts of different informants' interviews.

> I remember the main characters of CID. Few names of major character roles in the crime show CID; ACP, Inspector Daya, and inspector Abhijeet. I am here for two years approximately, so cannot remember all the characters in the show. But few of them, yes, the big officer who was bald (ACP Pradyuman in crime show CID) and the other one, who had a big body; inspector Abhijeet… (Informant 1)

> I can recall the characters of CID. Inspector Daya was my favourite because his beating to the criminal was very interesting. The bald one was ACP and Fredrik was very funny character… (Informant 12)

> There was a big officer who was the heavy type (ACP), and one of his subordinates was very heavy (Daya). There was a funny person … (Fredrik)… (Informant 3)

These examples describe that informants could recall the characters of their favourite crime show. Daya, ACP Pradyuman, and Abhijeet are few of the major characters in CID crime show, which were repeatedly recalled by the informants. The informants had also attachment to some of their favourite characters. For example, Days was very famous due to his big body structure, whose slap and power beating to criminals was very much liked by informants. Inspector Fredericks, another character of the show CID was also very popular due to his funny acting. Few informants could not recall the names of the character, but they could recall them by their physical or specific acting nods. The identification of CID characters by informants of the study is witnessed as provided this theme emergence visualization.
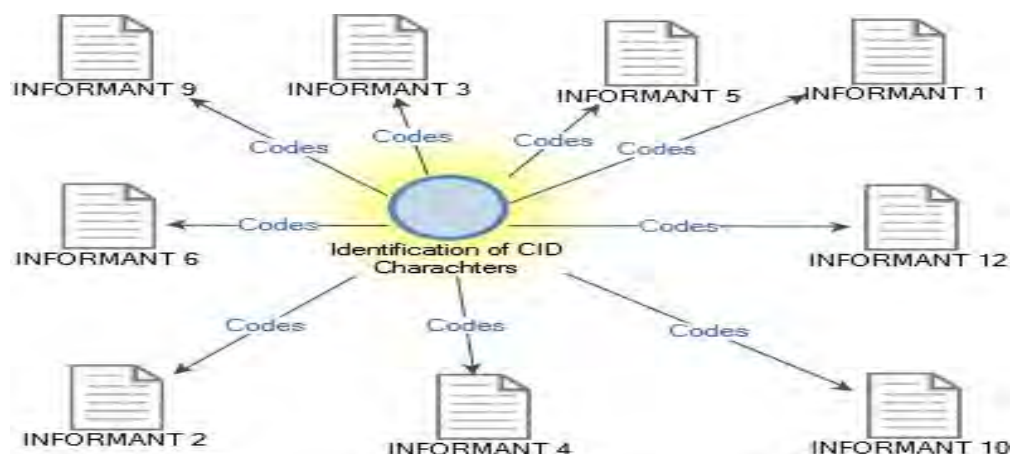
Figure 4.16. Coding visualization of Sub Theme "CID Characters Identification"

This visualization is representing the coding structure and emergence of sub them "CID Characters Identification" under main theme "CID- Most Popular TV Crime Show". It

shows that there are 9 informants appearing in the emergence of this theme. The circle is representing the theme and the page squares are denoting the informants. The arrows of this visualization are representing the extracted codes. It also emerges that this theme is well supported with many coding references from 9 informants.

4.10.1.2 Retention of CID Stories

TV crime show "CID" emerges as the most popular shows among informants of the current study. This theme depicts that even the existence of dozens of crimes shows, only a few got viewers' attention. The emergence of most popular crime show is based on data analysis of current research investigation. There are different measures to check the popularity of any TV program. Popularity can be identified by going general likening statements towards specific dimensions. CID as a most popular crime show has been witnessed in general likening statements of informants as discussed in above lines.

Going to detail verification of this theme emergence, it is supported by two minor themes. One of this minor theme is "Retention of CID Stories". This fact clarifies that informants were deeply involved in their favourite crime show. Even though the informants were in juvenile prison for months or years, they could recall many parts of different stories. Few of the informants could repeat crime stories while others could recall different parts of stories. Few of examples are given below to explain the informants' involvement in TV crime shows.

> I can recall different scenes of my favourite crime show CID…In one scene, a person was killed. Apparently, he committed suicide, but police officer (a crime shows character) says, it was not a suicide; the person

was murdered. Although, the pistol was in the hand of a killed person, but the officer said he was killed by a bullet in his chest. And if a person commits suicide, then he fires into his head or throat, not in his chest. During the inspection, Abhijeet (police officer) was wearing white gloves and he also smelled the barrel of the revolver, whether it was fired or not. - In another show, Daya (police inspector in crime show CID) was leading the investigation of a murder. They were trying to know that how killer broke into the office of the victim. They went on the roof of the building and found that killer entered in the office by using a rope. They found the marks of rope binding on a pipe and friction on terrace wall. By identifying that factors, they knew the crime method.

– (Informant 1)

I remember many stories of different crime shows. In one show of CID, the investigation team reaches at a house to find two suspects in a crime. They knocked, but no one opened the door. They pushed the door and found that door was already opened. They took their pistols in their hands and entered the house. There was the dangerous atmosphere. Half dark and half-light. They forwarded with pistols in their hands. They also had torches in the other hand. Soon they found bloody footprints. Following the prints, they reached in a room. There one of the suspects was laying and blood was all around him. They checked him and found that he was dead. The ACP said where could go the other person. Then they found that someone had taken away from that place by touching to the ground. There were two types of blood prints. One was bad and the other was small. ACP said that there were two persons with different

shoe sizes. They killed the one suspect and taken away the second one. They also found the mobile phone of the person who had been taken away. ACP asked his assistant to send the mobile phone to the lab for complete analysis and call records… (Informant 12)

These borrowed paras are included in the emergence of sub them "Retention of CID Stories" linked with its major theme "CID- Most Popular TV Crime Show". Informant 1 is describing a complete scene of crime show CID. He can understand the minor details as presented in that scene. There was a murder which was presented as suicide by the murderer. The informant then explains that how intelligently CID officer discover that it was a murder, rather than a suicide.

The Same thing appears with informant 12. He can recall a story in which CID team was investigating a case. During the investigation, they found that one of the suspects has been already killed and the other was kidnapped. The informant can explain that how ACP (CID officer) identify that the 2nd suspect was kidnapped with the bloody shoe prints. The other informants of the current study could also recall the same type of stories and different scenes of CID crime show. The emergence of this theme is further explained with the help of its coding chart.
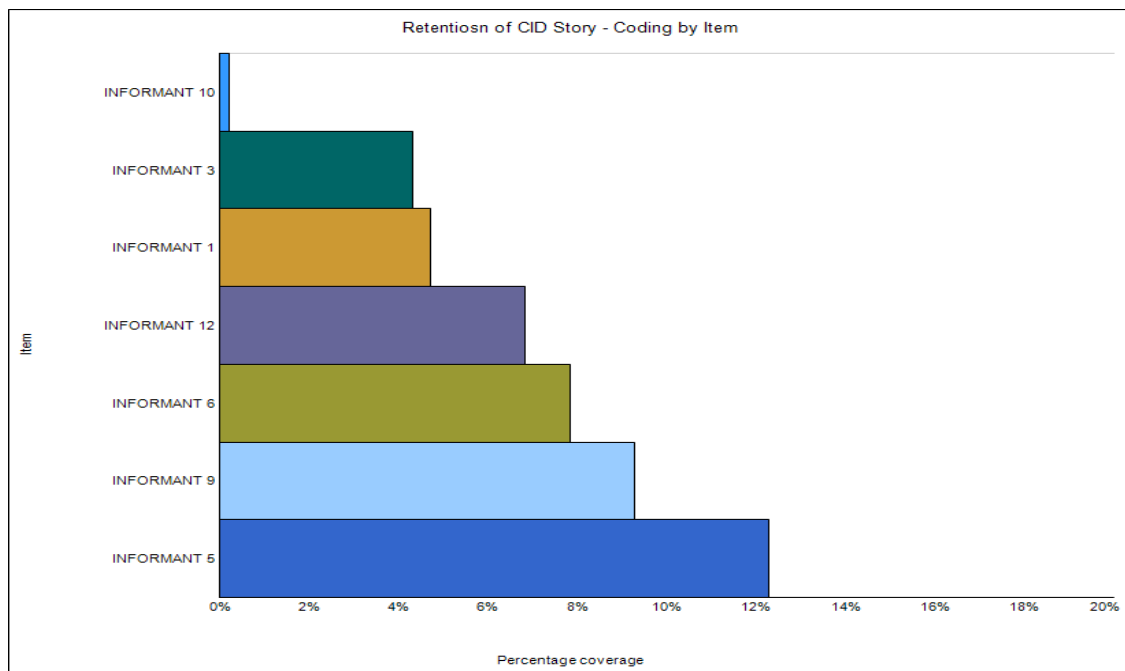
Figure 4.17. Coding percentage chart of sub-theme "Retention of CID Stories"

This chart explains the emergence of sub-theme "Retention of CID Stories" linked with its major theme "CID- The Most Popular Crime Show". It depicts that this theme is appearing with the coding of 7 informants. Informant 5 appears with more coding text as a coded percentage of 12%. Informants 9, 6, and 12 are appearing with a percentage range from 6% to 10%. Only 1% coding is extracted from informant 10 and informants 3 and informant one is taking part in this theme with 3% of their coding share in this theme. The remaining informants were unable to recall the scenes of CID.

4.10.2   Shabbir Tu Daikhy Ga

Koi Daikhy Na Daikhy, Shabbir Tu Daikhy Ga (If no one sees, Shabbir must See...) is another popular TV crime show. This crime show is telecasted by Express News TV channel under the banner of Express Media group. This crime show is considered as one of the beginning crime shows on Pakistani TV channels. The importance of this show is that; it is based on real crime stories. Furthermore, they also incorporate the

original crime footages in their shows as per the need of the story. The story is presented majorly with re-enactment and with original footages of that crimes. The format of this program is documentary type in which a storyteller (anchor or host of the program, always named as Shabbir) explains the criminal background, its happening, and consequences with a dramatic style. This show emerges as the 2nd most popular TV crime show among juvenile delinquents (informants). This emergence is considered as sub them "Shabbir Tu Daikhy Ga-2nd Most Popular TV Crime Show" attached with RQ2 "Most Popular TV Crime Show".

It is important to identify this sub-theme as 2nd most popular TV crime show because this show is made by a Pakistani (private) TV channel. The first most popular TV crime show CID is an Indian TV crime show, as telecasted in Pakistan through Geo Media group with landing rights. The emergence of sub them "Shabbir Tu Daikhy Ga-2nd Most Popular TV Crime Show" is witnessed as;

> I like many crime shows, and Shabbir Tu Daikhy Ga was my favourite show (Informant 7)

> My favourite crime show was Shabbir Tu Daikhy Ga, CID, and Adalat (Informant 1)

> Shabbir Tu Daikhy Ga (Shabbir Will See) was my favourite shows (Informant 2)

> I also liked CID and Shabbir Tu Daikhy Ga (Informant 4)

CID and Shabbir Tu Daikhy Ga were my favourite crime shows (Informant 12)

The above mentioned exerts are borrowed from interview transcriptions. These statements make this theme. It is palpable that "Shabbir Tu Daikhy Ga" appears as most popular TV crime show. Few informants believe that this crime show is their most favourite shows as *"Shabbir Tu Daikhy Ga was my favourite show"* (Informant 2), and "*I like many crime shows, and Shabbir Tu Daikhy Ga was my favourite show*" (Informant 7). On the other hand, few of the informants select this show as their most liked show along with CID. This emergence appears as, "CID and Shabbir Tu Daikhy Ga were my favourite crime shows" (Informant 12), and *"I also liked CID and Shabbir Tu Daikhy Ga"* (Informant 4). This sub-theme emergence is further supported with the help of its sub-themes i.e. "Characters' Identification of Shabbir Tu Daikhy Ga" and "Story Retention of "Shabbir Tu Daikhy Ga".

4.10.2.1 Characters' Identification of Shabbir Tu Daikhy Ga

This sub-theme emerges as supporting theme with main theme "Shabbir Tu Daikhy Ga-2nd Most Popular TV Crime Show". Like the earlier discussed most popular TV show CID, the informants could identify the main characters of Shabbir Tu Daikhy Ga. This is pertinent to mention that this shows is presented in reporting or documentary style. Only one character, "Shabbir" (the presenter of the program) is a permanent character in this show. The other characters are non-permanent as they are hired for one episode. Furthermore, there are more than one stories in one episode of this crime show. Different characters appear in all these stories. The original characters of the relevant crime stories are also presented sometimes. Considering these factors, it is quite normal

that informants could not recall many characters of this shows. This sub-theme emerges as;
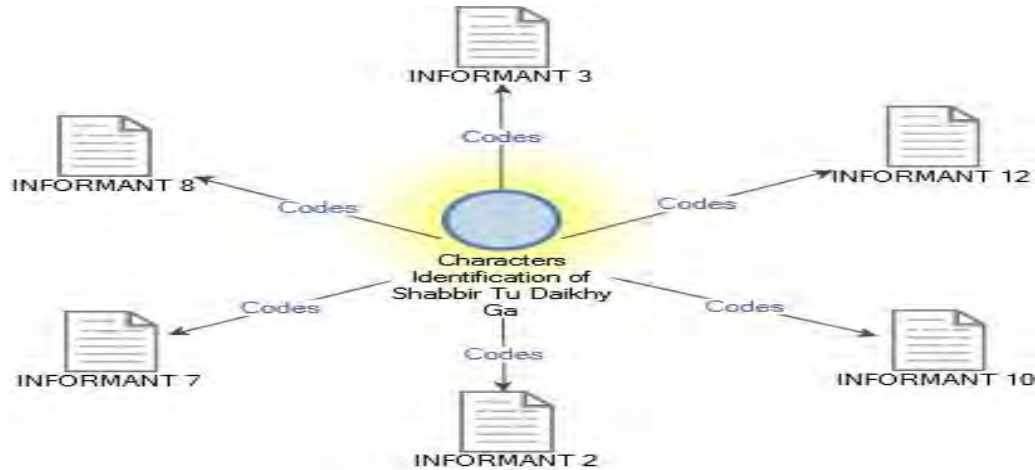
Figure 4.18. Coding structure of sub-theme "Characters' Identification of Shabbir Tu Daikhy Ga"

This figure explains the coding structure of sub-theme "Characters' Identification of Shabbir Tu Daikhy Ga" linked with major theme "Shabbir Tu Daikhy Ga-2nd Most Popular TV Crime Show". There is total of 6 informants appearing in the emergence of this theme. These are informant 2, informant 3, informant 7, informant 8, informant 10, and informant 12. The middle circle representing the theme and the surrounding page squares are representatives of the informants. This sub-theme is further explained in following with the help of exerts obtained from interview transcription.

> In Shabbir Tu Daikhy Ga, there is an announcer. He was changed a few years before. Earlier, there was French cut beard person, then a young man became the announcer. The name of the announcer is always Shabbir. The new anchor was wearing black clothes always. He had a very little beard like grown shave. Shabbir was the permanent character

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of the shows Shabbir Tu Daikhy Ga, and no other character was permanent that show… (Informant 10)

I remember the main characters of Shabbir Tu Daikhy Ga and CID (Famous Crime Shows). In Shabbir Tu Daikhy Ga one person always announces the story with re-enactments. In that show, the person was changed sometimes as earlier there was a man with a little stylish beard. But as the person was changed we were also called "Shabbir" (Informant 2)

In Shabbir Tu Daily Ga a person with French cut beard host the show. First, he announces the main detail of a criminal event and then side by side the crime event was happening (Informant 7)

4.10.2.2 Story Retention of Shabbir Tu Daikhy Ga
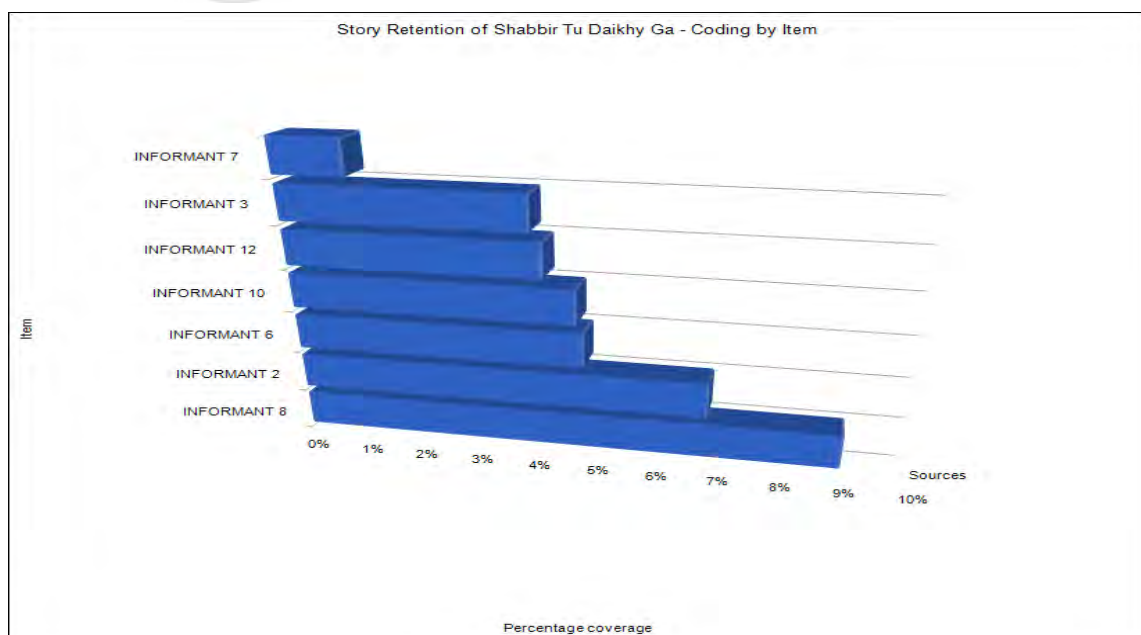
Figure 4.19. Coding percentage chart of sub-theme "Story Retention of Shabbir Tu Daikhy Ga"

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This figure is representing the sub-theme "Story Retention of Shabbir Tu Daikhy Ga" as emerges with major theme "Shabbir Tu Daikhy Ga-2nd Most Popular TV Crime Show". It explains that 7 informants are appearing with their coding references in this theme. Informant 8 is at the top with 9% coding followed by informant 2 with 7% coding and informants 6, 10 with 5% coding respectively. Informants 3 and 12 appear with 4% coding whereas as informant 7 take part in this theme with only 1% coding. These informants were able to recall the different scenes of crime shows "Shabbir Tu Daikhy Ga. Few of the informant could even repeat the full crime story in detail. This fact is proven by offering the following exerts.

> In one story (Shabbir Tu Daikhy Ga), a young man was burned by his ex-brother in law. The young man had eight brothers and sisters and his father died. His sister had taken divorced from her husband. Due to that divorce, the ex-brother in law was very angry at her ex-wife's family. He wanted to teach them a lesson. One day he found alone that young man. He kidnapped him with the help of his friends and taken to a solitary place. Then he poured petrol on the young man. During this, two of his friends were holding the young man. After pouring a lot of petrol to a miserable person then started a fire on him and ran away. He was shouting bitterly. After few minutes, a person listened to the shouting and came for his help. He stopped the victim's body fire and took him to the hospital. Most of his body was burned. His family reaches the hospital and they all were very worried and weeping. Only after few days, he was dead… (Informant 10)

I also remember the many stories of Shabbir Tu Daikhy Ga. This was a very sad event. In Lahore (city name), a labourer was fighting for his livelihood. He had a small tea stall. Few rogue persons daily come to his stall and offered tea and biscuits. They never paid the bill. One day, the miserable labourer asked them for the bill. The rogue person got angry and beat him. Few persons from nearby saved the poor labourer. Next day the rouge persons came and threw petrol on the face of the labourer. His face totally brunet. In the show, Shabbir Tu Daikhy Ga, they also showed real person. His face was totally black after burning. It was horrible. Police was also helping the rogue. They have taken bail before arrest… (Informant 12)

Shabbir Tu Daikhy Ga was my favourite. I can easily recall many stories of different crime shows. – In one show; two kids were arrested. They were weeping continuously. They were caught by stealing a motorbike. It was strange, that they were too young, - one kid was at the age of 10 and the other was 11 years old. It was difficult to understand that how they can steal a bike even their legs were not approaching to the ground while sitting on the bike. But astonishingly, police officers asked them to ride the bike, and they did it perfectly. They also told how they stole the bikes. They said, they break the wire lock of the bike by putting it into gear and then speed up. By this method, the bike wire lock is broken easily. They told that a person gives money to them for stealing bikes. As combine, they had stolen 6 bikes until they were arrested. Police officers were also worried about them because they were too young.

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They have not even their home and slept at footpaths. In reality, a person was using them in stealing bikes. He gave them about 500 PKR to 1000 PKR for one bike (about 5 to 10 dollars). Later police sent them an institute which was made for homeless children (Informant 2)

These references are just a few examples that how informants could recall the stories of crime show "Shabbir Tu Daikhy Ga". This factor identifies the informants' involvement in their favourite crime shows. This dimension is also linked with crime learning behaviours of juvenile delinquents. If a person can retain the crime details as presented in TV crime shows, he can process that retention to his own crime leering. The above references are included in sub-theme "Story Retention of Shabbir Tu Daikhy Ga" which supports the main theme "Shabbir Tu Daikhy Ga-2nd Most Popular TV Crime Show" among juvenile delinquents.

4.10.3   Conclusion of Most Popular TV Crime Show

The preceding discussion explains that two television crime shows emerge as "Most Popular TV Crime Shows". The first show is CID and the second most popular crime show is "Shabbir Tu Daikhy Ga". CID is an Indian TV crime show and Shabbir Tu Daikhy Ga is Pakistani show. Both shows are supported with tow sub-themes as "Story Retention" and "Characters' Identification". The main and sub-themes are delineated with many of exerts of interview exerts as given in preceding lines. CID emerges with more coding references, so it's a little bit more liked by informants of current study; comparing both shows. This comparison is illustrated as:
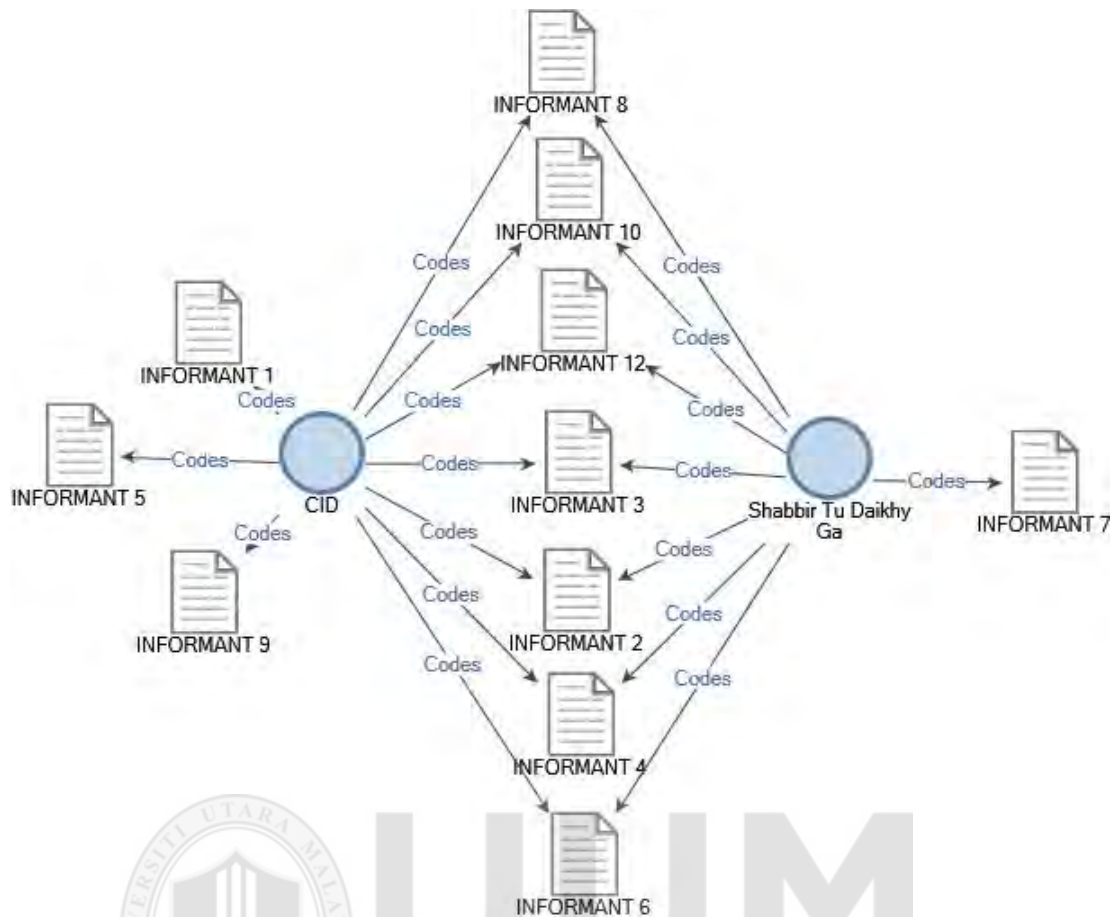
Figure 4.20. Coding comparison of most popular TV crime show

This figure is presenting the coding comparison of tow sub-themes "CID" and "Shabbir

Tu Daikhy Ga" in the main theme of "Most Popular TV Crime Show". It emerges that

CID is more liked by informants of a current study comparing Shabbir Tu Daikhy Ga.

Shabbir Tu Daikhy Ga can be categorized as 2nd most popular TV crime show. Total of

11 informants partake in the emergence of these two themes. Informants 2,3, 4, 6, 8,

10, and 12 are common in both themes. Informant 7 seemed more like Shabbir Tu

Daikhy Ga as coded only with this theme. On the other hand, informants 1,3, and 9 are

coded only in them CID as most popular TV crime shows. Informant 11 is not appearing

here because he was not interested in watching TV crime shows. The commonly coded

informants like both shows, few like CID more and other like Shabbir Tu Daikhy Ga

as their most favourite crime show.

The most popular show can also be categorized as "Most Popular Local TV Crime Show" and "Most Popular Foreign TV Crime Show". With this category, CID is ranked as most popular TV crime show as foreign (Indian) and Shabbir Tu Daikhy Ga as most popular local TV crime show. Some of the other shows also appeared as liked by informants of the current study. Few of these shows are Indian (e.g. Adalat) and few local shows (e.g. Geo FIR, Hathkari). On the contrary, dozens of other TV crime shows were not liked by informants of the current study.

4.11   Crime Learning Behaviour

Human behaviour development is not a simple phenomenon to explain in a straight way. There have been long discussions and plenty of research efforts to explain this complex development and its structures. Behaviour development is based on different types of leanings as attained by sources available. As individuals learn something, they process that learning within themselves. This processing appears with a certain type of behaviour development merging with personal factors. It is also difficult to say that same type of information provides the same type of behavioural inclinations to all individuals.

All humans are different in the development of behavioural cognitions. Furthermore, learning is not occurring merely with one source, rather it involves diverse contributory factors. It can be said that a specific type of behaviour is not the outcome of a single factor. Following this discussion, the third research aim of the current research effort was to identify the contribution of TV crime shows in crime learning behaviour of juvenile delinquents. As proven by social literature that TV watching contributes significantly to learning of viewers (Bryant, 2011; Greenfield, 2014a; R. a. Richert, Robb, & Smith, 2011).

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Observational learning occurs with each and any observation and humans process these pieces of observations into their behavioural formulations. TV crime shows provide criminal observations to viewers with elements of entertainment. Most probably the criminal information provided in that shows teach few things to its viewers. These teachings can occur in both ways, positive and negative. Crime learning is one of the negative probable behaviours after exposures to these crime shows. However, learning not happens with only one source, rather many factors involved in it. To identify the TV crime shows' contribution in crime learning behaviour of juvenile delinquents, they were inquired in detail about the phenomena under discussion. It emerged that informants did not nominate TV crime shows as their major crime learning source. But it also emerges that TV crime shows can be designated as contributory sources in crime learning behaviours of juvenile delinquents.
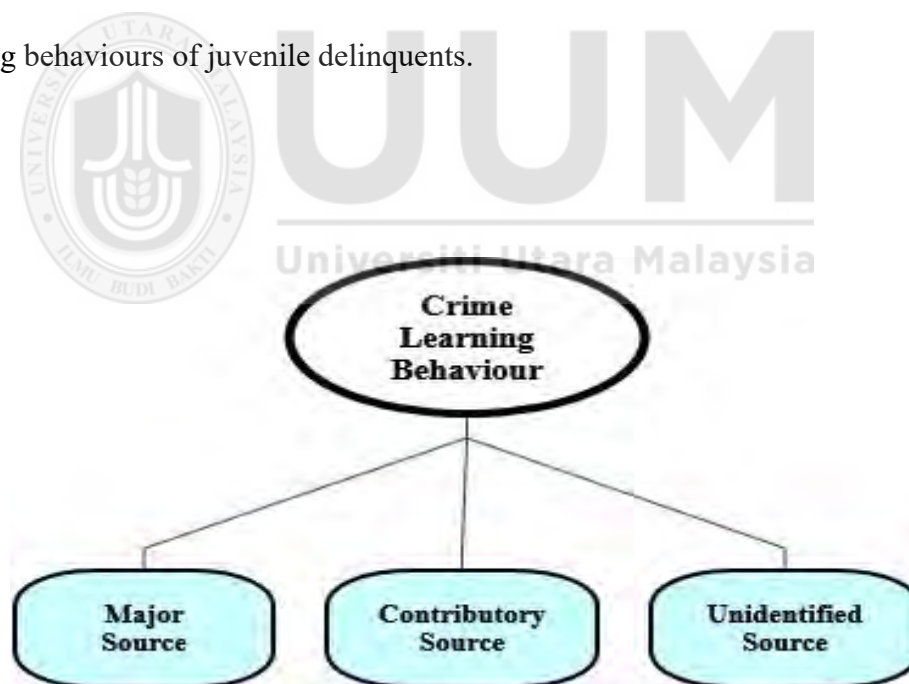
Figure 4.21. Major Themes in Crime Learning Behaviours of Juvenile Delinquents

The above-mentioned figure is given here to depict the major emerged theme categories in crime learning behaviour of juvenile delinquents. There are six major themes and many sub-themes emerge under these categories. The category of major source in crime

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learning appears with two main themes, "Crime Learning through Friends", and "Crime Learning Through Family". The 2nd category appears with one main theme as "Crime Learning through TV Crime Shows". And there are three main themes in the category of "Unidentified Source in Crime Learning". These themes are named as "Ignorance", Denial of Crime", and "Accidental Crimes". There are many minor or sub-themes with their own sub-sub-themes which are going to be elucidated in the approaching portion of this chapter.

4.11.1   Major Source in Crime Learning

The informants of the current study were juvenile delinquents contained in borstal institute Faisalabad Pakistan. They were either convicted or under trial. The under-trial delinquents were only interviewed if they had already accepted their crime. On the other hand, the convicted juvenile delinquents were interviewed even they did not accept their crime. They were included in this study as they had been convinced after judicial trial and found guilty.

The informants (juvenile delinquents) provided their own version depicting crime learning with lived experiences they had. The conceptualization of crime learning was confined with the learning of crime methods (i.e. use of guns, tactics of drug selling etc.). In their major source of crime leaning, tow themes emerged as major sources with few sub-themes. These major sources of crime learning are "Friends", and "Family". To illustrate these themes' formulations, the below diagram is presented.
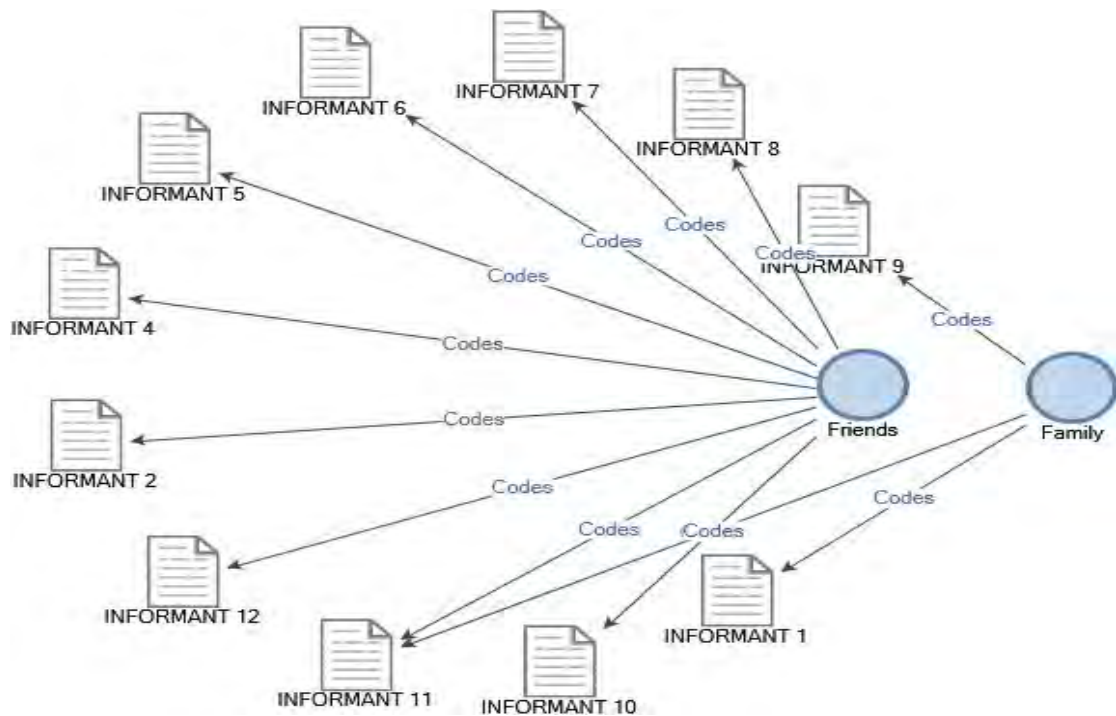
Figure 4.22. Formulation of themes "Crime Learning with Friends", and "Crime Learning with Family"

This figure presents a way of understanding the formation of main themes in "Major Source in Crime Learning". There have been two main themes, names as "Friends" and "Family". These themes are conceptualized as crime learning through family or friends. The detail description of these themes is as "Crime Learning with Friends" and "Crime Learning with Family". There have been 11 informants involved in making of these themes. Crime learning through friends is the strong theme as supported by 10 sources. Crime learning with family is supported by 3 sources and can be called as a weak theme in this category. Here, informant 11 is coded in both themes as he got crime learning inclinations from both, i.e. friends and family. This pictorial depiction points out that informants held responsible mainly their friends and somehow their families as a major source of crime learning. These themes are further explained with the help of sub-themes in forthcoming portion.

4.11.1.1 Crime Learning with Friends

Social science research efforts have long shown the antisocial or criminal behaviour of adolescents relates to peers, gangs, and cliques. Even if one of the members of these groups is deviant, then it is more likely to find a high probability that other members are or will be deviant as well. At this age group, adolescents are more affected by their peers and friends comparing other factors. A high proportion of criminal acts by adolescents is done in groups rather than segregation. It is also proposed that with other deviant influences, young ones learn crime methods from their friends as well.

This study is an attempt to find out the crime learning behaviour patterns of juvenile delinquents. The juvenile delinquents in borstal jail Faisalabad, Pakistan were interviewed in detail to attain an understanding of the development of their crime learning behaviour. It emerges that informants' friends were their main sources of crime learning. This theme emerges with few sub-themes. These sub-themes are "Criminal Activities with Friends", "Crime History of Friends", "Friends' Reactions at Crimes", and "Learning of Crime Skill through Friends". The graphical illustration of these sub-themes is given underneath.
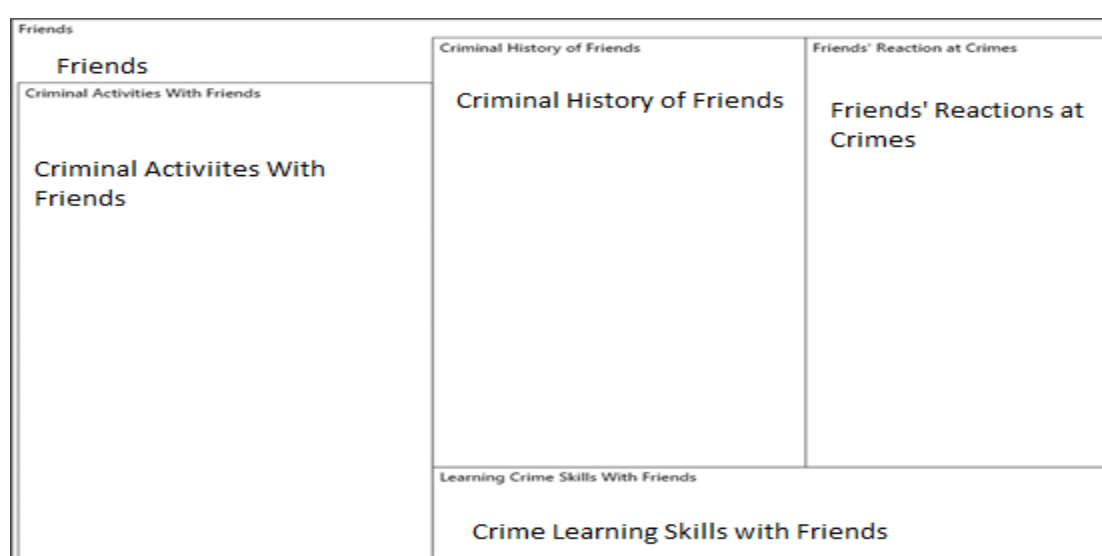
Figure 4.23. Hierarchy chart of sub-themes in Crime Learning through Friends

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This Hierarchy chart explains the emergence of "Crime Learning with Friends" as a major theme. Crime learning with friends is witnessed and supported as the informants had criminal activities accompanying their friends. Criminal activities with friends are shown in this figure as covering the major portion. This fact attests that most of the informants had criminal activities with their friends. The second dominated portion depicting the criminal history of friends. It is evident that friends with criminal background are the good sources in crime learning.

Crime learning with friends is also supported by friends' reaction at informants' criminal actions. If friends are supported in crimes, then it becomes more obvious to receive follow-up in criminal inclinations. Few of the informants were very much clear that they had learned their crime through their friends. This sub-theme is identified in right bottom edge in above-mentioned hierarchy chart. The allotted portion to these themes points towards the coding references involved in the emergence of these sub-themes.

4.11.1.1.1   Criminal Activities with Friends

"*Birds of a feather flock together*"

It is said that future of a society is children and their development to competent adults is very critical. In this developmental phase, the company of growing ones plays a vital role to decide future tendencies. Negative influences appear with negative results as juvenile delinquency is one of those. Scientific literature testifies that association with antisocial friends is one of the consistent and strongest predictors of delinquent behaviour. In the current study, it emerges that informants had a range of activities with their friends. Sometimes they were involved with their friends in antisocial activities as

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well. Overall, it is found that these juvenile offenders committed their offense at their own in which they were convicted or under trial. However, few informants had some of the friends who were either a gang member or were involved in felonious actions.

It emerges that informants loved to spend their time with their friends, although many of them were reluctant to say that they have spent time together involving criminal actions. It is more suitable to say that informants with a criminal history had involved in crimes with the company of their friends. On the other hand, their time spending with each other endured mostly consisting of playing games, outing, and dining. It is also important to mention here that many informants had friends who were gang members.

Gang's friend is a significant risk factor leading towards juvenile delinquency. Additionally, witnessing a crime with friends' factor was also found in the informants of the current study. Activities with friends, rational time spending, good cohesion, little anger (usual), and feelings of pleasure in friends' company were the thematic clues emerge in the current study during analysis. Few of exerts of different informants are given below.

> I had many friends. My friends were also like me. We had outings together. Drinking and drugs. My best friend was a hermaphrodite. We were also involved in fights. We were involved in many antisocial activities. Drinking, drugs, pickpocketing, and fights. I enjoyed a lot and felt pleased with my friend company in different crimes…my criminal activities were only with friends (Informant 10)

…. One of my friend group was drinking group…I had many activities with my friends. Some of the activities were hunting, traveling and drinking. Sometimes, we used drugs together. We had many fighting incidents between ourselves... I enjoyed participating in crimes with my friends. Many of my friends were high in conflict. I had many exposures of fight and other criminal exposures with my friends including a murder (Informant 12)

I did only a few fights with other persons. And the main reason was my friends. I had to do in a friendship. These were my friends who involved me in such matters…My new friends were in some type of crimes and few of those were in gangs as well. They were in high conflict. The crime in which I am convicted was only due to my friends' company. We were together when we indulged in fight (Informant 2)

These exerts are taken from different informants' interviews. It is very clear that they had criminal activities with their friends. As informant 10 was enjoying drinking, drugs, pickpocketing, and fights with his friends. He further explains that most of his criminal activities were committed with his friends' company. The Same thing emerges with informants 12 and 2. Informant 2 had many criminal exposures with his friends and he enjoyed crimes with his friends. Informant 2 holds responsible his friends for his conviction as they were criminal and due to their company, he was involved in crime.
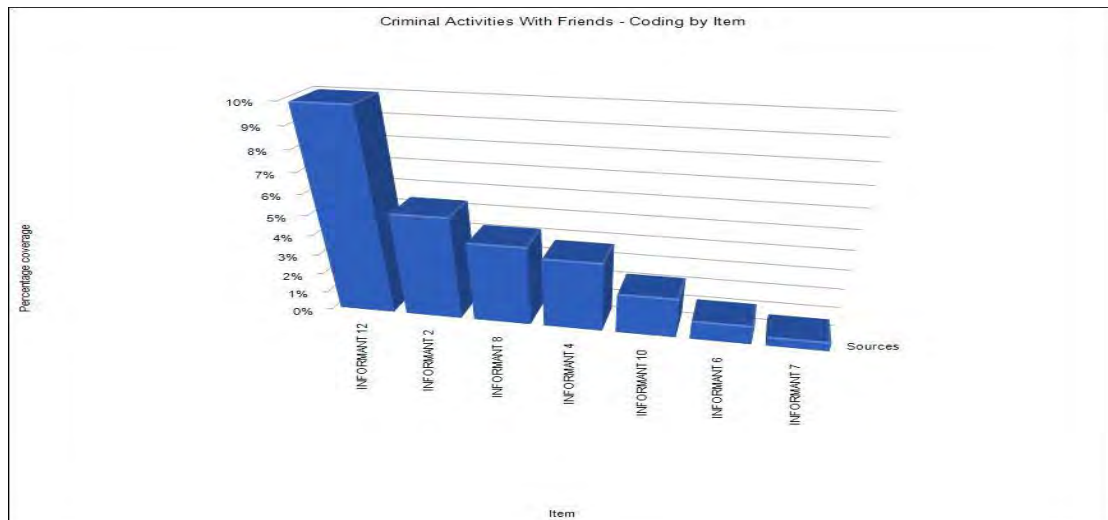
Figure 4.24. Criminal activities with friends - Coding by item

This chart explains the emergence of minor theme "Criminal Activities with Friends". It expresses that informant 12 is coded more than other informants. It happens as this informant had more to say about his criminal activities with his friends. Informant 7 appears with only 2% share in the emergence of this theme. Here, his opinion is given, "I had different crime exposures with my friends, not a murder but fighting incidents". It emerges with this statement that he had criminal exposures with his friends. And these were few fighting incidents. It is mentioned earlier that informants were in a kind of fear being convicted and interviewed. They were hiding some broken pieces of information. After analysing the different contextual information, it appears that this informant was involved in criminal activities with his friends.

4.11.1.1.2   Criminal History of Friends

The analysis of data appears with many sub-themes in crime learning through friends. It has been largely witnessed that delinquent peers play a significant role in criminal tendencies development of an individual. Juvenile delinquents are the persons in their developmental phase. They spent most of their time with their friends. If someone got the friends with a history of felonies, it is more probable that the subject is going to

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adopt few of those criminal inclinations. These are pathways of behaviour development of an individual. In the current study, "Crime Learning through Friends" emerges as major them in which four sub-themes appear. "Criminal Histories of Peers" emerges as sub-theme in crime learning with friends. It was found that many of informants (juvenile delinquents) have friends with criminal history. The friends with a criminal history are considered as crime learning sources being their past experiences. The emergence of this sub-theme is explained as below.
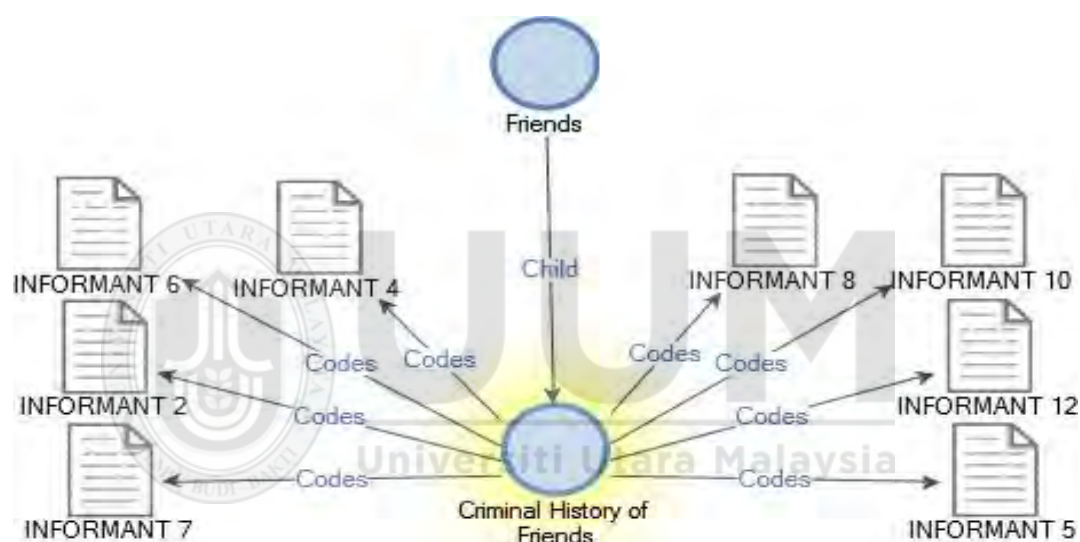
Figure 4.25. Coding map of theme "Criminal History of Friends"

The coding map elucidates the coding structure of theme "Criminal History of Friends" including the sources which take part in the emergence of this theme. It shows that total of 8 informants views contributes to this theme. This theme is further explained in below lines by providing the exerts through which this theme appears.

> Few of my friends were high in conflict…Once my friend had killed his
>
> cousin... Many of my friends were involved in different crimes…

Because my friends were experts in crimes…almost of my friends were gang members (Informant 10)

Many of my friends were high in conflict. I had many exposures of the fight and other criminal exposures with my friends including a murder…When I was arrested, few of criminal friends were with me. Rather, most of my crimes were done with friends' company (Informant 12)

…Although some of my friends were in gangs, few of my friends were in crimes and they involved me in this case…Few of my friends were in high conflict. I have seen when friends fight each other. They also fight other people… I think four of my friends were gang members. They wanted me to join some gang. They would appreciate me if I had joined some gang with them… and few were high in conflict (Informant 7)

The above-mentioned statements are taken from the coded statements in the theme criminal history of friends. It is evident that informants' friends were high in conflict and few of them had been in gangs. The informants also express that their friends were experienced in crimes and they involved the informants in crimes. This evidence testifies that criminal histories of friends lead towards crime learning if someone is intended to do so.

4.11.1.1.3 Friends' Reactions at Crimes

Numerous studies in social sciences have found a stable relationship between delinquent behaviour and peer group supporting reaction after displaying deviant

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behaviour. This deviant behaviour reinforcement is obtained by two ways, one, the presence of antisocial friends and secondly, friends affirmative reactions at earlier criminal engagements. Factors such as peer delinquent behaviour, peer approval of delinquent behaviour, attachment or allegiance to peers, time spent with peers, and peer pressure for deviance have all been associated with adolescent antisocial behaviour. Moreover, time speeding with peers who disapprove delinquent behaviour may be a reason to cease later offensive acts. Delinquent behaviour acceptance by friends is perhaps affirmative and provide inspirations in later delinquent acts.

Preceding the major theme "Crime Learning with Friends" it emerges with a sub-theme of "Friends' Reactions at Crimes". It is conceptualised as how and which type of reactions of informants' friends had after knowing their involvement in crimes. It emerges that even if that they did not have any type of follow up by their friends in earlier crimes, but friends' reactions were not hostile. Rather, they were supportive and somehow, they rewarded in moral terms to informants. On the other hand, the informants had follow-up and supporting reactions in their earlier crimes in many cases.

The participants of the study were in the view that many times their friends witnessed their crimes. Mainly, the behaviour and reaction of informants' friends found supportive. It is important to indicate here that researcher felt a kind of disguise of facts by informants when they were questioned about their friends' involvement, crimes together, reaction, and favourable attitude towards their felonious actions. In general, they believed their friends carry good moralities and they were against informants' antisocial actions. However, specifically; after going through the responses in detailed

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analysis, it is found that reactions and attitudes of informants' friends were supportive and reassuring in their criminal actions.
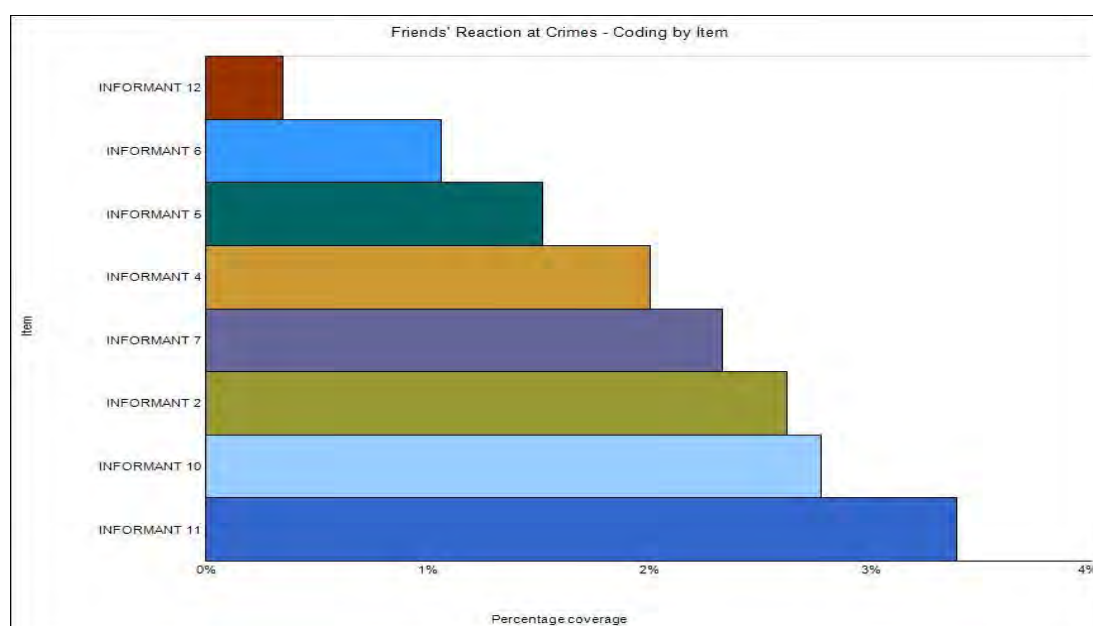
Figure 4.26. Friends' reactions at informants' crimes coding by item

The overhead chart explains the "Friends' Reactions at Informants' Crimes Coding by Item". It is clear that different informants' opinions are included in the emergence of this theme. Total of 8 informants believe that they had supporting reactions from their friends if they had any crime before. Informant 7 appears with the highest rank with most coded statements followed by informant 10. Whereas informant 12 appears with less coding impending by informant 6. In this chart, the informants appear with the x-axis and their coding appears with y-axis denoting the percentage of coding. This theme's evidence is entailed further underneath.

> In crimes, we were always together and provided follow up each other…
> Many of my friends were involved in different crimes. They approved
> my crimes all the times. They also supported me in my crimes whenever
> I need them. We enjoyed together after crimes...My friends were

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favourable at all my criminal activities. I had many friends, who were involved in crimes and, most of my crimes were done with friends' participation. Almost all my friends were gang members. I was also a gang member and my friends were proud of it (Informant 10)

I think four of my friends were gang members. They wanted me to join some gang. They would appreciate me if I had joined some gang with them...Few of them had a history of crimes. I think that friends would admire and seem proud of me if I were in crimes. They were favourable in antisocial activities…They have criminal trendies before, as I think four of my friends were gang members. They would appreciate it if I joined any gang (Informant 7)

Somehow, as in this incident, my friends supported me morally… My friends supported me in all conditions, whether good or bad…They appreciated this offense in which I am under trail…They were proud that I was not defeated by my opponent. They considered it as an act of bravery (Informant 5)

4.11.1.1.4 Learning of Crime Skills through Friends

Although, this theme is specifically very direct as informants were hesitated to disclose their crime learning source, but very important in considerations of the current study's research aims. In the main theme of "Crime Learning through Friends," it emerges as sub-theme that informants had learned diverse criminal skills through their friends. This sub-theme is specific to learning of crime method's ins and outs with minor details.

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This theme is further explained after the graphical representation as for how this sub-theme emerges.
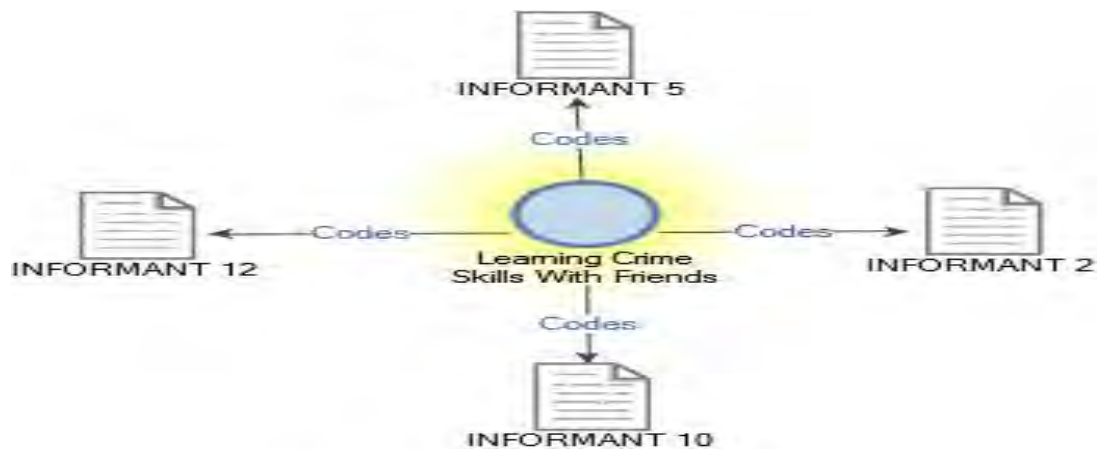
Figure 4.27. Emergence reference illustration of sub-theme "Learning of Crime Skills through Friends"

The visualization represents that how the sub-theme "Learning of Crime Skills through Friends" emerge during analysis. It is noticeable to explain here that informants of the current research were juvenile delinquents contained in a juvenile institute just like jail. They were hesitant to share their criminal experiences in that surrounding. Additionally, there was an officer of jail administration always present monitoring the interview. A few of the informants were under trial who could not describe their crime details. By considering these issues, still, it emerges that the informants in above-mentioned illustration learned their criminal skills through their friends.

> In my crime learning, my friends have been my main source of learning. All the crime ideas were discussed in friends' company. And after discussion, we committed our crimes. All supported each other in different crimes. I would not have done my crime without the absence of my friends' guideline. My friends had a very strong role in my crimes. They were criminal as I was also. We planned together different crimes.

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If I had not that friends, I might not be in the world of crimes (Informant 10).

…Then my friends gave an idea to make money. We planned to sale cigarette carton after robbing it. This was my friends' plan…But there is a strong role of my friends in my crime learning…I had few criminal friends, but none of us wanted to be a member of gangs. We were always together in our crimes. We probed each other for next crime. I did this crime and learned this crime with my friends. They encouraged me to do a robbery at that store. I hesitated. Then my friends gave me a good plan. I needed money also. Then I became agree to commit a crime with them. If they did not insist me for robbery, I might not be sitting in jail (Informant 12)

These were my friends who involved me in such matters, otherwise, I was not involved in serious crimes…few of my friends were in gangs. They made me learn these things…Few times it happened that friends hit each other. And I had exposure to shooting with my friends but had not seen any murder. I think my crime learning was done with that kind of exposure and participating in that activities with my friends…I learned all my crimes from my friends (Informant 2).

The above mentioned exerts depict that informants learn their criminal skills through their friends, either directly or indirectly. For example, "*all the crime ideas were discussed in friends' company. And after discussion we committed our crimes* (informant 10), *"my friends gave me a good plan"* (Informant 12), and "*my crime*

learning was done with that kind of exposures (criminal) and participating in that activities with my friends (Informant 2). This direct type of crime learning occurs with direct exposure or verbal guidelines of sources, which are friends here.

4.11.1.1.5   Inference of Theme "Crime Learning through Friends

By summing up the major theme "Crime Learning with Friends", it is concluded that this theme is supported with four sub-themes. These sub-themes emerged as "Criminal Activities with Friends", "Crime History of Friends", "Friends' Reactions at Crimes", and "Learning of Crime Skill through Friends. Results of preceding section indicate that crime learning behaviours of juvenile delinquents through friends; in borstal institute Faisalabad Punjab, Pakistan appears with a major crime learning source.

Although, many of the informants were in the view that their friends had no role in their crime learning, but analysis suggests that there is some concealing of facts by informants. As in earlier discussion, the informants' replies suggest that they had friends with good relations, they had spent a reasonable amount of time with their friends in different activates (sometimes criminal also), and their friends were supportive and helpful in their felonious actions. It can be said that friends play an important and supportive role in crime learning behaviours of adolescents. When the informants were asked directly to explain friends' role in their crime learning, then almost half of the informants were in view that they have learned their criminal procedure with the help of their friends or directly by them.

In the field of social science research, many sociologists are on the view that human behaviour is an expression of previous experiences and it is not just a reflection of structural/situational inspirations or hereditary characters. On the other hand, learning

theorists argue that structural/situational inspirations or hereditary characters are also important and must be incorporated. In deviant behaviour development, socialization antecedents are due factors to be considered and friends/peers play a significant role in juvenile delinquency. Friends' attachment, their history of antisocial behaviour, activities with them and their reactions are few aspects leading to develop delinquent behaviour in adolescents.

A growing body of social research suggests studying peer dynamics when antisocial behaviour is in question. It is a largely witnessed fact in the scientific literature that criminal cognition and friends' connotations are attached to each other in deviant behaviour development. Furthermore, peer association to antisocial cognition connection and almost every variable has been investigated immensely; proving this relation as a big risk factor in criminal behaviour development.

The well-justified relationship between friends' associations and juvenile delinquency has been vetted again in this study, and as other attributes of peer influences, crime learning behaviours of adolescents are also inclined by peers. In concluding statement of this part of the analysis, the complete project map of the major theme of "Crime Learning with Friends" and its sub-themes is given below.

This project map explains the emergence pattern of the major theme "Crime Learning with Friends. The sub-themes of this major themes can also be seen on this map. These sub-themes are "Criminal Activities with Friends", "Criminal History of Friends", "Reactions of Friends in Crimes", and "Learning Crime Skill through Friends". This theme category was extracted through twelve informants of the study.
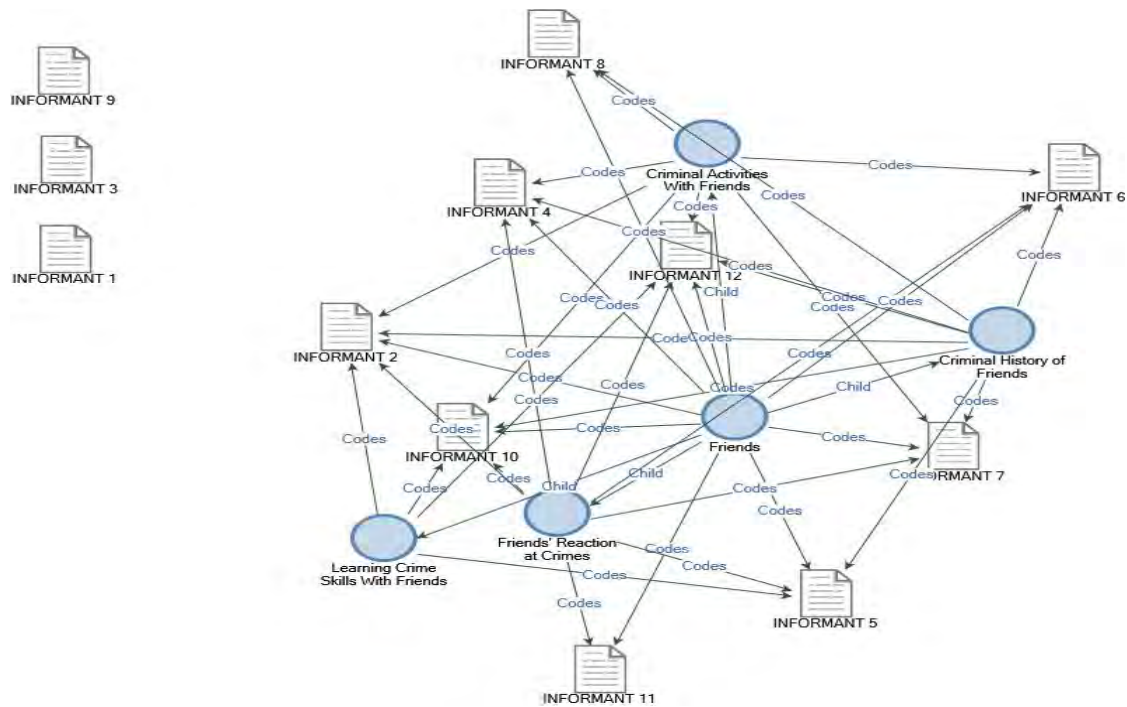
Figure 4.28. Project map of major theme "Crime Learning with Friends"

Out of twelve, three informants remained intact and all the other informants are appearing in this theme. The arrows show the direction of exerts drag from transcription to theme containers. Which finally emerge with one major theme and four sub-theme in this category of themes.

4.11.1.2 Crime Learning with Family

Historically, many scientific researchers have concluded that family connections influence positively to adolescents' criminal behaviour. Criminal behaviour is not merely associated with the representation of deviant behaviour but also donates to making of this behaviour. Crime learning is one the important factor in performing a crime and family situations play an important part in adolescents' "crime learning behaviour". To check this state as contextualized in Pakistani juvenile delinquency fabric, the following themes emerged after detailed thematic analysis. Before discussing the emerged themes in detail, the complete thematic hierarchy chart is

presented here, consisting of coding structure in crime learning through family including the sub-themes.
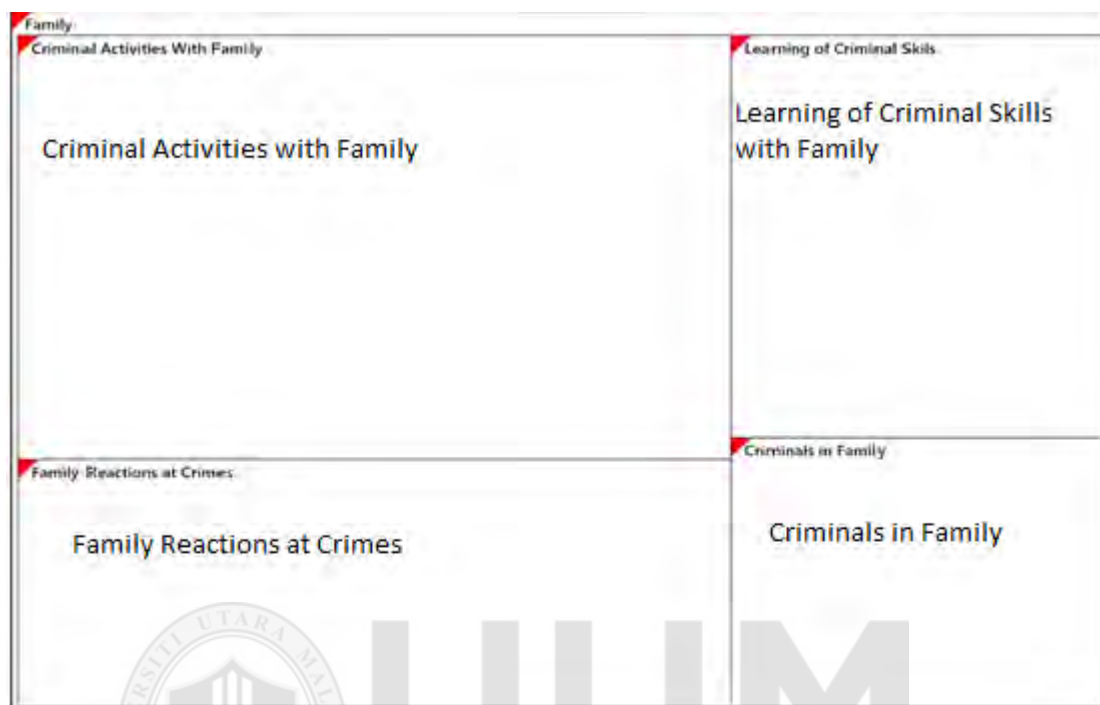
Figure 4.29. Hierarchy chart of coding in crime learning through family with its minor themes

This hierarchy chart represents the emergence of crime learning through the family with its minor themes. There are four sub-themes under the major theme of crime learning through the family. These sub-themes are named as, "Criminal Activities with Family", "Criminals in Family", "Family Reactions at Crimes", and "Learning of Criminal Skills with Family". This chart also depicts the portion taken by sub-themes in the emergence of the main theme of crime learning with family. Technically, crime learning with family is a sub-theme of major sources in crime learning, so its sub-themes are sub-sub themes in their order of appearance.

Very thought-provoking findings are achieved when juvenile offenders of borstal institute Faisalabad Pakistan were inquired about families' influence on their crime

learning behaviour. Known empirical evidence suggests that family play a decisive role in juvenile delinquency. As a broken family structure, criminal parents, living without family may lead to criminal tendencies in adolescents. Astonishingly, the findings of the current study provide a conflicting evidence to the recognised facts about families' constructive role in delinquent behaviour and in crime learning instincts. Most the informants interviewed in the current study have strong connexion with their families. One of the respondent's words can comprehend this claim;

> I love my family. My parents are very loving and caring to me. When I am with my family I watch television, eat together and chat a lot about different topics. Although my father has died but my mother was very supportive towards me. I am very much attached to my mother and big brother as well. I can easily discuss my problems with my mother and brother. I think I had most pleasant moments with my family… (Informant 12)

> I had very strong and emotional bonds of love and respect with my family. When we were together, we did a lot of chat. I learned many things from my father, like how to deal with life difficulties. I have spent the best time of my life with my family (Informant 9)

> I belong to an agriculture background family. My relations with my family were good. We chat together at night and I study with my brother and sister… (Informant 1)

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The above-mentioned parts of interview transcriptions show a strong emotional bonding, respect, care, and love of juvenile offenders with their families. The informants were clear to show their attachment with their families like; they had *pleasant moments with family (Informant 12),* felt *strong and emotional bonds of love and respect with family (Informant 9),* and *spent time together in chat etc. (Informant 1).* There were no signs of bad relationships or some other kind of distressed links with the families as per informants' opinions. Above mentioned exerts are just a few examples, rather most of the informants claim such affection with their families.

However, it emerged that in few cases, crime learning with family occurs. Although this emergence is not in a broad way, but its significance cannot be ignored in the relevance of the topic and due to the proven scientific facts. This type of crime learning is delineated in below portion adopting the same structure as described in crime learning with friends. The analysis suggests that few informants had spent their time with their families involving criminal activities as they had some family members who were criminals. Furthermore, the same informants got supportive reactions after their crimes from their families and in few cases, being very specific; they learned criminal skills through their family members. These sub-themes under this major theme are presented underneath.

4.11.1.2.1   Criminal Activities with Family

Consulting antisocial behaviour development, the criminal activities with family is one of the risk factors in juvenile delinquency. If parents persuade an adolescent to participate with them in criminal activities, then antisocial behaviour development in person in question is quite normal. Past literature also suggests that criminal activities in young age lead to later delinquent acts, however, there is also some contrary evidence

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exist. As in this study, findings suggest that most of the juvenile offenders didn't have criminal parents or other family members with criminal involvement. It was found that adults with felonious parents were not much more likely to be involved in violent offenses in contrast than those with noncriminal parents. Following are few glimpses from informants' answers when they were inquired about activities with their families whether criminal or otherwise.

I wanted to help my father and for his protection…. As by dominating our opponents, we could save us - Due to our family circumstances, I never say no to fight. I participated in family fights with my will… I involved in these fights due to my family and most of the time we did these fights together… and I involved in these fights due to my family and most of the time we did these fights together… I involved in these fights due to my family culture… my family has been involved in many fights in last few years… Hand fights were common and we participated in such fights together as a family… Many times, my father was with me in those fights, we fought together… (Informant 1)

All my family was conflicting type. They use guns and fight on little issues…brother and many other relatives like, cousins, uncles, and other relatives all were doing the same drug selling business... I and my brother were in this business… without the help or my brother, I could not commit the crime as I did…I learned the ins and outs of drug sailing business through my brother. He was involved in that business and I

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spent my time with him. During his business deals, I was with him...

(Informant 11)

Informant 11 was convicted in drug selling. He committed his crime with his elder brother's company. Although it was normal in his area to indulge in drug selling because many of the people were doing drug selling in his village. This informant was convicted of the same offense which he committed earlier with his brother. His brother was not the only person in his family in drug selling, rather few of his relatives (uncles, cousins) were also involved in same crime. In his crime committing and learning of this crime, criminal activities with his family played an important role.

Informant 11 was sentenced life imprisonment after killing a person. He killed the person due to his family clashes. He was involved in many fights with opponent party accompanying his family. This fact is clearly shown in the exerts from his interview given forehead. As he was involved in his crime with his family members (father), this involvement in crimes with family played a significant role in his crime learning.

4.11.1.2.2   Criminals in Family

It emerges that few informants had criminal family members. These members held a source in crime learning being modelling of felonious behaviour. The previous scientific literature testifies that criminals in family are significant risk factors in juvenile delinquency. If any of parent is criminal, then there are more chances of antisocial behaviour development in children of the family. In the current study, it was found that informants with criminals in the family have learned their crime with them. The evidence of this fact is provided in below lines by offering exerts of those informants' interviews.

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… Most families are high conflicting type so my family was also. My brother and many other relatives like cousins, uncles, and other relatives all were doing the same drug selling the business. But in my family, only I and my brother were in this business…my brother has joined a gang (Informant 11)

..Two of my uncles were involved in criminal activities. They sell drugs. Those were the only criminal in my family (Informant 9).

And my father was also involved in these fights - At the time of my crime (killing)… (Informant 1)

These statements depict that such informants had criminals in the family. Even the evidence is not extensive in the current study, but the scientific literature leads to presume that criminals in the family are strong reasons in juvenile delinquency. With other factors in juvenile delinquency, it is more probable that crime learning is also affected by criminals in the family. Due to the main postulate of observations learning, it cannot be ignored that juvenile delinquents learn criminal skills through their criminal family members.

4.11.1.2.3 Family Reactions at Crimes

Parents' reaction to adolescents' earlier felonious activities is one of the other risk factors in juvenile delinquency. It is also very difficult to make a clear line that which kind of reactions at earlier illicit activities are best to restrict a person for further repetitions. The scientific discussions show that a standard parental reactions strategy is difficult to build. However, the parents with the middle protective attitude towards

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adolescents seem more suitable. In the current study, mix type of parental reactions appeared. At once the parents were very tolerant to their kids' antisocial actions and suddenly they became very protective. This complex situation was tried to be solved with a more in-detailed inquiry to informants.

There are two types of antisocial actions committed by adolescents; one normal or non-serious felonies and secondly the serious felonies. As at this young age, adolescents' (later Juvenile Delinquents) little rebellions are accepted by parents. But as soon as the parents feel that the young ones are crossing the lines; they become strict. It is also interesting that each family has different definitions of serious and non-serious felonious actions of their kids. For example, one type of family is proud that their kid has not only beaten by others, he has also beaten his opponents; irrespective the kid is bleeding. And on the contrary, parents are very angry at their kid even though he is badly beaten by other kids.

But at one stage, as per each family definition, whenever the parents feel that their kid is crossing the line they become stricter to control their kids' actions. Discussing juvenile delinquency, the actions come into the definition of juvenile actions; almost all the parents become very protective. In this study, the reactions of the parents found quite reasonable as they came to know about their kids' felonious behavioural tendencies.

It was found that parents react tenderly at children's felonious actions, in the case when they feel their kids were showing just normal behaviour. However, as soon as they feel that their kids are involving in a serious type of felonies, their actions are strong and punitive. This seems the best strategy in dealing with positive behaviour development

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of adolescents as provided by social scientists. The theme emerges at this stage when the parents/guardian/family reactions against felonies of adolescents are in question. The below-cited lines are taken from one of the interviews transcriptions, through which the under-discussion theme emerge.

> All family members provided follow-up to each other if someone has any incident with the opponent party - My parents approved this off my criminal act … There was also a kind of proud feeling at my father's end, … They were happy that I am with them and proving a support myself (Informant 1)

> At my crime, my parents were just silent. They were tolerant…If I were in gangs, then my parents would silent…my parents' role exists in my crime learning. If the stop me and punish me then I might not be involved in this business. They love me and ignored all my illegal activities. But without the help or my brother, I could not commit the crime as I did (Informant 11)

Although, these exerts appear by two informants, but it is important to mention here that both informants have positive reactions from families at their felonies. In a nutshell, it emerges that juvenile delinquents having criminals in the family got support in their crimes from their families. The crime learning occurs with parallel basis as supportive reactions of family lead towards learning of crime even from family members

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4.11.1.2.4 Learning of Criminal Skills through Family

During analysis, it was found that two of informants had criminals in their families; they had performed felonies with them and got supportive reactions in their previous crimes. Learning of criminal skill is persistent with the themes mentioned in preceding lines. It emerges that informants learned directly the specific crime skills through their family. The emergence of this sub-theme is supported with the help of below-mentioned statements.

> I learned the use of a gun with the help of my cousins. Many of my cousins use different types of weapons. Sometimes I did have their company so I learned the use of guns from them - It was not so difficult when I saw my cousins that how to use a gun (cleaning, loading, trigging etc.) …. Many times, my father was with me in those fights, we fought together and I learned many fighting things from him… In learning of this crime, the basic credit goes to my father, he is responsible. He provided me this atmosphere and I must contribute in family fights…Some things were learned by my father and something was taught to me by my cousins. They teach me, how to use guns… (Informant 1)

> I sold drugs. I learned the ins and outs of drug sailing business through my brother. He was involved in that business and I spent my time with him. During his business deals, I was with him. So, I learned the relevant tactics of drug selling... I was in criminal activities with my brother. He told me the ins and outs of drug selling. No one other than me and my brother was in crimes from our family (Informant 11)

It emerges that both informants have learned their criminal skills through their family members. This theme is consistent with previous findings which suggest that criminal family members are the very most probable factors in juvenile delinquency. Identification of crime learning behaviours of juvenile delinquents is the research aim in the current research effort.

With other dimensions of juvenile delinquency, crime learning behaviour is also traced down towards criminals in the family. In the above mentioned exerts, informant 1 learned his criminal skills through his father and informant 11 learned his crime ins and outs with the help of his brother. These are the only informants having such type of families. Having these examples, it can be said that if criminals exist if the family, they are the main motivations for adolescents in their crimes. And crime learning is also done easily in such cases.

4.11.1.2.5   Inference of Theme "Crime Learning through Family"
Concluding the discussion on Major theme, "Crime Learning Through Family", as supported by its minor themes, "Criminal Activities with Family", "Criminals in Family", "Family Reactions at Crimes", and "Learning of Criminal Skills with Family" it emerges that informants having families with antisocial tendencies learnt their crimes through their families. Family, being first social learning institute emerges as a first observational model. If a person got such type family, there are more chances for him to adopt delinquent behaviour. In the current study, there are two informants having criminal families, so the themes under crime learning with family appear from both informants. The graphical representation of this fact is given underneath.
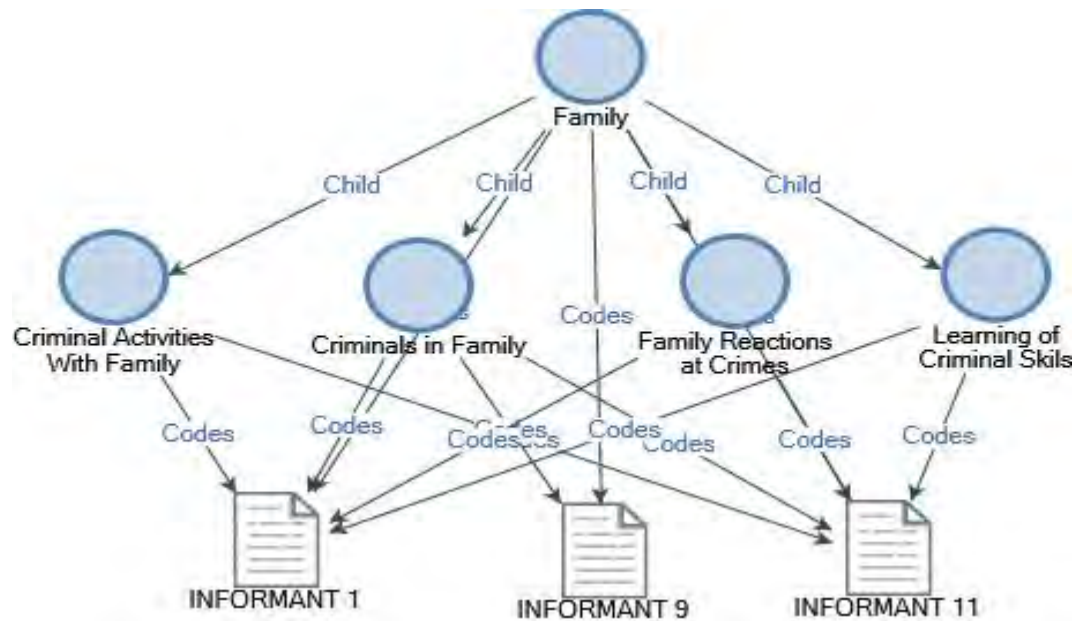
Figure 4.30. Crime learning with family- project map

This project map indicates the emergence of major theme "Crime Learning Through Family", as supported by its minor themes, "Criminal Activities with Family", "Criminals in Family", "Family Reactions at Crimes", and "Learning of Criminal Skills with Family". Most of the nodes appeared from tow informants, informant 1 and informant 11. Whereas informant 9 appears with little participation having little criminal tendencies in family members. This main them with it sub-themes indicate that only these informants have criminals in their families which played a significant role in their crime learning.

The focus of this research is to find out the ways of crime learning behaviours of adolescents signifying juvenile delinquency in Pakistan. Crime learning through observation is the main construct in this study, found mix type relationships with crime learning through familial factors. There are few cases in which family provided little support to juvenile offenders in the question of learning (informant 1, Informant 11),

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but for other informants, family factors do not contribute to juvenile offenders to teach criminal procedures in the light of current findings.

Although, the results cannot be generalized due to nature of the study, but recent findings provide important paths for new researchers. Most of the informants replied firmly when they were inquired about their family role in crime learning. They were of the view that in their committing of crime and its learning had no concern with their family. The evidence suggests that these juvenile offenders did not have broken the family system, and they were well attached to their families. The theme emerges here that juvenile offenders with no criminals in the family were not affected by their families concerning their crime learning behaviours. They might some have sources other than family through which they had learned their criminal procedures.

4.11.2 Contributory Source in Crime Learning (TV Crime Shows)

The previous portion of this chapter entails the major sources of in crime learning behaviour of juvenile delinquents. As mentioned before that in crime learning behaviour, three major themes emerged. These major themes are categorized as "Major Sources in Crime Learning", "Contributory Sources in Crime Leering", and unidentified sources in crime learning. In this section, "Contributory Source in Crime Learning" is going to be described in the light of analysis using NVivo 11 Plus. The contributory sources in crime learning category appear with one Major theme. This major theme names as "Crime Learning through TV Crime Shows. There are further 4 sub-themes and 6 sub-sub themes.

It emerges that TV crime shows as taken as a contributory source of crime learning behaviour. As every learning is not based on a single factor or source, the same thing

appears in the findings of current research. The informants were not taking TV crime shows as their main crime learning source, rather it emerges that it was a contributory source.

Learning is a complex phenomenon which includes as many sources as available. The current research effort is based on learning through observation, specifically focused on exposure to TV crime shows. In the previous portion, it has been described that informants taking their friends and family as their major crime learning sources. It is logical enough because in the form of friends and family they have ready sources in their crime learning. On the other hand, it is difficult that someone found the same crime lessons in any TV crime show when he intended to commit. But, it is not less important that informants yield TV crime shows as a contributory source of their crime learning.

One of the main aims of the current study focuses on identifying the TV Crime Shows as crime learning states institute in juvenile delinquency. In this reference, it is important to mention here that only those juvenile delinquents were interviewed, who had television at their homes. Few of the juvenile delinquents retained at borstal institute did not have television at their homes. These adolescents were not interviewed because they were out of the scope of the study.

The informants were investigated to recognise their interest, watching frequency, the motive of interest and watching, involvement, the level of agreement with the story and presentation. Furthermore, their perceived reality, likeness, perceived self-efficacy, and general perceptions were also inquired about their crime learning with the television crime shows. The themes emerged after this detailed investigation via in-depth

interviews are outlined in below section. At first, the hierarchy chart of these themes is given below.
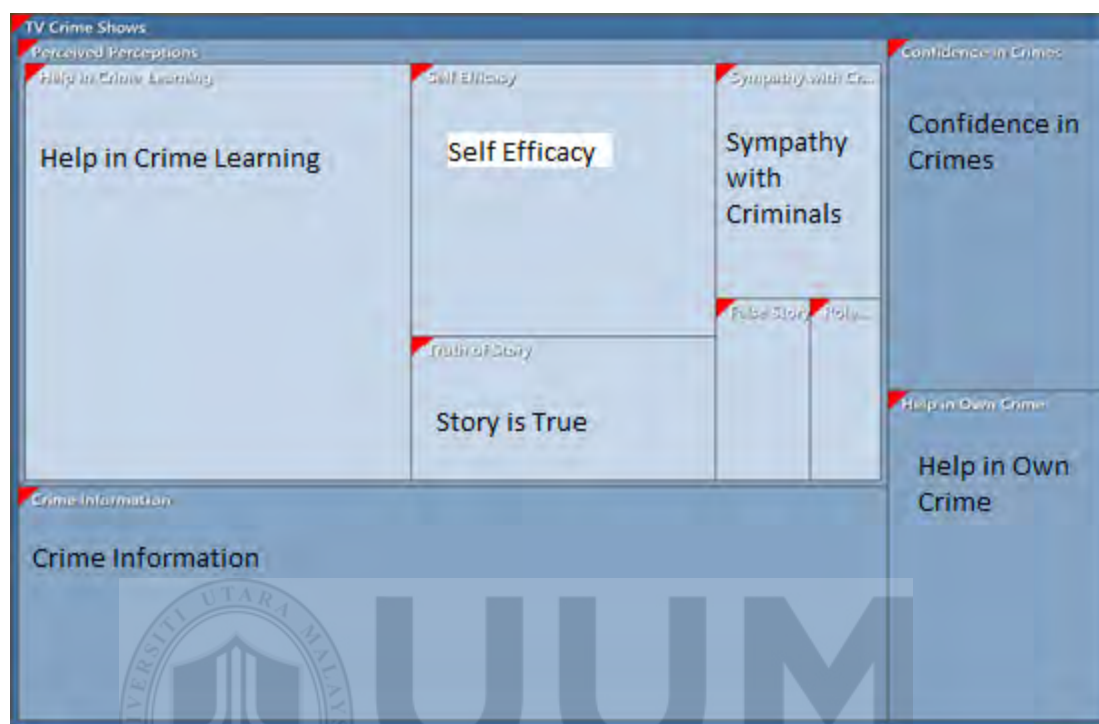
Figure 4.31. Hierarchy chart of theme "Contributory Source in Crime Learning" (TV Crime Shows)

This hierarchy chart explains the emergence of main theme "Contributory Source in Crime Learning" (TV Crime Shows) with its sub-themes. There are 4 sub-themes and 6 sub-sub themes. The sub-themes are "Crime Information", "Confidence in Crimes", "Help in Self Crime", and the "Perceived Perceptions" about TV crime shows. These perceived perceptions include 6 sub-sub themes. This theme category is expressing different perceptions of informants about crime are gathered under this category. These perceived perceptions are the sub-sub themes; named as "Help in Crime Learning", "Self-Efficacy", "Sympathy with Criminals", Perception about "Role of Police", perception about the story of crime shows like "Story is False", and "Story is True". The detail of these sub-themes and their child themes are delineated in below lines.

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4.11.2.1 Crime Information

This sub them is conceptualized as viewers of TV crime shows (juvenile delinquents in the current case) obtain crime-related information during watching of these shows. It emerges that informants were attaining significant pieces of crime information through TV crime shows. Every exposure is logically linked with new spheres of information. As crime learning behaviours of juvenile delinquents are in question in this research effort, it emerges that informants' crime learning behaviour was positively affected by TV crime shows.

The accomplishment of this information occurs at two levels, i.e. general and specific. It emerges that informants were taking crime information at a general level in terms of major matters involved in crime committing. This general level crime information is enlightened as, "what are the measures taken by police to stop crimes". On the other hand, it is also emerging that informants were obtaining specific crime information via TV crime shows. This specific crime information is clarified as "how to hit a person in proper way". The emergence of this sub-theme is explained below with the help of its coding chart.
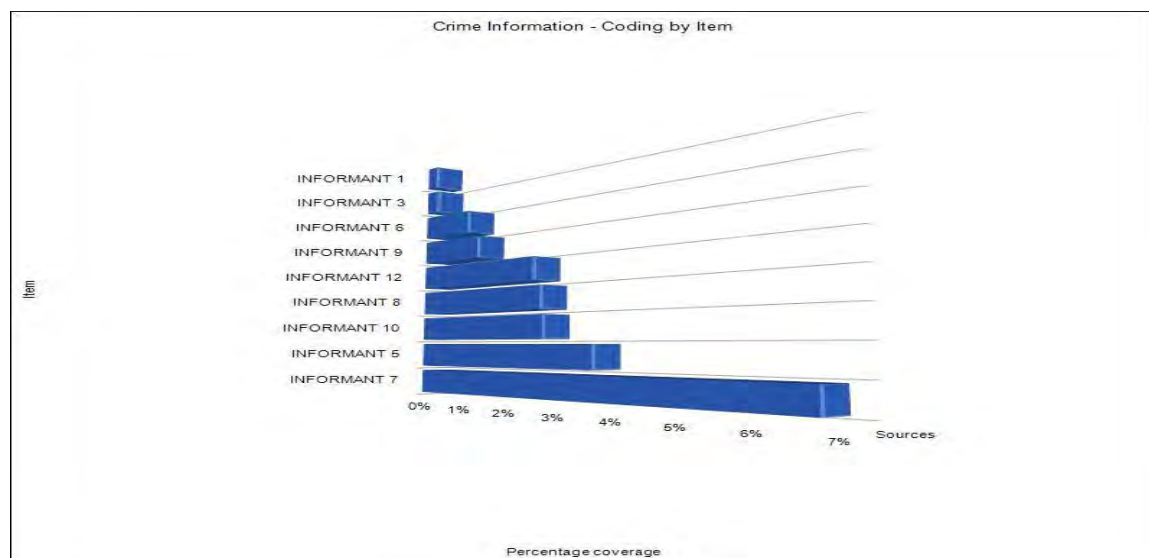
Figure 4.32. Theme "Crime Information" chart coding by item

Figure 4.32 explains the emergence of theme "Crime Information" as obtained by TV exposure to TV crime shows. There are total of 9 sources having their coding percentage along the y-axis. Informant 7 appears with the highest percentage of coding with 7% followed by Informant 6 with 4% share in the emergence of this theme. Informants 10, 8, and 12 share an equal coding percentage of 3%, whereas informant 1 and informant 3 are at the bottom with 1% of coding references in the emergence of this sub-theme. This percentage explains the area of text covered referring to the specific source (informant) share in the relevant theme. Few informants explain things in the more detailed way, which make them appear with a higher percentage. On the other hand, few of the informants are less spoken and appear with a lower percentage.

After this illustration, the following text references prevailing the sub-theme of crime information are delineated.

There are many other things to mention in learning… like how to run after the crime, how to hide and how the criminal was arrested… there are a lot of crime related ideas. For example, how a person uses his intelligence to do a crime. How can a person hit another person properly? Like how a person can properly beat another person or kill… Like how he hides from police and other people (Informant 1)

I tell you a program story. In that program, a person was killed in an interesting way. Even no weapon was involved in that killing. The killer just used some ordinary things to kill his opponent. These things can be found in any home. After watching that killing scheme anyone can

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repeat that scenes in life to kill someone. And if I wanted to kill someone, then that process would create a lot of ease. - I believe that these crime shows can help people in crime learning (Informant 9)

I believe that these crime shows can help people in crime learning. If a person wants to commit a crime, they can have many ideas from crime shows. Suppose, a person wants to kill a person, and then he watches few crimes shows in which murders are shown; then the viewer can have many ideas to kill a person. - These crime shows inspire the viewer towards criminal behaviour (Informant 8)

These pieces of texts are borrowed by interview transcriptions of the informants of the current study. Furthermore, these exerts are included in the emergence of sub-theme "Crime Information" through TV crime shows. It clearly emerges that informants were getting crime information after having exposure to these shows. This information is occurring at two levels i.e., General and Specific as explained in the upper portion. For example, informant 1 expressing his opinion; "…*how a person uses his intelligence to do a crime"*. He is discussing crime information provided in TV crime shows in general level as "criminal is using intelligence in crimes deliberately". Same as the informant are getting information by TV crime shows in specific ways e.g. "…*a person can hit another person properly*" (Informant 1), "*The killer just used some ordinary things to kill his opponent. These things can be found in any home"* (Informant 9).

4.11.2.2 Confidence in Crimes

Confidence in Crime emerges as sub-theme in contributory sources in crime learning (TV Crimes Shows). This sub-theme is conceptualized as exposure to TV crime shows

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provide a sense of confidence of crimes to a person; intended to commit a crime. Before committing a crime, many things are involved. These factors range from the reason of crime and know-how of crime to resources of crime. Even with the existence of these factors, confidence is still very important in crime commitment. Crime committing is not an easy task as many types of fears make it a complex phenomenon. If the criminals have intentions, they still need the confidence to go for a crime. In the current study, it emerges that TV crime shows appear as confidence building source in crime commitment. The evidence is given underneath.

> …These shows (TV crime shows) help a lot if a criminal is lacking in the motivation of confidence. After watching a crime show, a criminal might have to feel that crime is not as difficult as he was thinking (Informant 9)

> These shows inspire the viewers. They also motivate themselves and build a confidence that crimes are easy. And if a person thinks that crimes are easy, then he could go for the crime. By this thinking, crime becomes easy for him (Informant 8)

> As there was always a criminal procedure. They show, how the crime was committed and how its different steps were taken. These things give confidence to viewers in criminal intentions that he or she can also commit the crime (Informant 7)

These exerts undoubtedly explains that informants believe TV crime shows provide a sense of confidence and motivation in their criminal intentions. This happens due to the presentation of criminal acts in shows as repeat the crime scene with its minor details. This repetition occurs through re-enactments in TV crime shows. After having such type of crime exposure, it becomes easy to understand the tactics of crimes. Furthermore, these re-enactments provide confidence that crime committing is not a difficult task.

As expressed by informants of the current study, "*After watching a crime show, a criminal might have a feeling that crime is not as difficult as he was thinking*" (Informant 9) and "*They show, how the crime was committed and how its different steps were taken. These things give confidence to viewers in criminal intentions that he or she can also commit the crime* (Informant 7). The emergence of this sub-theme is further described with the evidence below mentioned in the form of its coding map.
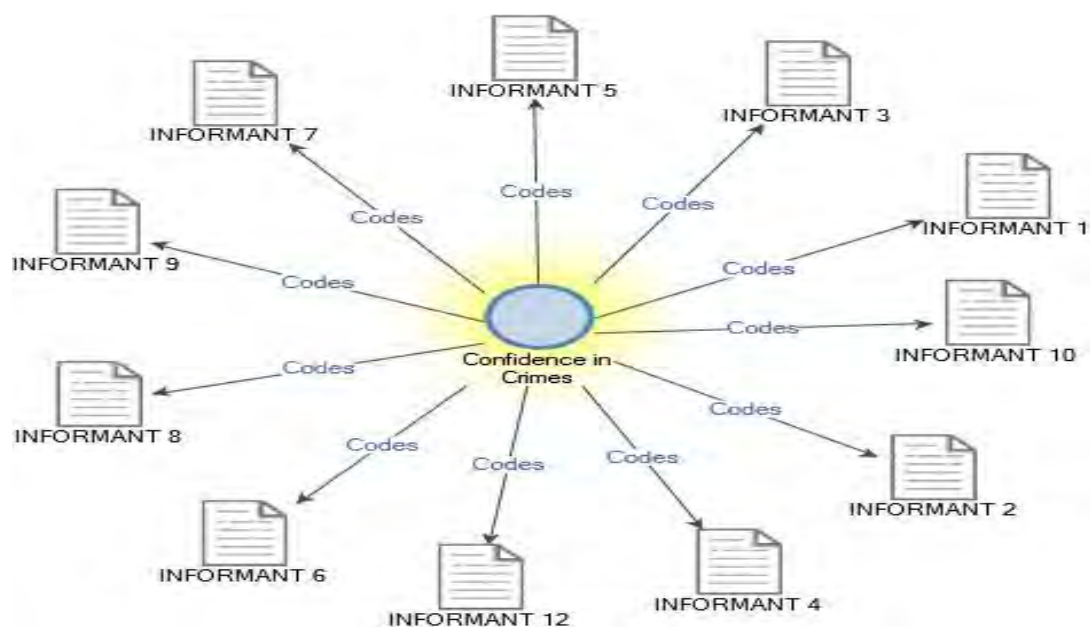
Figure 4.33. Coding visualization of sub Theme "Confidence in Crimes"

This figure is representing the sub-theme "Confidence in Crimes" as emerged in the current study; supporting the main theme of "Contributory Sources in Crime Learning" (TV Crime Shows). The central circle is signifying the theme emergence and the page squares are representing the informants. The arrows in this figure explain the coding paths as for how this theme emerges from which references. It is significant that this theme emerges including 11 informants' views. Who all believe that TV crime shows provide confidence in crimes which help individuals in their crime-committing and learning as well.

4.11.2.3 Help in Own Crime

Help in own crime theme represents the feeling of informants who believed that TV crime shows provided help specifically in their crime in which they were convicted. This is conceptualized that the informants of the current study, who are a juvenile delinquent, got practical help in their crimes through TV crime shows. This help may be at the very precise level (how to accomplish a specific act or portion of a crime) or at a very general level (the general conception involves in crime committing). Even, if these shows helped the informants in their crimes at very particular way, it is significant to consider. Although, the informants of the current study were unable to explain this sort of help at a precise level. But they were sure about few aspects of help in their crimes as attained by TV crime shows. These crimes related help aspects are delineated in the words of informants in below lines.

> I could have done this murder with some changed method if I was not watching these shows. - I think without watching these shows, I could not commit a perfect murder. As I used to watch movies and crime shows, the scenes of such type, these things, as whole helped me and I

copied the style from these exposures... I killed a person. I had done in any case but yes, these crime shows helped me to kill a person accurately. Without watching these shows I might not be able to murder the person so easily. After watching the relevant scenes, I could easily learn the different methods (Informant 1)

Crime shows help a lot. I was indulged in many crimes and I learned many things from these shows. A person who wants to commit a crime can learn that crime by watching crime shows. I think crime shows helped me in many ways. There were many crimes procedures in different styles. With the help of those procedures, I learned many things and later used in my own crimes. I got how know of different crime process as these processes are explained with minor details in crime shows. – Many new ideas of different crimes have been obtained. After watching the crime in a crime show, I think, I did in my life. I have learned a lot of things from these crime shows, otherwise, I did not know many things. In my crime learning, there is definite role of TV crime shows (Informant 10)

I wanted to harm that person with a razor. As I planned to cut his face straight using shaving razor (locally made shaving razor-like knife). I could hurt the person without this, but then I thought to cut his face. I think I had watched this type of razor usage in some show or somewhere else. I was very clear how to use my weapon (Informant 6)

The above pieces of texts are representing the opinions of informants being juvenile delinquents. These opinions lead towards the emergence of sub-theme "Help in Own Crime" in contributory sources of crime learning as TV crime shows. The informants express that in their crime committing, TV crime shows aid them in general dimensions. Informant 1 killed a person and sentenced life imprisonment. He holds the opinion that "*…. I killed a person. I had done in any case but yes, these crime shows helped me to kill a person accurately*. Though he was unable to specify the role of crime shows in his act of killing a person in a precise way, but he held responsible TV crime shows as aiding source and finally, he killed a person perfectly.

The Same fact appears with informant 6 with the similar type of crime. He has also sentenced life imprisonment. He was some precise about his learning of self-crime as, "*I think I had watched this type of razor usage in some show or somewhere else. I was very clear how to use my weapon* (Informant 6). The emergence of this sub-theme (Help in Own Crime) is expressed with the help of its illustration as below.
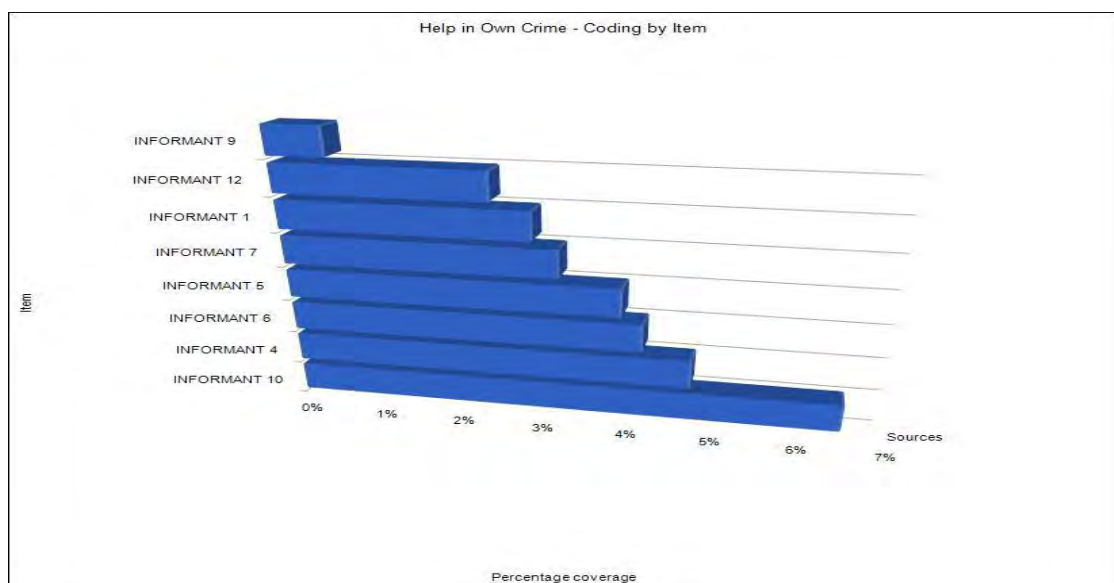
Figure 4. 34. Coding chart of sub-theme "Help in Own Crime"

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This figure represents the emergence of sub-theme "Help in Own Crime" as supporting theme in "Contributory Source in Crime Learning (TV Crime Shows)". The informants are appearing along the x-axis as items in the coding of this theme. Whereas, their coding sources are appearing along y-axis representing the coding percentage of different informants. Informant 11 appears with the highest percentage of 7% denoting that he was more expressive about the role of TV crime shows in his own crime. Informant 4 is at second place with 5% of coding share in the emergence of this theme followed by informant 6 with an almost same percentage. Informant 9 appears with the lowest percentage of coding in the under-discussion theme with 1% after informant 12 with 3% of coding.

4.11.2.4 Perceived Perceptions

Perceived perceptions are basically the theme category of informants' perceptions about TV crime shows and crime learning inclinations attached with these shows. The major theme of "Contributory Source in Crime Learning" (TV Crime Shows) emerges with few sub-themes and some sub-sub themes. The sub-themes have already been discussed in the preceding discussion, whereas the sub-sub themes are combined under the current outline. These perceptions are based on informants' opinions as how they perceive TV crime shows in the terms of its different crime learning postulates. The detail of these emerging perceptions is elaborated here with the help of a diagram.

The below-given map is representing the emergence of informants' perceived perceptions towards TV crime shows. The informants of current research investigation are juvenile delinquents detained in a juvenile prison/institute. They were selected for interviews and had a television in their homes. Furthermore, many of them were viewers of TV crime shows. In this research, an effort is being made to identify the

crime learning inclinations attained by these informants after exposure to TV crime shows.
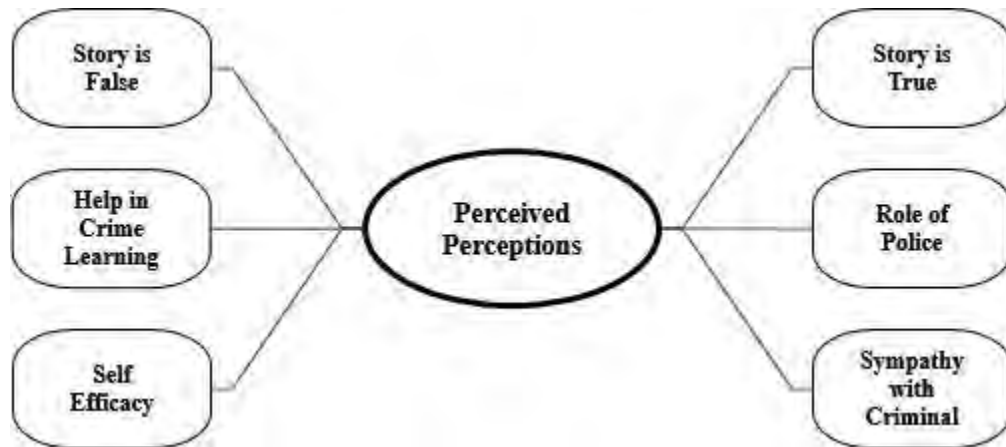
Figure 4.35. Mind map of informants' perceived perceptions towards TV crime shows

It is important to consider the informants' perceptions towards TV crime shows as they have convicted or under trial for certain criminal actions. These perceptions provide an overview about Informants' cognition as developed through TV crime shows. There are six varied perceptions which are gathered under this outline. These perceptions as taken as sub-sub themes in TV crime shows as a contributory source of crime learning. These are named as "Sympathy with Criminal", "Story is True", Story is False", "Help in Crime Learning", "Role of Police", and most importantly "Self-Efficacy". The detail description is going to appear underneath.

4.11.2.4.1   Story is False

The sub-sub them "Story is False" is conceptualized as the informants' perceptions towards the stories of crime shows. If they perceive that story of crime show is not based on the real-life event, then they perceive that story of crime show is false. It is significant to consider this factor as, if they perceive that story is false then they may consider that crime happening is not based on actual events. And the crime committing

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is not as easy as presented in TV crime shows. Different informants have different opinions about the story of crime shows, whether it is true or not. Furthermore, this perception is altered as the specific title of crime show is replaced by another one. Resultantly, this perception is based on the crime shows, as which crime show is being discussed at that moment. The emergence of this sub-sub-theme is explained as below.
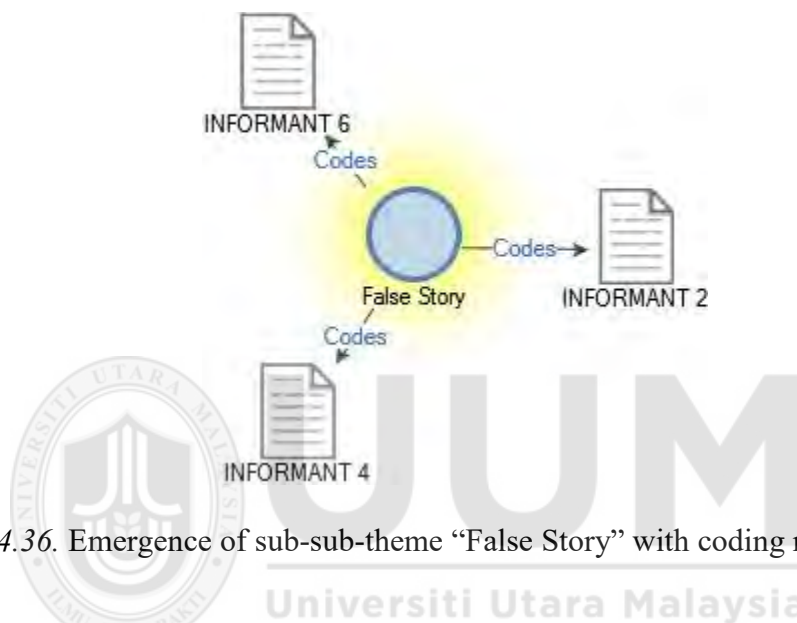
Figure 4.36. Emergence of sub-sub-theme "False Story" with coding references

The above-mentioned figure is an attempt to describe the emergence of sub-sub-theme "False Story". It explains that informant 4, informant 2, and informant 6 take part in this theme. They believe that story of crime show is not real, rather fictional. Further explanation of this theme is offered below quoting the exerts of these informants.

> …. there is only drama in crime shows and no reality in those shows... They just make a show for entertainment and there is no reality… (Informant 2)

On the other hand, few shows are not based on real events. For example, Adalat (crime show) events were not real events... Otherwise, other shows are not based on real-life (Informant 4)

I think they show only drama. With the help of drama, they want to show hate with a crime. And there is no real story in crime show… (Informant 6)

These coding references appear with an opinion they these informants believe that stories of TV crime shows are fictional. As *'there is only drama in crime shows and no reality in those shows…."* (Informant 2), *"they want to show hate with a crime. And there is no real story in crime show…"* (Informant 6), and *"Adalat (crime show) events were not real events…."* (Informant 4). The first two informants have their general opinion that TV crime shows are not based on real events. On the other hand, informant 6 is specifying the crime show *(Adalat) was not based on real-life events*. This theme includes the both, general perception (overall thinking about all crime shows) as well as the specific perception (limited to a nominated crime show).

4.11.2.4.2   Story is True

"Story is True" is conceptualized as the story of TV crime show is based on real incidents. The incidents which have happened somewhere and now presented through re-enactments in TV crime shows. This theme emerges as sub-sub-theme in "TV Crime Show as Contributory Source in Crime Learning". Against the preceding theme, "Story is False" this theme emerges with a sense that story of crime show is true as per informants' believe. This situation is a complex one in which two themes are contradictory to each other. It can be explained with an ease as breaking this concept in general to specific. Generally, the informants believe that story of crime show is true,

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but going specifically to a crime show, they have diverse opinions. In the previous portion, the informant 6 appear with an opinion that *"Adalat (crime show) was not based on real-life events"*. He is specifying a crime show here as it was based on true events. This theme is explained further with the evidence beneath.

> The stories of crime shows are always true. They take an incident from real-life and then make drama on that real criminal event. That are real as they also show the real victim, real criminal and actual place of crime happening. And that criminal event had already been reported in news. After the event, the maker of crime shows collect all the relevant information and then they prepare drama. There are some actors (re-enactments) who perform the same event with relevant details (Informant 10).
>
> Few of the crime shows are based on real stories and few are based on fake stories … (Informant 12)
>
> The TV crime shows are based on real stories. They chose a real crime event and then they make drama on that event. I think all that crimes have already happened in real-life. Then they take that stories and make drama on that stories (Informant 9)

In these exerts, the informants are showing their views about the story of crime shows, whether these are true or fake. Informant 10 thinks that *"The stories of crime shows are always true"*. He further explains that the makers of the TV crimes show take real

incidents of life and then prepare for drama on those criminal events. Same with informant 9 who believe that these shows are based on events and crimes that *"have already happened in real-life"*. Informant 12 is best explaining the complex situation of these two contradictory themes i.e. "Story is False" and "Story is True". As he says, *"Few of the crime shows are based on real stories and few are based on fake stories"*. *This opinion is more pertinent to this contradiction as* some of the crime shows are based on real stories and few are based on fake stories.
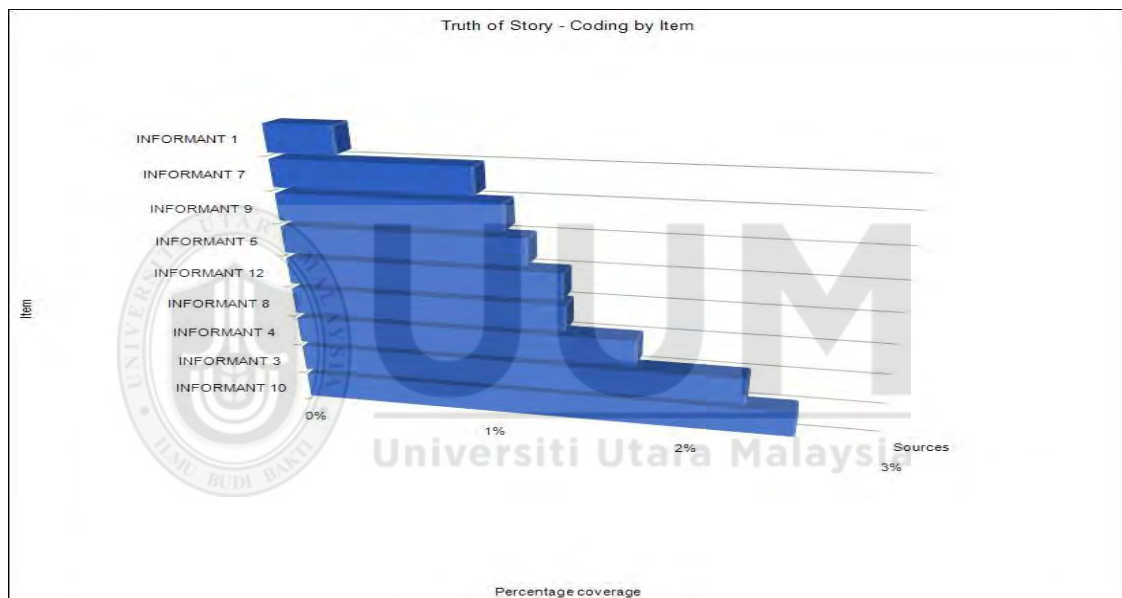
Figure 4.37. The coding reference chart of theme "Story is True"

This chart is an attempt to explain the emergence of theme "Story is True" in perceived perceptions of informants towards TV crime shows. This theme emerges with more coding references unlike the theme "Story is False". It is a stronger theme the above-mentioned theme "Story is True". There is a total of 9 informants appearing in this with their coding exerts. Informant 10 appears with more coding references with a percentage of 2.5% followed by informant 3 with an almost same percentage. Total of 6 informants were coded between 1-2 percent under this theme, whereas informant 1 is

at the bottom with 0.5% of coding references. It is concluded that most of the informants believed that stories of crime shows are true.

4.10.2.4.3   Role of Police

This sub-sub-theme appears in perceived perceptions of informants towards TV crime shows under sub-theme of "TV Crime Shows-Contributory Source in Crime Learning". This theme is abstracted as how the informants perceive police and its role in crimes having exposure to crime shows. This theme is significant because this perception's dimension helps the informants to decide to go for a crime or not.

If they perceive that policing role is not strong in stopping the crime and police matter can be easily handled, then they may go with an ease for crime and its learning. On the other hand, if they perceive that police can easily stop them in crime committing then they might think twice before committing a crime. Although, this sort of perception is built in general behavioural dispositions, but here its development with exposure to TV crime shows is discussed. Before going the further explanation, the few exerts of different informants' interviews are given.

> Police are also right. It's their duty to arrest criminals, so they do Informant 1.

> And the police are sometimes right sometimes don't. In Pakistan, police are not right always, but in crime shows, they show a good picture of police, like they did a good thing, and they arrest the criminal in time (Informant 2)

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> The police role is mostly drama. Police are also right about their actions.
>
> They should do catch the criminals (Informant 5)

The informants are very general about police role. Either they mentioned this role in a very light mod or they did not bother to talk about. One of the reasons behind is this, a representative of prison department was always there to monitor the interview and the informants were hesitant to talk about the role of police. Only informant 2 is appearing here with his blunt remarks "… *In Pakistan, police are not right always, but in crime shows, they show a good picture of police, like they did a good thing, and they arrest the criminal in time*".

4.11.2.4.4   Sympathy with Criminals

This sub-sub-theme is very important one in sub-theme of perceived perceptions of informants towards TV crime shows as crime learning organisation. This is operationalized as how the informants think about criminals in crime shows. Shockingly, it appears that informants have sympathy with criminals in TV crime shows. Although, these crimes shows are presented with a message of hate with crimes. Same hate sense is also presented towards criminals which do not appear in the current research investigation. The informants are showing their sympathies with criminals in shows and denoting that crime was their compulsion. Their circumstances made them commit a crime. This emergence may appear as informants were juvenile delinquents and they want to justify themselves. The details of this theme emergence are prescribed following by providing original pieces of texts of informants' interviews.

> The reaction of the criminal is quite right in that shows. Because they
>
> must do something after what happens to them. They were bound to do

such crimes. The people and society compel them to do the crime in which they were involved. No one commits a crime as a hobby. The circumstances make them involve such kind of activities (Informant 1) In crime shows the criminal reactions were right. They had to react the way due to injustice with them. They should react the way as they did. - Because the criminal becomes a criminal after some injustice or for reaction. In many cases, people exploit other people. And there is no system to give them justice after that exploitation. The person becomes criminal due to that reasons… (Informant 10)

Apparently, it seemed that reaction of the criminal was not right. But we should keep in mind that human emotions. We should take care of feelings of anger and revenge. There are always some bad happenings with a person, then he became a criminal. That criminal reaction appeared automatically, and human doesn't have any control on that anger or revenge feelings. That person reacted due to some injustice with him (Informant 9)

All the above mentioned exerts are included in the emergence of the theme of sympathy with criminals in crime shows. The informants believe that criminals should commit that crime after what happened to them. It was their right or proper reaction as they commit the crime. Because *"the criminal becomes a criminal after some injustice or for reaction"* (Informant 1) then *"that criminal reactions appeared automatically"* (Informant 9), and *"there is no system to give them justice after that exploitation"* so they are quite a right in their crimes being the reactional dimension of human behaviour.

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This theme emerges with a feeling that informants had this belief as their self-crime justification. The graphical representation of this theme is provided here.
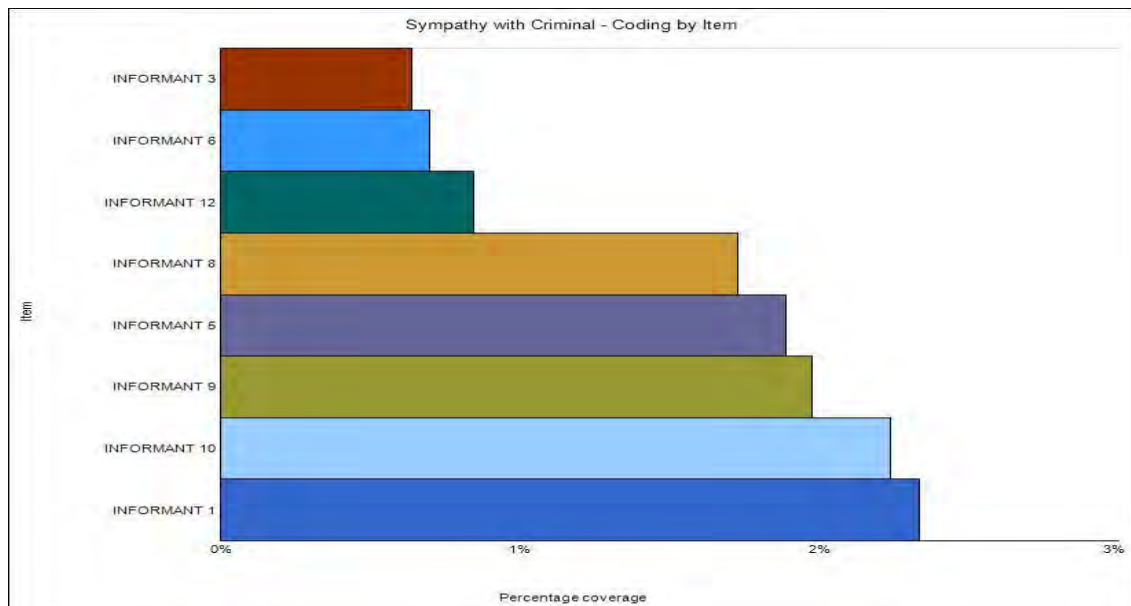
Figure 4.38. Coding reference chart of theme "Sympathy with Criminal"

Sympathy with a criminal is the sub-sub-theme as supporting the theme of sub-theme "Perceived Perceptions" towards TV crime shows and linked with major theme "Contributory Source in Crime Learning-TV Crime Shows". It emerges with the coding of informant 1, 10, 9, 6, 8, 12, 5, and informant 3. Informant one appears with the highest percentage of coding text and informant 3 emerges with lowest coding references. These informants believe that criminal in crime show was right in his criminal actions being reactive to injustice with him.

4.11.2.4.5   Self-Efficacy

Perceived "Self-Efficacy" is conceptualized as the perception of informants towards committing a crime after exposure to same crime in TV crime shows. It emerges that informants believe that they can commit a crime after watching the same crime as re-enacted in crime shows. This theme is very significant in pursuance to understand crime

learning behaviours of juvenile delinquents. If a person wants to commit a crime and he believes that he can go for that crime easily, then it becomes easy for him to commit the same. The informants take the crimes presented in TV crime shows as a ready script for themselves. The coding chart of this sub-sub-theme is given below.
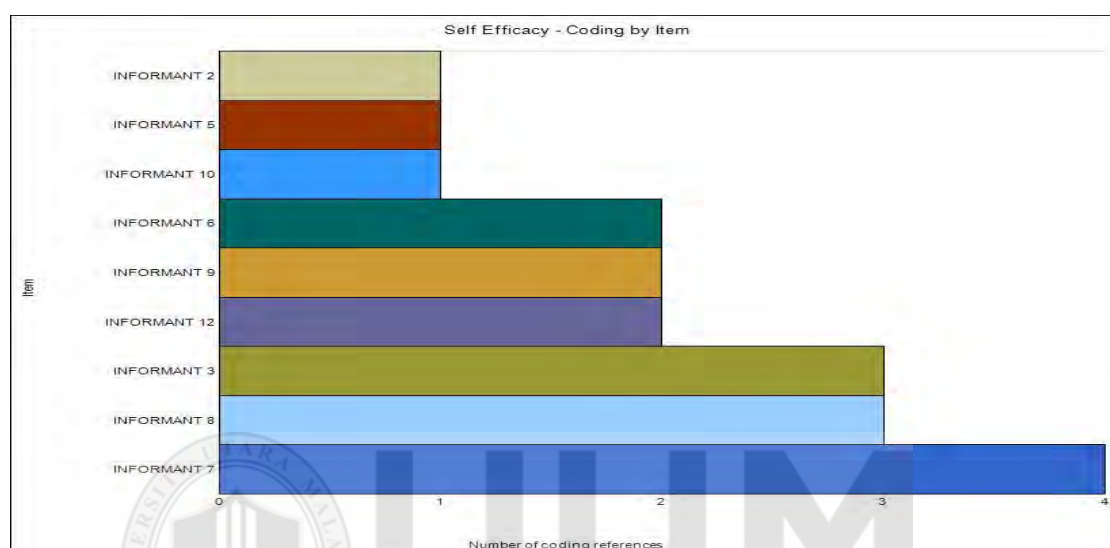
Figure 4.39. Coding chart of sub-sub-theme "Self-Efficacy"

This chart is presenting the coding references that are included in the emergence of sub-sub-theme "Self-Efficacy" of informants towards committing a crime after exposure to TV crime shows. This chart is based on several coding references rather the percentage of coding references. Informant 7 emerges with 4 coding references followed by informant 3 and informant 8 with 3 references. Two informants (3 and 8) appear with the same number of references which is 3. The next standing is taken by informants 12, 9, and 6 with 2 references each. Whereas only one reference appears with informants 2, 5, and 10 in the emergence of the theme "Self-Efficacy).

> After watching the crime show, and after watching some specific crime
> scene I could repeat that crime in my real-life…because the crime

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shows, show the criminal procedures in detail. If I were asked to do the same crime after watching the one in a crime show, I think, I can do… (Informant 10)

…watching a crime show and the related criminal process, I could repeat the same in many ways. Because there are a lot of ideas in different crime shows. Apparently, it seems easy to copy the same crime in crime shows (Informant 2)

I tell you a program story. In that program, a person was killed in an interesting way. Even no weapon was involved in that killing. The killer just used some ordinary things to kill his opponent. These things can be found in any home. After watching that killing scheme anyone can repeat that scenes in real-life to kill someone. And if I wanted to kill someone, then that process would create lot of ease (Informant 9)

It clearly and evidently emerges that TV crime shows confer a perceived self-efficacy to the informants. Self-efficacy is an important contributor in the accomplishment of any task, as crime committing in this study. The level of self-efficacy determines the successful results of the assignment. TV crime shows portray the crime happening in such an easy way, that informants believed they could commit the same crime after watching it in the show. In the accomplishment of a task, strong self-efficacy builds the self-confidence and repel the fear or hesitance. This ease feeling to commit a crime is a motive, contributes in juvenile delinquency. The role of TV crime shows cannot be

ignored in building criminal self-efficacy in adolescents. Because these shows were providing self-efficacy to the informants of the current study.

Purposive human behaviour is regulated by foresight embodying cognized goals. Stronger self-efficacy set people at higher achievements of their planned goals. In the current case, the goal achievement is done by informants, as they were either convicted or accepted their crime after fulfilling their criminal objectives. There might be many other matters involved in their crime committing, but self-efficacy is their self-inclination which probes them. The informants were very much clear at this point that after watching a crime in crime show; they *could repeat that crime* (Informant 6), *easily (Informant 12), if wanted (Informant 8), after watching* (Informant 7) *the relevant scenes* (Informant 1).

4.11.2.4.6   Help in Crime Learning

This sub-sub-theme emerges as one of the perceptions of informants that TV crime shows help the viewers in crime learning, either consciously or unconsciously. This perception is significant to be considered as emerges by juvenile delinquents. It emerges from the informants who were hesitant to accept that they were involved in crimes. This help is perceived in many dimensions like "Idea of Crime", "Procedural Steps in Crime", "Motivation in Crime", "Confidence in Crime", and "Ideas to Escaping". The emergence of this theme is well supported by many informants as given beneath.

> …that they show the criminal procedure in detail, and a person who wants to commit a crime can learn that crime by watching different scenes in different crime shows (Informant 1)

A person in crimes can learn that crime by watching crime shows...
Many new ideas of different crimes have been obtained… (Informant
10)

…if a person wants to learn crimes, then crime shows might helpful for
him (Informant 12)

These exerts are borrowed from interview transcriptions as well as appeared in the
emergence of informants' perception theme "Help in Crime Learning" attached with
TV crime shows' exposure. It emerges that viewers of TV crime show can obtain many
ideas of crime committing especially if they are in the world of crime. This help occurs
because crime shows provide details of different crimes. These details include the crime
idea and the procedural steps involved in crime committing. The informants believe
that a criminal person may have many crime ideas with TV crime shows exposure.
These ideas range from crime committing to escaping it. The emergence of this theme
is explained with the help of its coding chart.
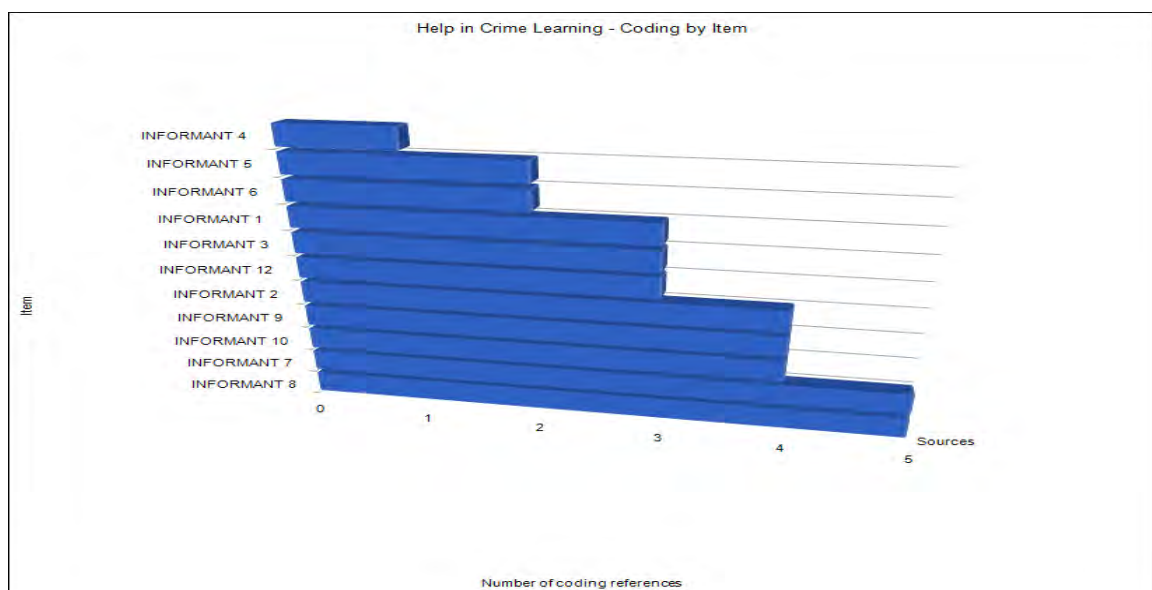
Figure 4.40. Coding chart of sub-sub-theme "Help in Crime Learning" in Perceptions

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This chart explains the coding structure sub-sub-theme "Help in Crime Learning". This sub-sub-theme relates to sub-theme "Perceived Perceptions" and main theme "Contributory Source in Crime Learning-TV crime shows". It appears that this theme is supported with 11 informants' views. Informant 8 and 7 appear with 6 coding references followed by informants 10, 9, and 2 with 4 coding references. informants 1, 3, and 12 are appearing with 3 coding references each whereas 2 references are obtained by informant 5 and 6. Informant 4 appears with 1 coding reference and placed at last. These number of reference are showing that this theme is well supported by informants. Furthermore, a total of 11 informants' participation is included in the emergence of this theme.

4.11.2.5 Inference of Theme "Contributory Source in Crime Learning"

In the main category of crime learning behaviour of juvenile delinquents, TV crime shows emerge as a contributory source of crime learning behaviour of the informants. This main theme is supported by four sub-themes including a theme category. These main themes are "Confidence in Crimes", "Crime Information", "Help in Own Crime", and "Perceived Perceptions" about TV crime shows. It emerges that TV crime shows are considered as contributory sources in crime learning. The informants of current study believe that they have learned some parts of crimes through TV crime shows. This crime learning in parts is witnessed by the sub-themes in this category. The informants explain that they received crime information through TV crime shows. This crime information helps them later in their own crime.

It emerges that TV crime shows provided confidence in crimes to the informants of the current study. Even, few of the informants believe that they learned criminal skills.

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These skills helped them later in their own crime. The contribution of crime learning is further proving by considering the perceptions of informants towards TV crime shows. They think that TV crime shows are a good source of crime learning. These shows help criminals in their crime learning and provide a sense of self-efficacy in their crimes. The complete illustration of this theme including its sub-theme is given underneath to visualize the theme emergence patterns.
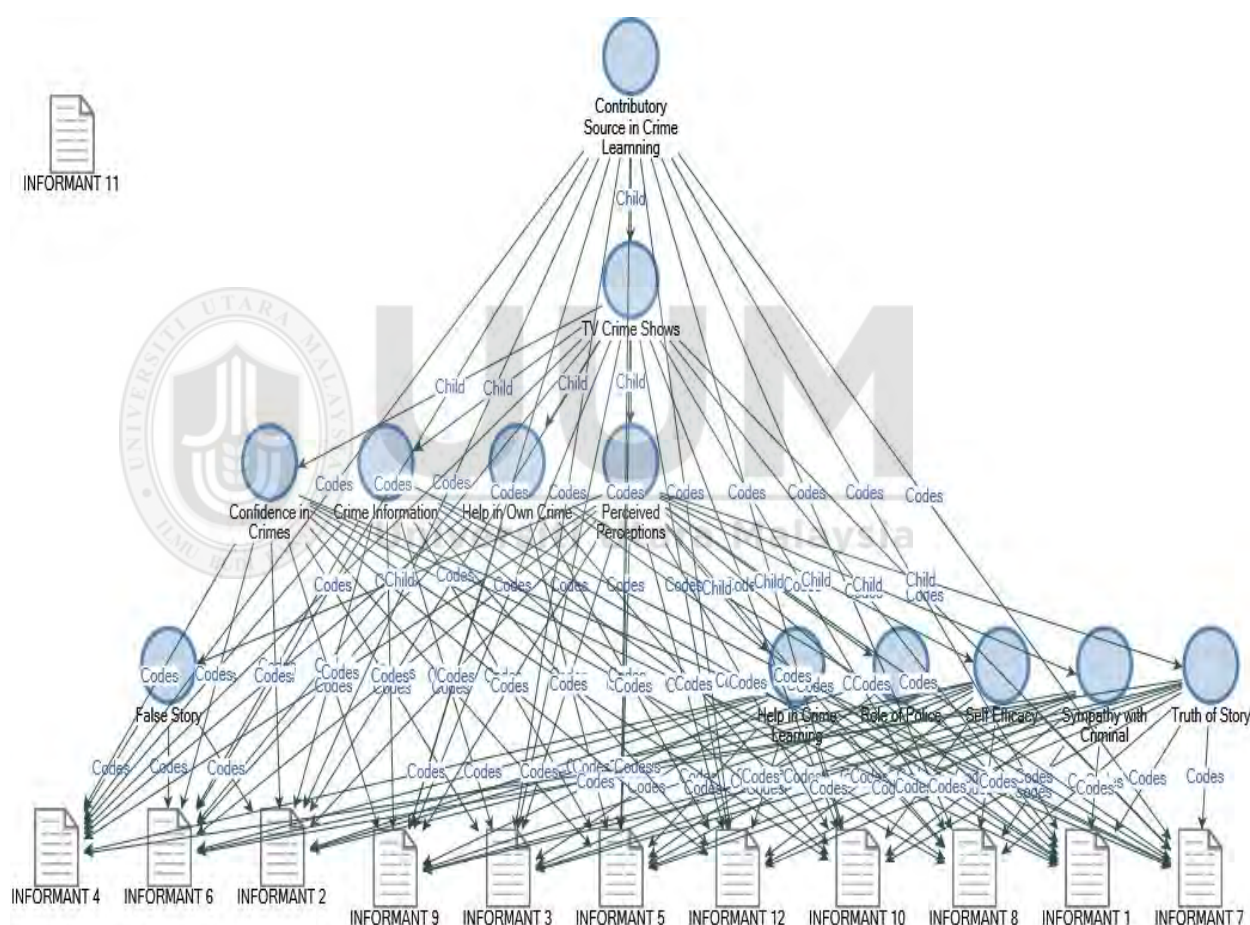
Figure 4.41. Complete chart of theme "Contributory Source in Crime Learning" (Appendix for details)

4.11.3   Un Identified Sources in Crime learning

The informants of the current study were juvenile delinquents detained at borstal institute. Their ages were between 12 to 17 years. Only those juvenile delinquents were interviewed who had television sets at their homes. These juvenile delinquents involved

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in many types of offenses. Few of the juvenile delinquents were under trial and some were convicted. The under-trial delinquents were only approached as they had accepted their crime.

On the other hand, the convicted juvenile delinquents were interviewers irrespective to the fact that they accept their crimes or not. These were taken as informants because they were convicted after the judicial system. For those informants, it was considered enough that they had televisions in their homes. The current theme "Unidentified Source in Crime Learning" emerges with the same type of informants. They were not accepting or giving different names to their crimes. As these informants, did not accept their crimes, so their opinion towards their crime learning in a precise manner has not been attained. The emergence of this theme is explained with following hierarchy chart.

Figure 4.42. Hierarchy chart of major theme "Unidentified Source in Crime Learning"

Hierarchy chart of major theme category "Unidentified Source in Crime Learning" as above the emergence of this theme. This consists of three minor themes as shown in the chart above. These minor themes are "Denial of Crime", "Ignorance", and "Accidental Crimes". "Denial of Crimes" is the most prominent subtheme here as taking more space as compared to other minor themes. After denial of crimes, there is "Ignorance" which appears at second minor theme whereas "Accidental Crimes" is at third minor themes with less area covered. It's pertinent to explain here that this hierarchy chart is explaining two dimensions of this whole tree of themes. One dimension is that it explains the whole theme emergence with its minor themes. The second dimension is explaining the number of coding references fall in each theme. It becomes easy to understand any them tree with this type of graphical representations. As there are there minor themes, which are going be explained in the coming lines.

4.11.3.1 Denial of Crimes

Denial of Crime is the most prominent theme in the major thematic scheme of "Unidentified Source in Crime learning". This theme denotes to the informants who did not accept their crimes. These informants were interviewed as they fulfil the basic criteria of selection in current research. They had television sets at their homes and their conviction has been approved with court verdicts. These informants were hesitant to accept their crimes and held many other factors in their conviction. These factors are bad company, rivalry, sensitive nature of the crime (e.g. rape) and monetary issues. The emergence of this sub-theme is supported with below coding statement from their interviews.

> I did not commit this crime…my new friends raped that boy…I was not
>
> involved in rape of that boy; this was my friends' activity (Informant 2)

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I was at the age of 13 when I was involved in this crime which was not done by me. I did not commit any crime. Few opponents of my father made me and involved intentionally in the rape conviction…I did not commit that crime. I was fixed in that case…This was just a fake case. It's my hard luck that I accepted and convicted for fourteen years (Informant 3)

My friends committed a robbery by using my motorbike and later they named that I was also with them in that robbery... I had a fight with one of my friends. He wanted to make me involved in any of such incident. He named me in that case and said that I was with them in dacoit. I was at the age of 15 when I was involved in that case but in reality, I did not commit any crime... My friends did… (Informant 7)

As these exerts show that first two informants were convicted in boy rape case. They did not accept their crimes. The first informant even accepted that boy was raped and his friends raped the boy but he was not with them that time. The other informant (informant 3) with same charge (boy rape case) was sentenced to 14 years' sentence after his rape was proved in a court trial. It emerges that this informant was also not accepting his crime even after the court verdict.

This factor may be linked to the sensitive nature of their crime as this type of crime is considered very shameful in the Pakistani context. The third exert is borrowed from informant 7's statements. He was convicted in a robbery case. But he was insisting that

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his friends commit that crime and he was not involved in that crime. His friends used his motorbike in the robbery, due to which he was held, robber. The below-mentioned figure is presented here to explain the emergence of this sub-theme appearing with its coding references.
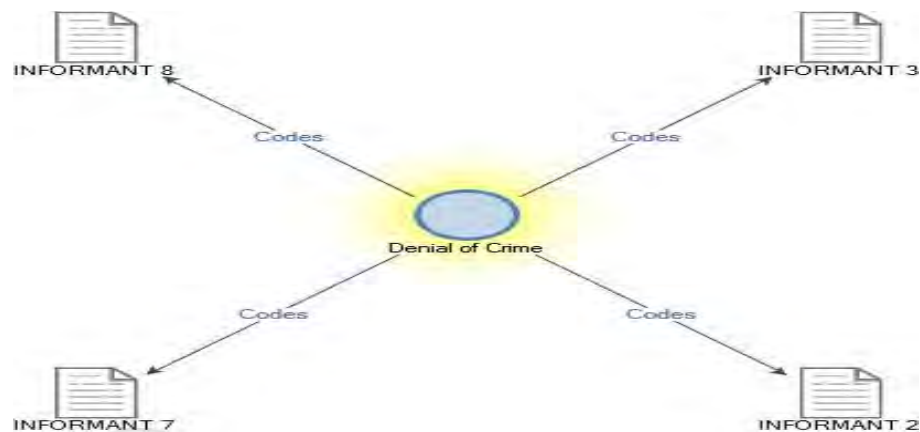
Figure 4.43. Coding reference visualization of minor theme "Denial of Crime"

4.11.3.2 Ignorance

The theme "Ignorance" emerges as sub-theme of major theme "Unidentified Source in Crime Learning". Few informants of the current study were illiterate or had only a few years of school. On the one hand, they had accepted their crimes but at the same, they believe that this was not a crime. This was their business. For example, one of the informants was involved in purchasing theft material. During his theft deal, he was arrested and found convicted. He was consistently saying that such type of business deals was done as a routine matter and all the other businessmen do such kind of deals, so he is not criminal. The further explanation of this sub-theme is offered in below lines as these texts are taken from interview transcription by means of ready reference.

> I think it was not a crime. It was a business. I did not know that I was doing a crime... But this was only business (Informant 10)

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It was all about business. Theft material is offered at cheap prices. Due to business greed, I did that. I was about 14 years when I committed this crime. I already sold theft materials. It was just a business. Buy at a cheap price and then sell at full price. A lot of margin…I have no formal education, so I did not know that it was a crime... I was ignorant what could the consequences of purchasing stolen material. Due to half price, I became greedy. I did this crime due to ignorance. And that was a good business deal. I became greedy. If I know the results, I would never do that crime (Informant 9)

The informant 10 was convicted in alcohol storing and selling. It is proper to mention here that drinking is prohibited in Pakistan for Muslims. But for few purposes or for some other religions, it is allowed. The Same provision has been provided as different uses of alcohol in medicine and other purposes. The raw alcohol is also used for making wine illegally. This informant had hundreds of raw alcohol bottles which was illegal. Apparently, he was involved in the illegal selling of alcohol to wine makers. He was convicted of the same crime, but he was insisting that he did not commit any crime. He was taking his crime as a business. The other informant (Informant 10) appears with the same type of views. He was involved in the selling of theft material. Both informants take their crimes as a business which was learned routinely as business tactics. So, in these cases, the source of crime in their crime learning is been named as "ignorance".

4.11.3.3 Accidental Crimes

This theme appears as sub-theme in major theme "Unidentified Source in Crime Learning". The conceptualization of this theme is based on accidental nature of their

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crimes. They have accepted their crimes and are under trial or convicted. It emerges that they did not intend to commit the crime in which they were convicted. On the other hand, they want to harm or injure another person with some minor effects which converted in severe nature and categorised as a crime. One of the other nature of the accidental crime is the crimes done in anger or with some emotional motive. In real, such type of crimes were not intended by the informants. These crimes were not preplanned or much deliberated. In such type of crimes, it is difficult to identify the accurate source of crime learning. Resultantly, this type of crime committing is placed under "Unidentified Source in Crime learning" with its sub them "Accidental Crimes".

> Such types of fights are normal at this age. We had many fights of the same type before. This was bad luck that wicket went into his shoulder. I wanted to hit him on his head. But the sharpened edge went into his shoulder accidentally. I was not intended to harm him so badly…It was not a crime. It was just a little child fight. If I know the results, I would never hit the boy with wicket (Informant 5)

> My crime was not planned. I just learn from surroundings that how could I teach a lesson to person… I did not want to kill that person. My intentions were just to make a cut on his face... (Informant 6)

The informant 5 was under trial for 8 months. He injured another kid by hitting him with a cricket wicket. It was just a child fight and the informant did not intent to injure another person. This was just a sort of children fights on the minor game issue. The informant hit the opponent in self-defense being younger to his opponent. Accidentally, the sharpened edge of wicket was stabbed in the shoulder of his opponent.

Same with informant 6, who has sentenced life imprisonment after killing his friend. He was angry at him and wanted to make a cut on his friend's face with a 6-rupee razor. Accidentally, that razor cut the throat of another person and he died. This crime was not planned at it appears with murdering. Such type of crimes emerges as accidental crimes in which planned crime learning did not occur. These were committed as a sudden reaction, in anger, and self-defense.

4.11.3.4 Inference of Unidentified Sources in Crime Learning

Summing up the major them "Unidentified Source in Crime Learning", its project map is presented here to portray its emergence as major theme including its minor themes hierarchy.
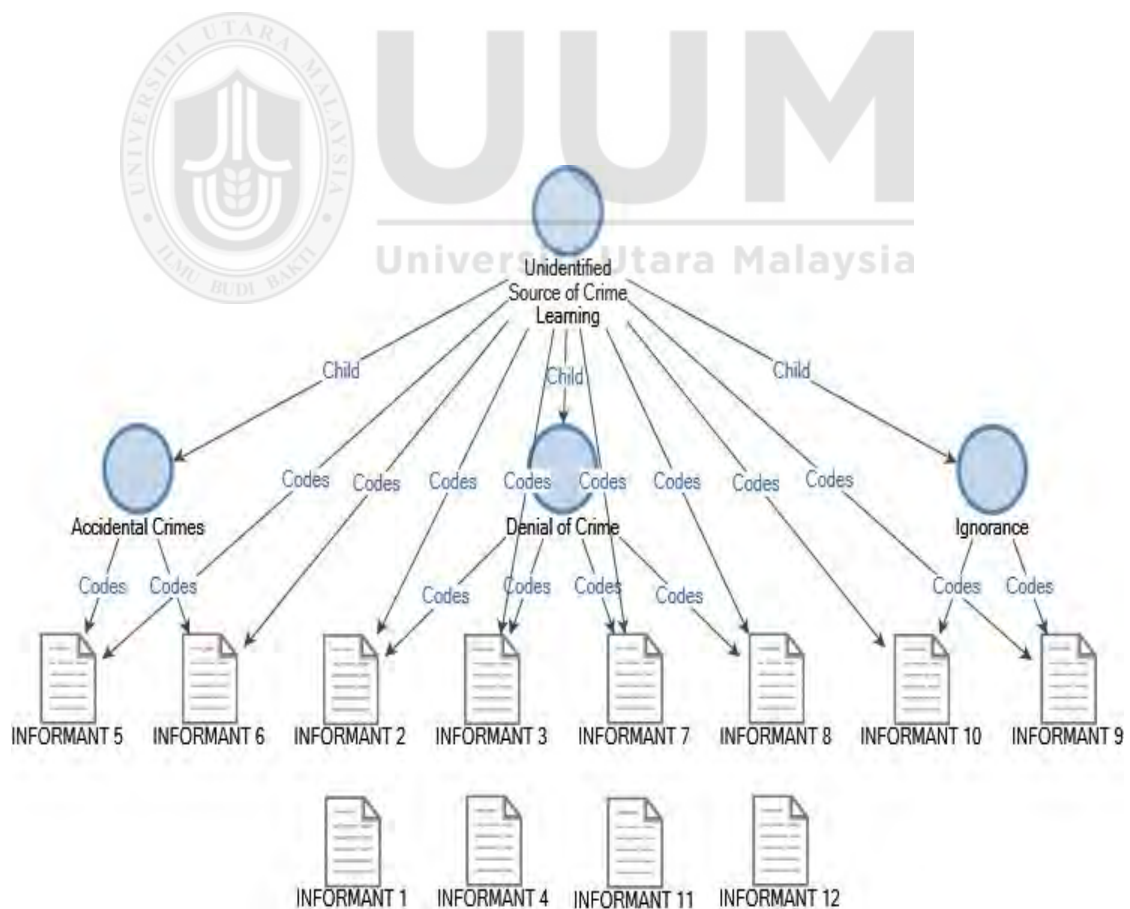
Figure 4.44. Project map of major theme "Unidentified Source of Crime Learning" with its sub-themes

4.11.4 Conclusion of Crime Learning Behaviour

The role of crime learning with TV crime shows was one of the main postulates in the current study. It was propositioned the TV crime shows contribute to crime learning behaviour of adolescents discoursing juvenile delinquency in Pakistan. The findings of the study reveal that informants were partially affected by crime shows in the development of their crime learning behaviour. As behaviour formulation is a gradual process and influenced by many surrounding factors. The TV crimes shows had provided quite learning insights to informants, and these influences contributed to the delinquency of informants. The diverse type of crime related transmission of information from TV crime shows to adolescents emerges with a specific type of behaviour, which had substantial under signs of criminal proceedings.

In the light of RQ3 of current research effort, the findings of the current research appear with many major themes understanding crime learning behaviours of juvenile delinquents. These major themes are categorised as "Major Source in Crime Learning", "Contributory Source in Crime Learning-TV Crime Shows", and "Unidentified Source in Crime Learning".

The category of major source in crime learning is supported with two major themes, "Crime Learning through Friends" and "Crime Learning through Family". These major themes emerge with many sub-themes as described in above portion. TV crime shows emerge as major theme "Contributory Source in Crime Learning" supported with few sub-themes. In the 3rd category the themes named as "Unidentified Source in Crime Learning" which is also supported by 3 sub-themes. All the details of these major themes and sub-themes have been delineated in preceding portion with their coding charts, the hierarchy of theme emergence, and the visualizations of specific themes.
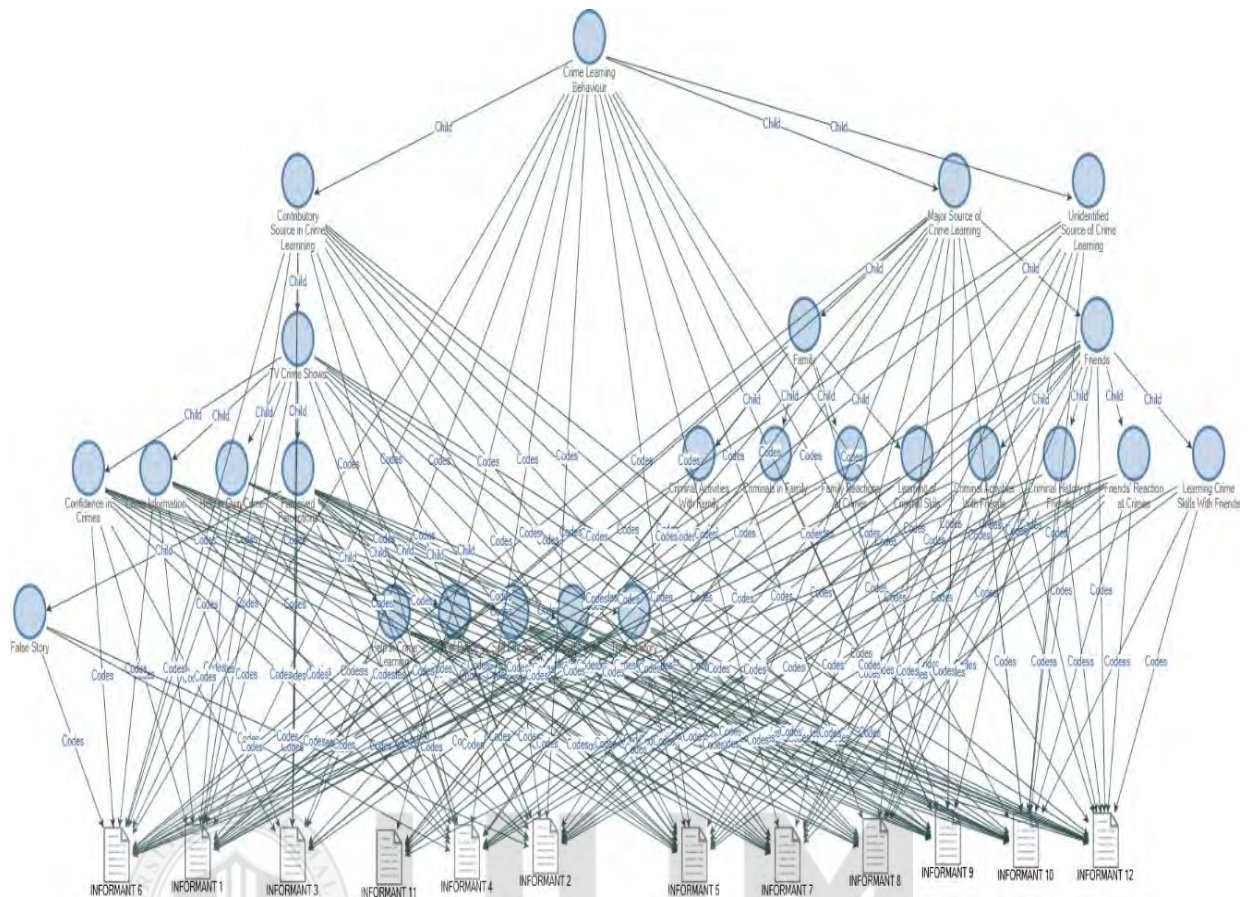
Figure 4.45. Complete Themes Hierarchy of Crime Learning Behaviours of Juvenile Delinquents (Appendix for details)

This is the complete coding chart of the emerged themes in the identification of crime leaning behaviours of juvenile delinquents. In this chart, the detailed hierarchy of theme categories with their coding references are appearing. Furthermore, the sub-themes and sub-sub themes are also showing regarding their main themes and source references. This chart explains that how many coding references are included in these themes and to whom these references come. These themes are based on 12 informants' in-depth interviews. The arrows towards square boxes are showing the coding direction from informants to themes. All the informants are appearing here with their coding references as each one belongs to at least one category of emerged themes. The layer's sub-themes and sub-sub themes are also appearing in this chart as linked with their major themes and with informants.

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4.12   Prosocial/Positive Effects of TV Crime Shows

Television crime shows are presented to entertain viewers with crime stories. With entertainment, information is one of the other major content of these shows. There are many positive prosocial messages as well considering the specific social system. No crime show is basically intended to promote or facilitate crimes. Although, the viewers might have affected in such negative dimensions but infotainment is the core function of TV crime shows. The fourth research question of the current study is to identify those social messages communicated by TV crime shows among juvenile delinquents. There are few positive effects of these shows has emerged in this investigation. These positive effects are "useful information", "fear of crime", "disagreement with criminals" and positive "role of polices; same as witnessed in previous literature (Callanan, 2012; Dirikx & Van den Bulck, 2013; Kort-Butler & Hartshorn, 2011).
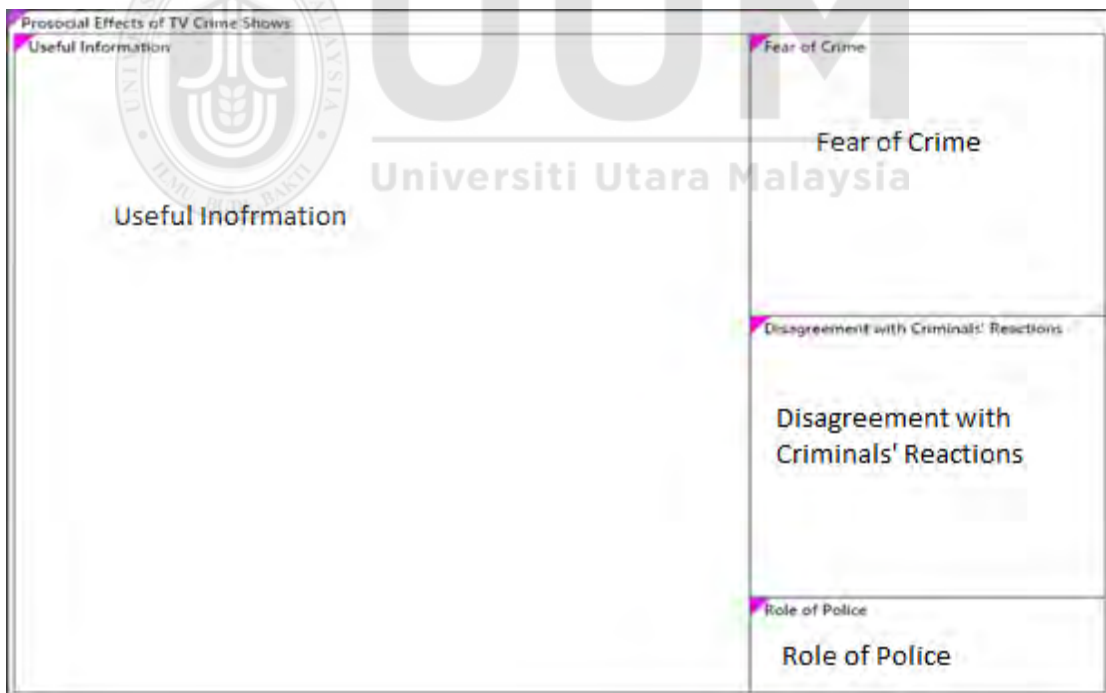
Figure 4.46. Hierarchy chart of themes in prosocial effects of TV crime shows

The above-mentioned figure is representing the hierarchy of nodes in the category of prosocial effects of TV crime shows. This theme category appears with four themes,

"Useful Information", "Disagreement with Criminals' Reactions", "Fear of Crime", and "Role of Police". This chart is also displaying these themes weight regarding their coding references. Useful Information is emerging most prominent theme here as expanded to 65% of space in this chart. Disagreement with Criminals' Reactions and Fear of Crimes occupy equal space and placed at 2nd prominent themes. The last emerged theme is Role of Police, covering a little portion in this hierarchy chart. These themes are further clarified with the help of the following figure.
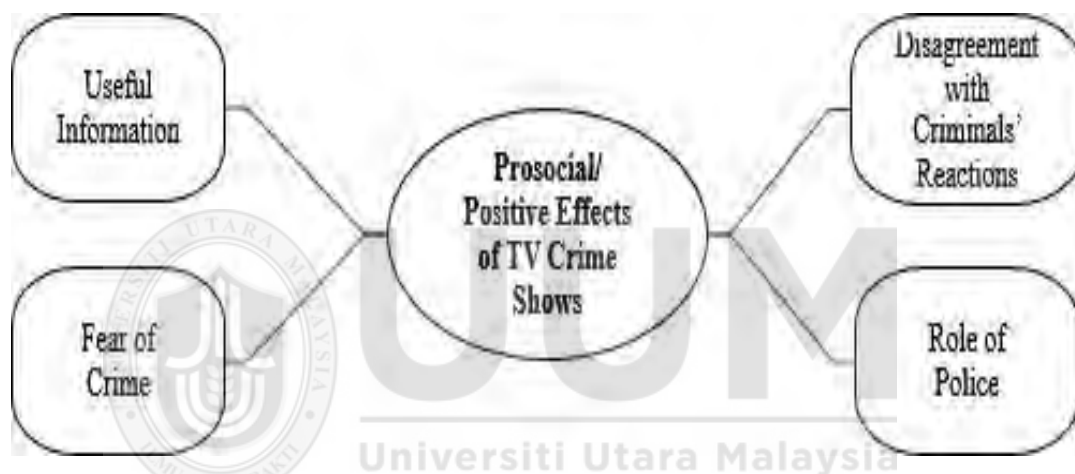
Figure 4.47. Major themes in RQ4

4.12.1   Useful Information

Useful information is conceptualised as viewers absorb pieces of information which can help them in their daily routines. Crime shows carry a lot of this sort of information. For example, they show a crime was committed and the criminal was arrested. Viewers can learn how the crime was committed to save themselves. They can adopt different measures as they have seen that which type of methods is used by criminals. Even after the crime, they become familiarize with the procedures need to be adopted in that situations. These kinds of information are provided by TV crime shows. The informants of the current study were also benefitting with these sorts of useful information as offered by TV crime shows. Few of examples are given as below.

…those shows were very informative. - There are a lot of things to learn. -There are many other things to mention like how to run after the crime, how to hide and how the criminal was arrested- … That which type of measures are involved in a crime and how should a common man respond in a situation (Informant 1)

I watch the crime shows to get information. Like how to react in an emergency. If we are facing a problem in life, then we know how to deal with that situation if we have seen the same situation in a crime show…the main motive was to get information which can be used in emergency situations. I learned from these shows, how to react if I should face such situations…I know that how to save myself in a bad situation (Informant 2)

Moreover, there are a lot of important information provided. – The information about crime and dealing with crime is very useful in daily life. They tell that how criminals do crimes and how they are arrested. By using that information, we can recognize and handle the criminals in our daily life (Informant 8)

These exert depict the sorts of "Useful Information" obtained by informants after exposure to TV crime shows. They say that after watching crime shows, they know that *"which type of measures are involved in a crime and how should a common man respond in a situation"* (Informant 1). They could compare their own situation in the case to deal with some criminal event happens to themselves, as *"know how to deal*

with that situation (crime) if we have seen the same situation in a crime show"
(Informant 2). There are many pieces of useful information are provided and by using
that useful information, they *"can recognize and handle the criminals in daily life"*
(Informant 8). The emergence of this theme is further witnessed with its coding chart.
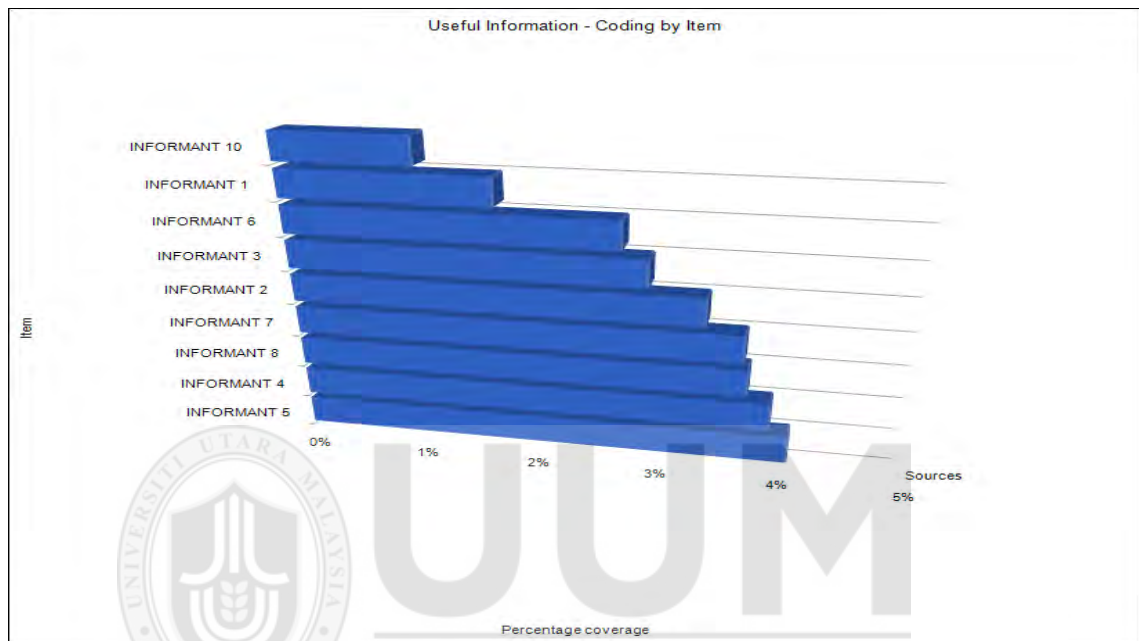
Figure 4.48. Coding reference chart of theme "Useful Information"

This chart explains the emergence of theme "Useful Information" as obtained by TV
crime shows. This theme is supported by 9 informants which make it's the most
prominent theme in prosocial/positive effects of TV crime shows. The coding
percentage is appearing along y-axis and x-axis is reserved for sources (informants). It
shows the different informants' coding percentage in the theme. Informant 5 and
informant 4 are appearing with 4% coding whereas informant 8 and informant 7 at 3rd
and 4th place respectively with an almost same percentage. Informant 2 partake this
theme with 3.5% leading informant 6 and informant 3. The last standing with less
coding is reserved for informant 10 with 1% of coding.

4.12.2　Disagreement with Criminals' Reactions

One of the prosocial effects of TV crime shows emerges as "Disagreement with Criminal's Reactions". TV crime shows are presented to pursue infotainment functions of media. Additionally, they tend to aware viewers about crimes, criminals, results of anti-social actions. Resultantly, there is an emergence of hatred with crimes. The same thing appears during data analysis in the current research effort. The informants found to have a sense of hatred with criminal's reactions. This theme can also be named as "Hate with Crimes". On the one hand, the informants also found to have sympathy with criminal reactions. At the same time, they feel that the criminals' reactions were more than needed but were not totally wrong. This is a complex theme as appears with few contradictions. This theme's visualization is given in below portion to understand its emergence.
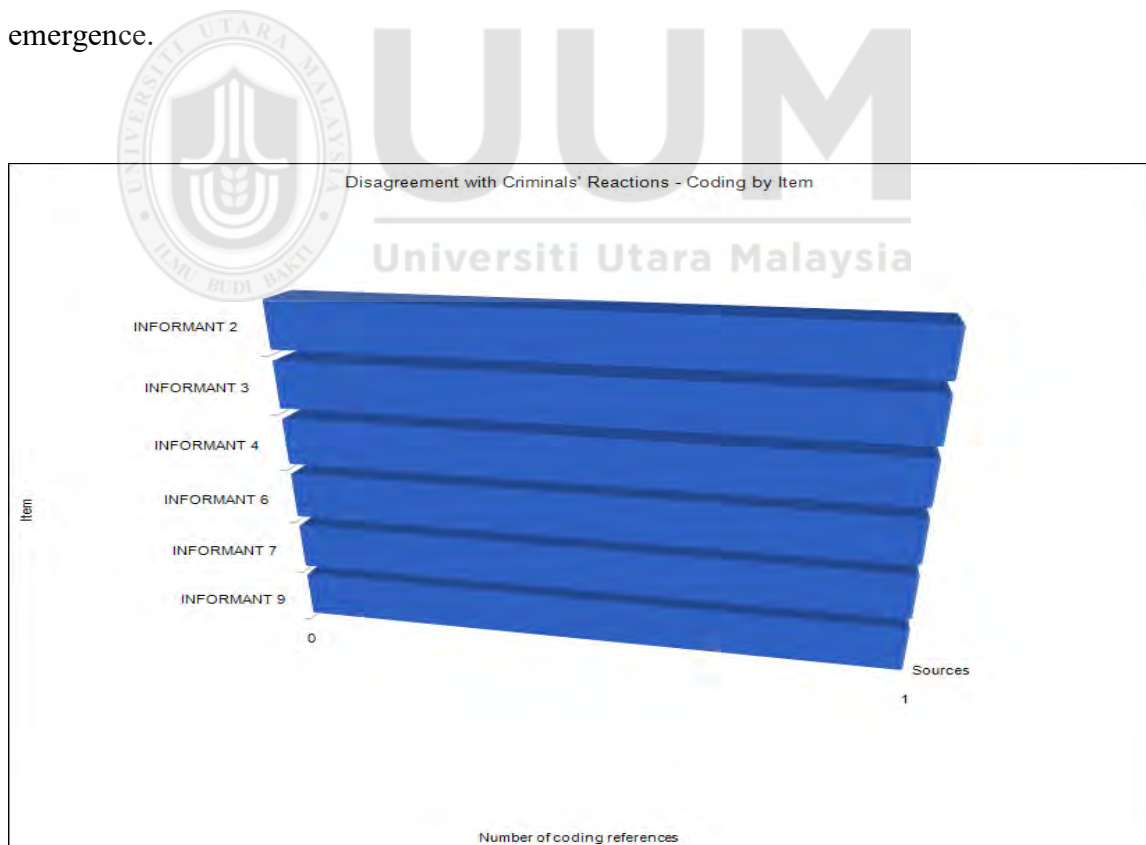
Figure 4.49. Coding reference chart of theme "Disagreement with Criminals' Reactions"

Figure 4.49 explains the emergence of theme "Disagreement with Criminals' Reactions" in the category of prosocial effects of TV crime shows. It is revealing that fact that total of 6 informants is partaking in this theme. All the informants are appearing with one coding reference. These coding references are given in below lines to understand the emergence of this theme.

I don't think so that reaction of criminal in crime show was right. He should not react that way. There are a lot of things which happen in daily life, it does not mean that we react in the same way as criminal does in crime shows. The criminal should control (Informant 2)

Somehow, the reaction of the criminal was ok. They should do it. Because there is always some reason behind their reaction. But they should not hurt too much. If a person wants to take his revenge, then he reacts extra. He hurt too much to others. The normal reaction is good but excess is bad. It's better to forgive others (Informant 3)

Apparently, it seemed that reaction of the criminal was not right. But we should keep in mind that human emotions. We should take care of feelings of anger and revenge. There are always some bad happenings with a person, then he became a criminal. That criminal reaction appeared automatically, and human doesn't have any control on that anger or revenge feelings. That person reacted due to some injustice with him. But he should not commit a crime. He should have control on his anger or revenge (Informant 9)

The earlier passages are obtained from the coding references included in the emergence of theme "Disagreement with Criminals" reactions. It has been already described that this theme emerges with few contradictions. At one hand, the informants believe that criminals should do the reactional crime and on the other hand, they appear with the opinion that reactions of the criminal were more than required. This contradiction may be the result of their status as a juvenile delinquent. They try to show some moralities. In a nutshell, it can be concluded that TV crime shows are successful to create a feeling among informants that criminal's reactions were not totally appropriate.

4.12.3   Fear of Crime

One of the intended purposes of TV crime shows can be categorized as "Fear of Crime". The TV crime shows are prepared to create a feeling of crime fear among viewers. This fact is promenaded through showing the specific language towards criminals and their fate. The informants of the current study were bearing the same thinking. It emerges that TV crime shows can create a fear feeling towards crimes. Fear of crime can be nominated as the main function of TV crime shows being based on crimes. This thing is not emerging as intentioned, but there are few dints to fulfill this function of TV crime shows. Following are few exerts of different informants leading towards the emergence of the theme under discussion.

> These shows provide a sense that crimes can be abolished and criminal are always arrested. And the fate of criminal is always bad (Informant 10)

> The basic purpose of crime show is to convey a message that criminal always caught or killed (Informant 6)

By watching crime shows, I got a sense of fear. It was horrible when the criminal was arrested. The criminal fate was always miserable. They tell that crime doing is very bad (Informant 7)

These exerts are showing that informants got the fear of crime message of TV crime shows. They were agreeing that TV crime shows are successful in creating a feeling of fear towards crime. This fear sense might be very weak but it exists as "*the fate of criminal is always bad*" (Informant 10), "*criminal is always caught or killed*" (Informant 6), and "*crime doing is very bad*" (Informant 7). With the help of these examples, it emerges that TV crime shows can deliver a sense of fear with crimes among its viewers. This theme emergence is witnessed with following illustration.
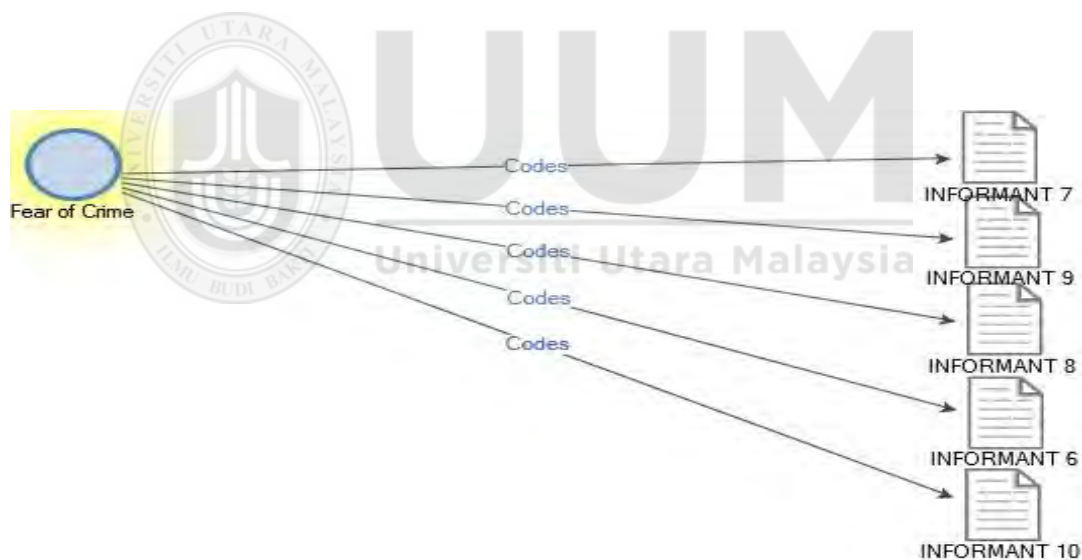
Figure 4.50. Coding visualization of theme "Fear of Crime"

The above-mentioned figure is illustrating the emergence of theme "Fear of Crime" in the category of prosocial/positive effects of TV crime shows. It depicts that 5 informants are partaking in the emergence of this theme. These informants are informant 10, informant 6, informant 8, informant 9, and informant 7. Only five informants' participation in this theme identifies that this them is not as prominent as

other themes in prosocial effects of TV crime shows. However, this fact exists somewhere as emerges in the current category of themes.

4.12.4 Role of Police

The weakest theme in the category of prosocial/positive effects of TV crime shows emerges as "Role of Police". TV crime shows are focusing on presenting crime stories in an infotainment way. Three types of major characters are involved in the making TV crime shows. These are categorised as "Criminals", "Victims", and the police. Few crime shows are even based on Police like CID. The other shows are not giving importance of police. But, due to the happening of crime, it becomes necessary to show police and their activities in the shows.

It emerges that only a few informants speak about police and its role. One of the main hurdles in this less spoken topic is the existence of a uniformed prison officer during the interview. It may be that existence's fear that informants did not speak or less spoke about the role of police. Furthermore, in the Pakistani context, police are renowned with their negative impressions. These negative impressions might make hesitant of talk about the role of police. However, there are few exerts of different informants making the theme "Role of Police" in the category of Positive effects of TV crime shows. These exerts are given below.

> Police are also right. It's their duty to arrest criminals, so they do (Informant 1)

> And the police are sometimes right sometimes don't. In Pakistan, police are not right always, but in crime shows, they show a good picture of

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police, like they did a good thing, and they arrest the criminal in time
(Informant 2)

The above mentioned exerts are explaining that informants of current study had mixed type of feeling about the role of police. Although, they say that "*police are also right. It's their duty to arrest criminals, so they do*" (Informant 1) and *"the police are sometimes right sometimes don't...* (Informant 2) but, they also believe that *"in crime shows, they show a good picture of police, like they did a good thing, and they arrest the criminal in time"* (Informant 2). It emerges that crime shows build a neutral role of police among viewers which is itself a positive factor due to the negative image of police in the country of context.

4.12.5   Conclusion of Prosocial/Positive Effects of TV Crime Shows

The basic intention of TV crime shows in moral basis is to create an awareness of crime and criminal as well as entertainment. These shows are intended to describe viewers; how to counter a criminal incident. The fate of crime and criminal is always portrayed as worst being killed, arrested, or with other negative outcomes. Apparently, these shows create a hate with a crime by showing the adverse consequences of crimes. Furthermore, by showing the criminal's disastrous fate, these crimes show inclined to develop a behaviour against felonious acts.

These shows should create positive behavioural tendencies in viewers by considering intended objectives. The informants of the current study were also inquired about such intended behavioural effects as aimed by crime shows. It was difficult for informants to answer this question, as they had already shown antisocial behaviour. However, they tried to answer this question, which originates 4 themes.

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In the category of positive or prosocial effects of TV crime shows the emerged themes are "Useful Information", "Disagreement with Criminals' Reactions", "Fear of Crime", and "Role of Police". The theme "Useful Information" appears as a most prominent theme in this category as appearing more coding references. Tow themes, "Disagreement with Criminals' Reactions" and "Fear of Crime" are appearing with less reference as compared to "Useful Information". The least coding references theme is "Role of Police" because informants were hesitant to speak about police. The complete coding structure of the category of "Prosocial Effects of TV Crime Shows" is given in below portions to clarify the formation of emerged themes.
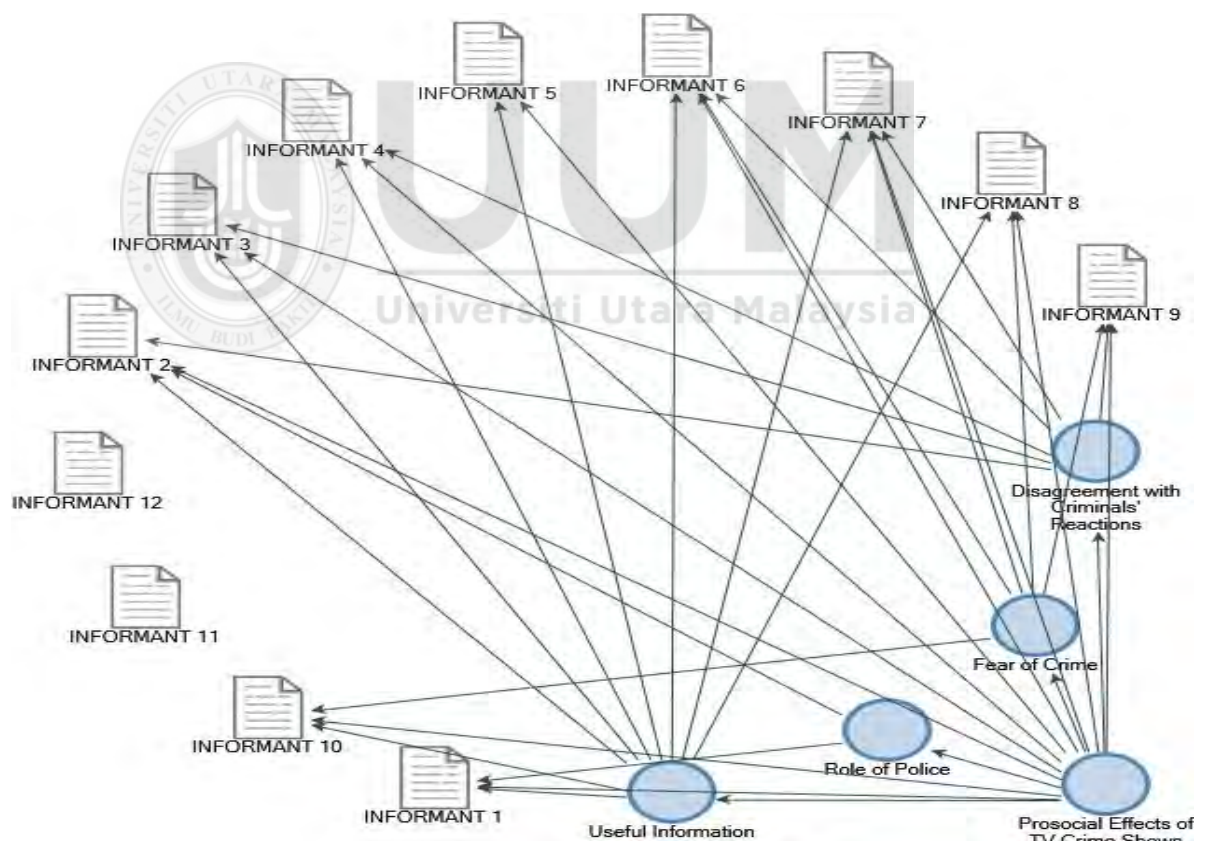
Figure 4.51. Complete coding map of emerged themes in "Positive Effects of TV Crime Shows"

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This coding map is representing the complete code emergence in the category of prosocial/positive effects of TV crime shows. Out of 12 informants, a total of 10 informants are appearing with their coding references in the emerged themes. Two of the informants are not partaking in the development of any theme in this category.

4.13   Chapter Summary

This study included twelve informants, who were detained at Borstal Institute Faisalabad, Pakistan. The participation criteria restricted to the juvenile offenders who had convicted, or under trail offenders (had accepted their offense). Furthermore, only those juvenile delinquents were interviewed who had television sets at their homes. The analyses were based on the research questions of the study, covering four major thematic categories i.e. "Motive of TV Crimes Shows Watching", "Crime Learning Behaviours of Juvenile Delinquents", "Most Popular TV Crime Show", and "Prosocial/positive Effect of TV Crime shows.

The analyses were conducted using NVivo 11 Plus software. This software provides different ways to organize data and the representation of data. The data representations are prepared with NVivo 11 Plus which include "Mind Maps", "Project Maps", "Concept Maps", "Coding Hierarchy Charts", "Specific Theme Visualizations" and "Source Coding Reference Visualizations". The complete coding chart including theme categories, major themes, sub-themes, and sub-sub themes is presented here. This chart represents the whole scheme of all major themes, sub-themes, and sub-sub themes. All of this theme tree is linked with research questions and then the topic of current research investigation. This effort provides a clear and synthesizes of view of this research to understand it as a whole.
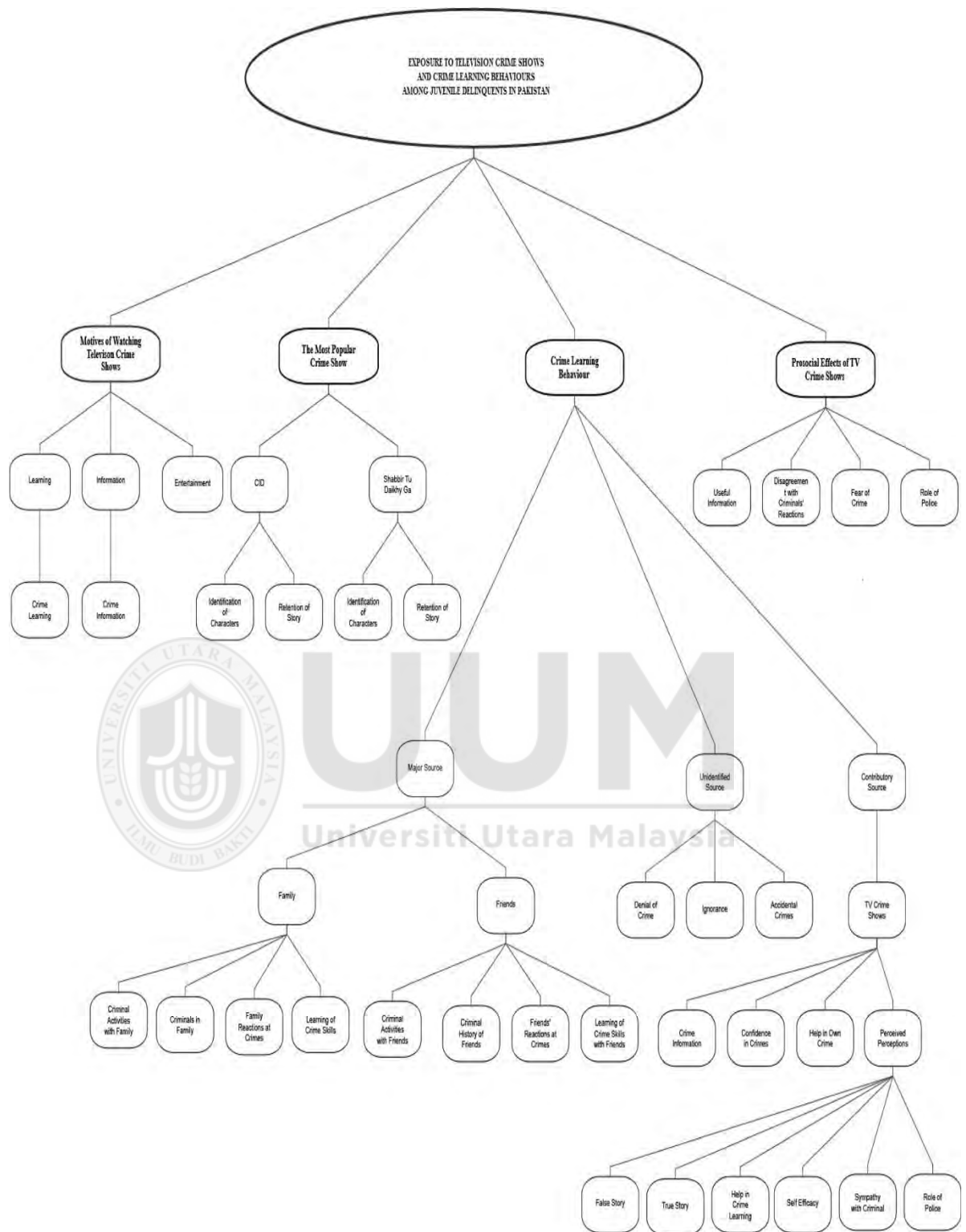
Figure 4.52. Complete map of theme Categories, major themes, sub Themes, and sub-sub Themes (Appendix for details)

This map is representing the complete structure of "Theme Categories", "Major Themes", "Sub Themes", and "Sub-Sub Themes" of current research. It was found that juvenile delinquents were motivated to watch TV crime shows for "Entertainment", "Learning", and "Information". The crime learning of informants emerges with three major themes, "Major Source in Crime Learning", "Contributory Source in Crime Learning", and "Unidentified Source in Crime Learning". The crime show "CID" appears as "Most Popular TV Crime Show" forthcoming by "Shabbir Tu Daikhy Ga". There are few prosocial/positive effects if TV crime shows. These effects emerge as "Useful Information", "Fear of Crime", "Hate Crimes", and positive thinking about "Role of Police".

CHAPTER FIVE
DISCUSSION

5.1   Introduction

The current study was intended to identify crime learning behaviours of juvenile delinquents directing exposure to TV crime shows. The data was collected at borstal institute and juvenile jail Faisalabad Pakistan. A sum of 12 in-depth interviews was conducted for data collection. NVivo 11 Plus software was used to organize qualitative data and then present findings after analysis. The findings of this research investigation have already been presented in the previous chapter. This chapter is going to discuss the findings with previous literature evidence; comparison and significant differences. The discussion is going to be enlightened with study's aims sequential. As the current study was investigated having following objectives;

- To identify the motivational factors which probe juvenile delinquents to watch TV crime shows.

- To identify the most popular TV crime show among juvenile delinquents.

- To identify the contribution of TV crime shows in crime learning behaviour of juvenile delinquents.

- To find out the positive behavioural dispositions provided by TV crime shows to juvenile delinquents.

The results were categorised as per the aims of research effort. Many themes emerged during analysis which has been described in detail before. This discussion is going to appear with same categories as were managed in the results chapter (chapter four).

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Furthermore, the important contributions, significances, and future recommendations are also going to be a part of this, last chapter of current research effort.

5.2   Motivational Factors in Watching TV Crime Shows

The first research question in current research was to identify the motivational factors which probe juvenile offenders to watch TV crime shows. The informants were investigated through in-depth interviews to identify their main motives in watching TV crime shows. Apparently, it seemed that they were watching these shows as a routine program. But, these interests or motives can be categorised in to two broad categories; i.e. general and specific. The detailed thematic analysis suggests that at a specific point, the general interests enter the phase of specific involvement.

One thing is pertinent to remark here that total of 12 informants were interviewed and 11 informants were interested in watching TV crime shows. This factor points out that almost all the juvenile delinquents were interested in watching TV crime shows. Furthermore, the informants were not chosen to be asking whether they watch TV crime shows or not. All those juvenile delinquents were considered for interview who had television sets at their homes. It appears that TV crime shows are very famous and got many young viewers.

Globalization has increased a competition among media industry. Television scenario is ever changing as viewers can access and chose what to see. Moreover, viewers have the choice to see their favourite programs with repeated 24/7 transmissions. In today's' TV world, viewers decide what to see rather what they have to see. In this setting, viewers go for a certain type of program with their own motives. They chose their intended content with many available options through dozens of TV channels.

Resultantly, TV industry produces the programs with new ideas and diverse dimensions. TV crime shows are one of those dimensions which gain popularity among different segments of society. It was important to go for informants' motives through which they were attracted to watch TV crime shows. The findings of the current research investigation suggest that informants have three major motives in watching TV crime shows. These motives are "Entertainment", Information", and "Learning". Information and learning emerge with two sub-themes "Crime Information" and "Crime Learning". These sub-themes are emerged as sub-conscious motives rather clear intended ones.

Entertainment through media has become a permanent fixture of viewers' lives. The results of data analysis suggest that informants were attracted to watch TV crime shows as an entertainment. The specific content of TV crime shows can be named as "Entertainment through Watching Crime". Crime representations have been and continue to be enormously popular in media portrayals whether in the news or in entertainment. One of the most vibrant examples is CSI, greeted as "Worlds' Most Popular TV Show" for two consecutive years i.e. 2006 and 2007 (Turnbull, 2010). Crime portrayals as entertainment have long been investigated in media research (Einstadter, 1995; Rafter, 2006). Crime presentations in media increased in the 1980s and 1990s, precisely on television (Cavender & Fishman, 1998b; Dorfman & Schiraldi, 2001; Fox, Sickel, Steiger, 2008).

For example, crime content contained 1/5 to 1/3 of television news (Surette, 1992) often the lead story (Gerbner, 1996; Romer, Jamieson, & Coteau, 1998). Crime contents were more flooded with the emergence of 24/7 news channels. Due to excess time, TV

channels tend to add soft crime news following the hard news. This soft news was focused on contextualizing and analysed the hard crime news (Britto & Dabney, 2010; Frost & Phillips, 2011) in its follow-up. All of this crime revolving television content give birth to "New entertainment" and sensational crime stories became a best seller in the form of "TV Crime Shows" (Cavender & Fishman, 1998b). Going contextual, TV crime shows have been very popular in Pakistani television scope. It has been reported earlier that in 2011, 4/10 most popular TV shows in Pakistan were "Crime Shows". Furthermore, there is not only few crime shows telecasted by Pakistani TV channels, rather there are dozens. These facts identify that TV crime shows are considered as one of the best sources of entertainment in the world as for as in Pakistan.

The findings of this study are consistent with the previous research efforts (Munyo, 2014; Raney & Bryant, 2002; R. Surette & Gardiner-Bess, 2013). The informants (juvenile delinquents) of the present study were interested in watching TV crime shows for the sake of entertainment. However, in this research, this fact emerges with in-depth interviewing based on phenomenological grounds. Furthermore, the entertainment motive towards TV crime shows is supported with criminal associations. The informants of the current study were juvenile delinquents, which is itself an important dimension to consider. Most of the informants were entertaining themselves with TV crime shows and these informants became juvenile delinquents later. With the many other reasons, TV crime shows can be held responsible for their delinquency being crime teaching sources as emerged in the present research effort.

Identification of informants' motives in watching TV crime shows was first to research question in the current research. Information emerged as one of the motives in watching

these shows. It emerged that informants want to seek a different type of information through under discussion genre of television programs. TV crime shows are presented to inform the viewers about crime and its related details. There are many informational factors which probe viewers to watch. These factors range from crime, its procedures, crime committing, police work, identification of clues, case investigation, and finally the consequences of that crime. The informants were found to seek many sorts of above-mentioned pieces of information with exposure to TV crime shows. This information seeking motive is further prolonged to obtain crime information precisely.

In an increasing television research universe, viewers are moving selectively in their viewing choices. Information seeking trough TV crime shows is comparatively a silent area of study. The specific genre of crime shows has added the viewers' ability to go for in-depth crime information. The crime shows to go to sensationalize a crime (Eschholz et al., 2004) in such a style that viewers develop a personalised narrative that a distant crime becomes proximal (Gans-boriskin & Wardle, n.d.). Furthermore, in addition to this proximal dramatization, the TV crime shows shape a link between real crime reports with speculation. This technique combines the news and entertainment and called "Infotainment"(Sacco, 1995b). The factual information of crime is further enhanced by fiction (Doyle, 1998) and viewers go for entertainment and information at the same time.

Discussing again the concept of soft crime news, Britto and Dabney (2010) stated that TV crime dramas produce crime information with context and analysis that viewers become crime information seekers (Frost & Phillips, 2011). Previous research has found that television viewers are more attracted to crime information due to more in-

detail crime version in crime shows linked with their individual causes (Chiricos, Eschholz, & Gertz, 1997; Romer, Jamieson, & Aday, 2003). On the other hand, many scholars place the media especially television a way through cultural images about crime are circulated and then reinforced (Eschholz, Mallard, Flynn, 2004) (Cavender & Deutsch, 2007). Most of the viewers have no direct experience with crime, so they rely on other sources of crime information (Barak, 1995b; Chermack, 1994b; Surette, 2003).

The media has become the primary source of information. This source of information becomes more important when people have only this source to know about something. Crime information is not the sort of information available with such comprehensions and these comprehensions are provided by TV crime shows. These shows offer crime interpretations to understand the crimes and relevant information in detail (Eschholz, 1997). Brewer and Ley (2010) argued that exposure to crime shows primes pieces of information which are more accessible in the memories of viewers. These memories are likely to influence them in their consequent judgments. Furthermore, the consequent judgments also depend on the viewers as which ones perceive media messages as more realistic (Busselle, 2001).

The findings of present research investigations (information through TV crime shows) are consistent with the previous research findings (Morris & Higgins, 2010; Peth, Vossel, & Gamer, 2012; Welsh, Fleming, & Dowler, 2011). Crime phenomena are not the routinely occurring events in any society. People want to know about crimes and related matters. That's why crime is the biggest selling content in all media types. TV

crime shows provide this information with its different contextual backgrounds and analysis.

Viewers are attracted to these pieces of information for their curiosity and surveillance needs. TV crime shows fulfill these needs with many crime comprehensions of crimes. Informants of the current study were found to watch TV crime shows for the same needs. However, in the current study, this motive appears with the help of qualitative investigation. Furthermore, the informants of current study became juvenile delinquents. For them, their surveillance information converted to crime committing information at the time of their offense. Because it also emerged that informants were motivated to watch TV crime shows to attain "Crime Information" as well.

One of motive to watch TV crime shows emerged as "Learning" in the current research findings. The informants were going to watch these shows to learn many things with their intention. Due to the nature of crime shows, it is evident that this learning is revolving around crime like witnessed previously (Oliver, 2011). Informants were interested in learning; how to encounter a criminal situation. They wanted to learn a suitable set of reactions in that situation. Furthermore, at a specific point, this leaning entered the phase of crime learning. Being juvenile delinquents, it is very significant finding that viewers can learn the crime methods with exposure to TV crime shows. Although, the precise "crime learning" was not intended motive, it was taking place with personality characteristics.

It has been discussed that crime shows are sources of infotainment for informants in the current study. Infotainment is very compact with learning. Learning occurs with

information seeking (Case, 2012) and the previous literature testifies this fact at large (Arnone, Small, Chauncey, & McKenna, 2011). Television has always been considered as a good source of learning. The contents of TV crime shows are intended to provide viewers crime information and with an entertaining way that provokes the attentional learning skills (Wartella, Richert, & Robb, 2010).

Learning through television is well consistent with the view that viewers learn behaviours (general or specific) from watching television. The TV crime shows appear with a potential to teach lessons to viewers as they use a specific type of contexts with crimes (Levine, Serota, & Shulman, 2010). Television viewing, in general, is associated also with people want to learn in a social context where viewer thinks that he is unable to learn appropriately in a social context (Sussman & Moran, 2013).

The findings of this study suggest that informants as viewers of TV crime shows were motivated to watch these shows for learning. They want to learn many things which might help them in later and these findings collaborate with previous research results (R. A. Richert, Robb, & Smith, 2011; Sussman & Moran, 2013). TV watching is well compacted with observational learning (Fisch, 2014). People also learn through television with their personal contexts. In general, the informants were motivated to watch crime shows to know about a crime being a concerned citizen. They wanted to adopt a proper set of reactions if they have to face any criminal situation.

There are other elements of learning as well, e.g., curiosity and surveillance. But, the more significant finding here is that informants were learning crime. They were going through with the different mental process of crime learning through observation of TV

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crime shows. This matter is more concerning because the informants showed delinquents behaviour in later stages of their lives. It appears that viewers of TV crime show learn crime with its relevant contingencies.

The above discussion was covering the first research question of the current study. This research aim was to identify the motivational factors of juvenile delinquents which urge them to watch TV crime shows. Three of main themes under this aim are fully justified with previous literature. The findings are parallel with earlier research efforts that viewers watch TV crime shows for "Entertainment"(Curran, Salovaara-Moring, Coen, & Iyengar, 2010), "Information" (Kohm, Waid-lindberg, Shelley, Weinrath, & Dobbs, 2013), and "Learning" (Buckingham, 2013).

However, the findings suggest that informants (Juvenile Delinquents) had some additional motives in watching TV crime shows. They were watching these shows to attain "Crime Information" and "Crime Learning". This is significant finding due to the class of informants, being juvenile delinquents. It is a matter of deep concern that young ones are getting crime information and learning crime with the exposure of TV crime shows.

5.3 Most Popular TV Crime Show

The second research question in the present study was to identify the most popular TV crime shows among juvenile delinquents. This genre of television programming is very popular in Pakistani television industry. Dozens of crime shows are being telecasted by different television channels. Furthermore, a ranking (2011) of top ten television shows in Pakistan appeared with four crime shows (Media Logic Pakistan, 2011).

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Many TV crime shows and their popularity is itself a matter of concern for parents and social scholars. It was important to know that which TV crime show is most popular among juvenile delinquents to identify that how these shows provide crime learning insights. Moreover, it was also an important question to identify that which show is more successful comparing dozens of crimes shows. This question is equally important for media managers as they can recognize the popularity concerns.

CID, the Indian crime TV show emerged as most popular TV crime shows among juvenile delinquents. This show is based on detective/police/crime stories. This TV serial is created by B.P. Singh and telecasted by Sony Entertainment Television and Asia Sony Entertainment Television India. Shivaji Satam as *ACP Pradyuman*, Aditya Srivastava as *Senior Inspector Abhijeet*, Dayanand Shetty as *Senior Inspector Daya*, Dinesh Phadnis as *Inspector Fredricks*, Narendra Gupta as *Dr. R.P. Salunkhe*, and Shraddha Musale as Dr. Atrika are the famous character of this series.

The pilot episode of this was telecasted on April 29, 1997, since then it is the longest-running television series in India and has completed 19 years in 2016. More than 1100 episodes of this show have been telecasted and airs two days a week. This show is very popular in many countries of the world including Pakistan. Geo Khanai (TV channel) have landing rights of this show in Pakistan, which airs it many times in a week including repetitions.

India and Pakistan are two neighbour countries. Both countries share many cultural dimensions. In August 1947, the British rule was over in the sub-continent and the government was handed over to locals. Muslims demanded their separate country, so

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two countries gave birth in 1947 naming India and Pakistan. Irrespective of the same geo conditions, both countries have many ideological differences. They are considered enemies to each other and have fought four big wars. In this scenario, Indian television contents have always been under debate. Sometimes there is a ban on Indian programs due to the political clashes. But, Indian TV contents are very popular among Pakistani viewers. In such situation, the emergence of an Indian crime show as most popular TV crime show among juvenile delinquents is not a matter of deep concern. Rather there are many Indian dramas which are ranked among top-rating programs in Pakistan (Ahmed, Suleri, Wahab, & Javed, 2015).

The popularity of CID among informants of the current study was confirmed with its relevant sub-themes. It was found that informants were intensively involved in CID. Two dimensions of involvement emerged as "Charters Identification of CID" and "Retention of CID Stories". Most of the informants could easily identify the main characters of CID crime shows. Furthermore, they could also recall many crime stories or different crime scenes of that stories.

A Pakistani TV crime show "Koi Daikhy Na Daikhy, Shabbir Tu Daikhy Ga" (if no one see, Shabbir must see) emerged as second most popular TV crime show. This show is considered as beginning crime shows in Pakistani television industry. The informants of the current study also liked this show and categorised as their 2nd most popular TV crime show. In 2011 ratings, Shabbir Tu Daikhy Ga was ranked as top crime show in Pakistan. Furthermore, this crime show was at 7th position in overall popularity index of all television shows (Media Logic Pakistan, 2011).

This show is presented in documentary style and all presented stories are real. The makers of this show include original characters, footage and places to enhance the story effectiveness. The missing parts of original crime stories are fulfilled with re-enactments. The informants could recall the character of this show and they were also able to recall the different stories of Shabbir Tu Daikhy Ga.

In discussing the second research question of this study CID appeared as most popular TV crime show among juvenile delinquents. This is an Indian TV show and very popular as ranked top crime show among informants of the current study. A Pakistani TV crime show Shabbir Tu Daikhy Ga emerged as second most popular TV crime show. The first show is based on cops and present fiction crime stories. The second show is based on crime events and presents the real crime stories. This fact identifies that viewers like both types of TV crime show i.e. real and fictional.

The popularity of Indian crime show CID in Pakistani viewers has not been witnessed before in professional literature or in any program ranking. This is the new findings of current research effort. However, Shabbir Tu Daikhy Ga has already been recognized as 2ndmost popular Pakistani TV crime show. These findings are important for social scholars, policymakers, parents, and media managers to consider; because juvenile delinquency has found to be affected (crime learning inclinations) by these shows.

5.4   Crime Learning Behaviours of Juvenile Delinquents

The main postulate of the current study was to identify the crime learning behaviours of adolescents who became juvenile delinquents later. In TV crime shows, there are many criminal scenes with detailed procedural steps, like the method of killing, thieving, and rape etc. It was intended to identify that crime learning patterns of

informants after exposure to such portrayals. One of the research questions was to recognize the contribution of TV crime shows in the development of crime learning dispositions of informants. It was propositioned that juvenile delinquents learn crime with exposure to TV crime shows; either as whole or in partial terms. TV crime shows offer crime procedure in detail and most probably the viewers (juvenile delinquents here) learned crime methods with that experiences. The informants were inquired about their crime learning inclinations with in-depth interviews. There are three types of themes which emerged after data analysis referring crime learning behaviour of juvenile delinquents.

The emerged themes were categorised into three groups. The categories are, "Major Source in Crime Learning", "Contributory Source in Crime Learning", and "Unidentified Source in Crime Learning". The category of major source in crime learning appeared with tow themes. These two themes are "Crime Learning through Family" and "Crime Learning through Friends". In the contributory source of crime leaning, TV crime shows' contributions in crime learning were placed. And the last category, "Unidentified Source in Crime Learning" was supported with three themes; "Accidental Crimes", "Ignorance", and "Denial of Crime". The detailed discussion about these themes is delineated in below lines.

The major source of crime learning was identified as "Crime Learning through Family" and "Crime Learning through Friends". The informants having criminal families learned their criminal skills through their families. They identified and then nominated their families as the main source of crime learning. Only two informants had criminal families and both were influenced majorly from their families in crime learning. It

emerged that juvenile delinquents having anti-social families were totally influenced in all relevancies of crimes by their families. The association between antisocial families and development of felonious behaviours of children in families has been immensely witnessed in professional literature.

Historically, a large number of scientific researchers have concluded that family connections influence positively to adolescents' criminal behaviour (Mccord, 1991; Ryan, Williams, & Courtney, 2013b; Tolan et al., 2013). Criminal behaviour is not merely associated with the representation of deviant behaviour but also donates to making of this behaviour. Crime learning is one the important factor in performing a crime and family situations play an important part in adolescents' "crime learning behaviour". As the family environment plays a significant role in antisocial behaviour development of children (Miller, 2014b). Furthermore, different familial factors like felonies history, lack of cohesion, genetics, disruption between families, low-income parents, and less educated parents are contributing to delinquent behaviour development (Akers & Jennings, 2015; Portnoy et al., 2013; Slattery & Meyers, 2014).

In this study, crime learning behaviours of informants (juvenile delinquents) were associated with familial factors. This behaviour was further supported by four sub-themes as; "Criminal Activates with Family", "Family Reactions are Previous Crimes", "Criminals in Family", and "Learning (precisely) of Criminal Skills" with family. However, the other variables in predicting delinquent behaviour due to family issues were not found. Though this study was focusing on juvenile delinquency, but only the crime learning behaviours were investigated. This research aims restricted researcher to keep investigating under the scope of current research's objective.

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Informants had good relationships with their families. The love family members and had spent a good amount of time with them. They were attached and had very good thoughts about their families. Unlike the previous literature, which identified that bad relationship with family, bad family structure, no attachment between family members, lack of cohesion and related symptoms lead towards delinquent behaviour. This is a significant finding in the current research effort. Here, we can differentiate the "Reason of Crime" and "Learning of Crime". Both factors are important in discussing juvenile delinquency. Learning of crime is not well associated with familial factors as the reason for the crime has witnessed in previous literature.

The other major and strong theme emerged as "Crime Learning with Friends". This major theme was supported with four minor themes; "Criminal History of Friends", "Reactions of Friends at Crimes", "Criminal Activities with Friends" and "Learning (precisely) of Criminal Skills" with friends. It emerged that informants learned their criminal skills through their friends as a major source. They had spent their time in different criminal activities with their friends and few of the informants had friends with the felonious background. Furthermore, they got supportive reactions from their friends at crimes and they learned different criminal skills through their friends.

The previous literature had immensely witnessed the peer associations in delinquent behaviour development. It has found that felonious peer affiliation is a significant risk factor in delinquent behaviour development (Dishion, Patterson, Stoolmiller, & Skinner, 1991) (Dodge, Dishion, & Lansford, 2006). The nature of activities with friends has also considered as a strong predictor of antisocial behaviour development as; when youth have more opportunities to engage in unsupervised activities with

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friends there are more chances of delinquent behaviour (Osgood, Anderson, & Shaffer, 2005). Furthermore, the tendency of delinquent behaviour increases as adolescents find supportive reactions from their friends (Dodge et al., 2006; Smith, Faulk, & Sizer, 2015).

The results of current findings are corresponding with previous research outcomes, like criminal activities with friends (Svensson & Oberwittler, 2010), supportive reactions from friends (Spohn, 2012), and friends with a criminal history (Ryan et al., 2013b). The informants were spending their time in criminal activities with their friends. They received supportive reactions and follow-up in their crimes from friends. And many of friends had a felonious history. These factors are strong predictors in juvenile delinquency. The crime learning behaviours of informants were positively associated with their friends. They were learning criminal skills with the help of their friends. As a resulting statement, it emerges that adolescents learn crime methods through their friends.

TV crimes shows emerged as a contributory source of crime learning behaviour of juvenile delinquents. The informants were unable to identify these shows as their main source of crime learning. However, they believed that crime shows helped them in many ways to learn crimes. Due to this factor, TV crime shows are categorised as "Contributory Source in Crime Learning". This major theme is supported with many sub-themes and sub-sub themes. The sub-themes are categorised as "Crime Information", "Confidence in Crimes", "Help in Own Crime", and specific "Perceived Perceptions" towards TV crime shows. These perceived perceptions are named as

"Story is True", "Story is False", "Help in Crime Learning", "Sympathy with Criminals", "Self-Efficacy" and "Role of Police".

The previous scientific literature identified that certain media contents contribute in crimes by glamourizing, glorifying and publicizing criminal acts (Church, 2015). This crime glorification tends to develop a sense of imitation in viewers. Based on earlier findings, this imitation occurs as viewers are exposed to media content and then they adopt the same sort of actions in their own crime (Lee et al., 2014). Surette (1990) suggested that media's portray of crime may trigger criminal behaviour of individuals in society. This probability of crime increased if the individual has already a reason or tendency of crime (Lambie et al., 2013). Kort-Butler and Hartshorn (2011) argued that viewers of TV crime shows learn different aspects of crime dispositions. And the views of these shows are not merely passive learners (Chan, 2013), so they absorb (crime) information as presented in TV crime shows.

Standing on the above literature evidence, it was propositioned that TV crime shows in help adolescents in crime learning. These learning instincts played an important role in juvenile delinquency. This finding is the most significant outcome of current research. Because TV crime shows have not been identified in crime learning provisions. Furthermore, this finding has much contributed to social literature being conducted on juvenile delinquents. The identification of crime learning behaviours of informants through the contribution of TV crime shows is the very important outcome as the informants had already shown the antisocial behaviour. Juvenile delinquency, crime learning, and TV crime show nexus is the key finding in current research.

The contribution of TV crime shows in crime learning behaviours of juvenile delinquents is well supported with its sub-themes. It emerged that informants were obtaining crime information through TV crime shows. This information developed their crime sense and provide them diverse crime ideas, methods, and related subsidiaries.

Self-confidence is the key factor to go for any task. It emerged that TV crime shows were providing self-confidence in crime committing. Crime committing is not an easy task and need a lot of courage to proceed. The informants of current research believed that TV crime shows were a source of confidence in their crime committing. This confidence is offered by showing the detailed procedures of crimes. The detailed procedural steps make easy the crime committing. The informants thought if the criminal committed a crime with such procedures, they can also commit the same crime by adopting the same set of actions.

Another emerged theme was "Sympathy with Criminals". The informants believed that the criminal was compelled to commit the crime. It was not his choice or intention, but social factors lead him crime committing. Crime committing was their reaction, not action. This finding is important to consider in matching principle. The informants might be providing justification at their own crime, but they believed a certain (criminal) type of reactions in response to social injustice. This factor identifies an important dimension in the development of antisocial behaviour. TV crime shows were portraying that criminal had to do his crime. So, the informants believed that reactional crime was right. In this regard, TV crime shows provide justification to the informants in their crimes.

To be very specific, few of the informants believed that TV crime shows helped in their crime learning. It emerged that they went through their crime perfectly due to the learning insights as obtained by TV crime shows. This feeling was existing even in violent crime cases. Two of the informants (life sentenced in murder cases) thought they could not have done a perfect murder without watching TV the crime shows. Although they were unable to identify this specific type of learning in their own crime, but in general terms, they were sure that TV crime shows helped them in killing the victims. This help provided an ease for them in procedural steps and they killed the persons. The same thing emerged with some other kind of criminals (non-violent). The informants were learning crime committing skills and then they used such skills in their own crime committing.

The contribution of TV crime shows in crime learning behaviours of juvenile delinquents was also testified with perceived perceptions of informants. These perceptions are important to mention here to understand the crime learning behaviours of informants. "Story is Real", "Story is Fake", "Self-efficacy", "Role of Police", "Empathy with Criminals", and "Help in Crime Learning" were the perceived perceptions of informants of present research.

Few of the informants believed that stories of crime shows were based on real events. In such case, the informants build an approach that crime committing as in TV crime shows, was easy and justified. If the criminal in a crime show, commit the crime so they have the right to go for same. On the other hand, few of the informants believed that stories of crime shows were fictional. In such case, the probability to adopt the same criminal behavior decreases.

One of the very important perceptions emerged as self-efficacy. The informants believed that they could commit the same crime after watching the crime in crime shows. As previous literature states that adolescents with low self-efficacy show less antisocial tendencies (Jolliffe & Farrington, 2004) and high self-efficacy is predicted with more antisocial tendencies. The informants of the present study thought that TV crime shows describe the criminal procedure in detail and anyone can commit the crime to follow that procedural steps. This feeling is very significant in crime committing. If someone believes that he can go for a specific task and he has the required skills, then the task achieving becomes very easy. TV crime shows offered this self-efficacy to informants by showing the detailed procedural steps of crime.

The previous literature focusing of the role of police with media portrayals appeared with conflicting results (Dowler, 2003). Police are mostly presented with heroic manners in crime shows (Surette, 1998) who solve the majority of the cases (Fishman & Cavender, 1998). As a result, the role of police emerged in a positive sense after exposure to crime shows (Callanan & Rosenberger, 2011). However, the informants did not perceive the role of police as an important one.

They thought the police are just there to perform their duty. Ad crime shows were unable to portray police as a powerful or effective authority. Although, in crime shows, the criminal is always arrested or killed and police are always successful. But in practical ways, the informants of the current study did not have such kind of feelings. They were giving least importance to police and its role. In a nutshell, TV crime shows are portraying the role of police in a way that viewers do not feel the fear of police in crime committing.

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Concluding the discussion of "TV Crime Shows-Contributory Source in Crime Learning", it emerged that TV crime shows provide crime learning insights to viewers. The current research findings are based on in-depth interviewing with juvenile delinquents. These findings are totally new in its contextual background. As far as not a single study has done in Pakistan to identify TV crime shows as crime learning institute. Furthermore, TV crime shows have not been investigated in its crime learning dimensions overall.

These findings emerge with severe concerns attached to TV crime shows. Additionally, the contribution of TV crime shows in crime learning was investigated with juvenile delinquents. The informants had already appeared with their felonious behaviours. This type of informants strengthens the results of current research investigation. It can be concluded that this research effort offers a significant addition to the body of literature in understanding the crime learning behaviours of TV viewers.

5.5   Prosocial/Positive Effects of TV Crime Shows

The last research question of the current research was to identify the prosocial/positive effects of TV crime shows. These prosocial effects were intended to recognize from the informants of current study who were juvenile delinquents and detained at a juvenile jail. In TV crime shows, three main types of characters are presented. These are cops/police, criminal and the victim. TV crime shows are intended to present crime in such a way that viewers hate and fear crime. This hate and fear of crime are considered the main function of TV crime shows in prosocial effects. This sense is created by showing the bad fate and worst consequences of criminals. This research effort was an attempt to find which kind of prosocial effects are found among the juvenile delinquents.

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There are four themes emerged as prosocial effects of TV crime shows. These prosocial effects are categorised as "Useful Information", "Disagreement with Criminals' Reactions", "Fear of Crime", and positive thinking about "Role of Police". These certain prosocial effects are going to be discussed in following lines with previous literature elaborations.

Nabi, Biely, Morgan, and Stitt (2003) concluded that viewers watch reality base TV crime programs to access information. Television has always been a source of crime information whether by soft news or hard news. Crime information is difficult to attain in a normal situation so a clear majority of people go to mass media for this kind of information (Graber, 1980; Surette, 2007). Same thing here, information seeking emerged as one of the motives of informants in watching TV crime shows. It has already been discussed in the previous portion of this chapter. The motive of information seeking appeared with positive information obtaining which can be used in daily life. The informants were eager to know about crime and its controlling measures. The same evidence has been provided by social science literature.

People are afraid of crime and this fear probes them to go for collect crime information for their surveillance. This useful information about the crime is provided by television contents (Callanan, 2012). The same thing appeared in the current study as the informants were attaining useful information through TV crime shows. They wanted to know *"how to react in criminal situations… (I-1), what are the measures if they face a criminal… (I-2) how to save ourselves in such situations… (I-8)"* and the same kind of other useful information. Resultantly, the findings of the current research are consistent with previous researchers. TV crime shows provide useful information to its viewers.

Media has been largely criticized for its antisocial and criminal depictions. With positive associations between medial antisocial portrayals and negative effects, there has been witnessed negative associations referring empathic concerns (Funk, 2005; Krahé & Möller, 2010). As "Disagreement with Criminals' Reactions" emerged as one of the themes in prosocial effects of TV crime shows. Although this theme is not a strong theme as appeared with only a few coding references but considered important in crime shows effects. It was found that informants were not in total favour of the criminal regarding his severe criminal reaction.

At one stance, they believe that criminals in crime shows were right at their stance. On the other hand, they argue that though there were right but their criminal reaction was more than needed. This thing can be explained as they informants were in favour of convicts' criminal reactions but they thought they the intensity of reactions were upheaved. It can be said that TV crime shows are providing a sense of moralities. Though the morality emergence is not conveyed in strong or dominating terms, but there are few signs of moral values as emerged after watching TV crime shows.

Another prosocial effect in current study emerged as informants were feared with crimes. This fact is immensely witnessed by previous literature (Glassner, 2010; Kort-Butler & Hartshorn, 2011; Morgan & Shanahan, 2010). TV crime shows are based on crime and after showing the crime conviction there is always a message. This message portrays crime as a very negative step of individuals. At once there is a message of moralities and then they show the bad results of violation of social moralities. The combination of morality and bad results of crimes restrict the viewers to commit a crime.

This message is delivered by showing the criminal's fate. Most of the time the criminal is arrested, badly treated, and killed sometimes. These messages are prepared to convey a fear feeling among viewers. The same feeling emerged among informants of current study during analysis. The informants were juvenile delinquents and apparently, it seems contrary to the facts. This contradiction is justified as this prosocial effect did not emerge as a strong theme. Furthermore, criminals do are afraid of crimes irrespective of their involvement in felonies.

Previous research establishes a complex equation between television crime portrayals and fear of crime. It is the most dominant appearance that viewers enjoy crime in television. But, there are many findings which suggest that crime depiction with its consequences deliver fear of crime to the viewers. The relationship between program type and fear of crime has been tested (Eschholz et al., 2003) like crime news crime dramas (Fictional and Nonfictional).

Few of researchers found some positive associations between television crime viewing and fear of crime, but some results were against those findings (Ditton et al., 2004; Doyle, 2006; S Eschholz, 1997). The differences appear with the change of media and format of providing crime information. The fear of crime is linked to channel (newspaper or television) and format (television crime dramas or television news) (Callanan, 2012), program content and perceived realism (Doyle, 2006; Grabe & Drew, 2007).

In the recent study "Fear of Crime" emerged as one of the prosocial effects of TV crime shows. This theme is parallel with previous research as blurred between many factors.

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The previous literature testifies that viewers perceive fear of crime if they consider they are watching a real crime story. On the other hand, if they perceive that they are watching a fictional story, there may be fewer chances of fear of crime emergence. CID, a fictional crime show, was merged as the most popular TV crime show. Since the viewers were not taking the show as a real crime story, so the fear of crime did not emerge as a strong theme. On the other hand, it can be said that fear of crime emerged referring to those informants who perceive TV crime shows as real story based shows.

The informants were expected to speak less about the role of police in crimes. There were many reasons behind this. The informants were detained in a juvenile jail, few of them were facing their case proceedings, and above all; a prison officer was present during the interview. Resultantly they were not speaking openly about the role of police referring TV crime shows. Even with these factors, it emerged that informants had few good feelings about police after watching TV crime shows. In Pakistani social system, police repute is very bad. People take police as cruel and corrupt. They think that police are not with the victim, rather with money. In such social constraints, it was good enough that informants think that police were offering its duty in crimes. It emerged that informants were not against the police. They think that police were right to arrest criminals. But this theme is also a week theme as emerged with only a few coding references. Most of the informants were not willing to talk about the police.

Even in previous literature, the role of police or crime control authorities has been appeared as vague. Furthermore, this role has not been largely investigated in social sciences. On the other hand, the crime control authorities are always portrayed as one step behind the criminals. In TV crime dramas, offenders were portrayed as evil and

the police as a moral authority; where more concern is given to case resolution (Cavender & Deutsch, 2007; Eschholz et al., 2004). Viewers of crime shows were just concerned that police is doing own job (Kort-Butler & Hartshorn, 2011).

The same thing appeared in current research findings. The informants were least concerned about the role of police. They had the opinion that police work is to arrest the offenders and they do, it's their duty. And if they arrest the criminals they were right to do so. It is important to mention here that few of informants had an attachment with their favourite characters in the TV crime shows. For example, Daya (Senior Inspector in CID) was liked by informants. They were attached with the acting of that character. Especially, his big body structure and powerful punch were most liked by many informants. But they were not liking him with his efficient role in criminals' arrest. His popularity was due to his body and powerful punching.

In a nutshell, the role of police was emerged as neutral. The informants believe that arresting the criminals is the duty of police and they are doing. The theme "role of police" is put into prosocial effects because, in the specific social constraints, the police is considered very bad. In the existence of the prevailing thought, neutral feelings were considered as prosocial effects of TV crime shows.

5.6   Social Learning Theory and Crime Learning Behaviours

This study was influenced with Bandura's Social Learning Theory (SLT), which suggests that the behaviour of all kinds is learned through the observation of models (Bandura, 1971). Models are selected based on a range of characteristics, including attractiveness, status and perceived similarity with the observer. Whether a model's behaviour is imitated depends on the observed consequences of their actions. If the

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model is observed to be reinforced (and the reinforcement has value for the observer) then imitation becomes likely. If the model is punished, then imitation becomes less likely (although the behaviour may still have been learned, it is its expression that observed punishment inhibits). In SLT, criminal behaviour is regarded as qualitatively no different from any other behaviour (Hollin, 2001). Social Learning/Cognitive Theory explains that media portrayals may also affect viewers' attitudes and behaviour, particularly during adolescence when youth are actively coming to terms with their identities (Collins, 2011).

Social Learning Theory enlightens learning by providing a comprehensive model that could account for the range of learning experiences that happen in the real world. As outlined by Bandura in 1963 and later further detailed in 1977, the main tenets of Social Learning Theory are: learning is a cognitive process that takes place in a social context, it can occur by observing a behaviour, and involves observation, extraction from those observations; reinforcement plays a role in learning and the learner is not a passive recipient of information rather cognition, environment, and behaviour all mutually influence each (Bandura, 1963, 1971).

Social Learning Theory appeal is based mainly on the concept of modelling or learning by observing a behaviour. Bandura outlined the following types of modelling stimuli: "Live Model" (an actual person (model) is demonstrating the desired behaviour), "Verbal Model" (through which an individual (model) describes the desired behaviour in detail and instructs the participant on how to engage in the behaviour, and "Symbolic Model" (In which modelling happens by means of the media, including movies,

television, Internet, literature, and radio. Stimuli can be either real or fictional characters).

This study's findings suggest that friends were live models for juvenile delinquents in their crime learning behaviour. As in SLT, the live model demonstrates the desired behaviour and in the current case, friends of informants were demonstrating the criminal behaviour. These demonstrations lead towards the learning of criminal skills. The Same thing emerged by taking family factors as live models. In few cases, family members (Father, brother, uncle, cousin) were appeared as a live model by representing the criminal behaviour. Moving towards the verbal model, friends, and family both give the impression verbal model. In this type, the model instructs the participant on how to engage in the behaviour. As the models (Friends and Family) here were giving verbal instructions to informants referring engagement in criminal behaviour.

The third model of Bandura's theory is a symbolic model. In the symbolic model, modelling occurs through means of media. This modelling character was based on TV crime shows in this research. It emerged that this kind of modelling was also occurring in the investigation to understand crime learning behaviours of juvenile delinquents. The informants were obtaining crime learning insights with the exposure to TV crime shows. However, the first two models i.e. "Live Model" and "Verbal Model" are more significant and powerful in crime learning behaviours. Because the informants of the current study could identify these two models evidently as their crime learning sources. On the contrary, the TV crime shows (Symbolic Model) were playing a significant role in their crime learning but it was not recognizing as clear as earlier models.

Another way to affirm the postulate of crime learning behaviour of adolescents (juvenile delinquents in the current study), is to consult the four sub-process of the observational learning cycle. In the interpretation of social learning theory, these processes include attention, retention, motoric reproduction, and motivational processes.

The initial process is attention, where the observer is exposed to the modelling stimuli. Acquisition of matching behaviour at the sensory registration level occurs when the observer attends to, recognizes, and differentiates the distinctive features of the model's behaviour. Attention is selectively determined by several sets of factors, including the opportunity for an encounter with direct or mediated models, the relevance, competence, distinctiveness, power, and attractiveness of these models, and the observer's sensory capacities, arousal level, motivations, and reinforcement history. Bandura feels that televised models are so intrinsically interesting that they are highly effective in attracting attention.

In the findings of the current study, it emerged that informants were paying attention to the criminal models they had. These models are their friends, family, and TV crime shows. As the informants were attracted towards these models and they have their reasons to go for a crime. They need to learn the criminal skills so they paid attention to the available observational models. Friends and family were the two models to which they could consult and get direct guidelines. These considerations are discussed in the live model and verbal model of observational learning. Due to feedback and follow-up, these two models were designated as major sources in crime leaning. On the other hand, TV crime shows were symbolic models for them. They were paying attention to these

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symbolic models but there was no element of the direct and specific guideline from TV crime shows. Due to this factor, it emerged that TV crime shows were their contributory sources in of crime learning.

The second process of observational learning in social learning theory is retention process. This process is crucial because delayed imitation outside of the model's presence requires symbolic representation in memory. This mental representation process involves coding of both images and verbal symbols of observed events. In the current study, these symbols were offered by friends, families, and TV crime shows. The informants could retain the crime lessons as provided by these models. This retention of crime happened after observation of crime models. Furthermore, the certain themes in the previous portion identified that informants were retaining certain crime information. This information became the part of their memories and helped them later in their conviction.

Motoric reproduction processes are the third component of modelling. The observer must possess the requisite skills for physically executing the behavioural pattern. As a matter of fact, the juvenile delinquents were interviewed in this study as they had already produced the felonious behaviours. It means they had performed this process after going through the attentional and retention process in crime learning. Finally, reinforcement and motivational processes determine whether the learned behaviour was activated into overt expression'. Positive incentives facilitate translation from mental acquisition to the behavioural performance of matching actions. Observed reinforcement contingencies provide the crucial institutional cues.

These processes also occurred partially as the informants had gone through their convictions. But, this question is difficult to answer at the stage of interviewing. The informants were detained in juvenile jail and they were showing sorrow and regret at their convictions. The completed answer will appear after their sentence completion. It depends, whether they will go again for conviction or refrain.

Summing up the discussion about social learning theory and observational learning through models, it is concluded that this theory appeared with solid justifications. The informants were learning crime through observation of available crime models. Sometimes these models were their friends and sometimes families. And TV crime shows' observation was same for all informants as a contributory source of crime learning. However, it can be concluded that observational models with elements of feedback and direct guidelines (friends and families) were more efficient in crime learning. As the informants recognised these models as their major sources of crime learning. On the contrary, the observational model with feedback or direct guideline (TV crime shows) was less efficient in the crime learning behaviour of informants. So, this model was designated as a contributory source of crime learning.

Having another angle of social learning theory, the symbolic model and the verbal models (friends and family) were considered as a major source in crime leaning behaviour. And TV crime shows (symbolic) model emerged as a contributory source of crime learning of juvenile delinquents. It means that all models in social learning theory do not work with parallel effects of all models. Rather different observational models have varied effects. With an additional note, the live model and verbal model are more effective than the symbolic model in observational learning.

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5.7 Contributions

This study was conducted to identify crime learning behaviours of juvenile delinquents in Pakistan. The main concentration was to recognise the crime learning intuitions provided by TV crime shows. In-depth interviews were conducted at borstal institute and juvenile prisons Faisalabad Pakistan to collect data from informants. There are certain specific contributions of this study as entailed underneath. First, this study provides quite a few emerged themes which can be investigated in detail in future research. The comprehensive model consisting all themes appeared with many themes supported with different sub and sub-sub themes.

Considering the research questions of the current research investigation i.e. motives to watch TV crime shows, most popular TV crime show, contribution of TV crime shows in crime learning behaviours of adolescents, and prosocial effects of TV crime shows; the comprehensive models provides many new research insights. Furthermore, this model is important to consider for future research consisting similar nature of research objectives. There are many important dimensions depicting the factors contributing to crime learning behaviour of adolescents. Additionally, the typical scopes of media effects research like motives to watch any specific program are better understood with the below model.

This model starts with the topic of current research. Then the four core objectives are placed underneath. After the objectives, the emerged themes are appearing with their relevant research question. Few themes are appearing with only one of two layers of themes and sub-themes RQ4, RQ1, RQ2. Whereas, the main objective "Crime learning Behaviour of Juvenile Delinquents" is appearing with many sub-themes and sub-sub themes.
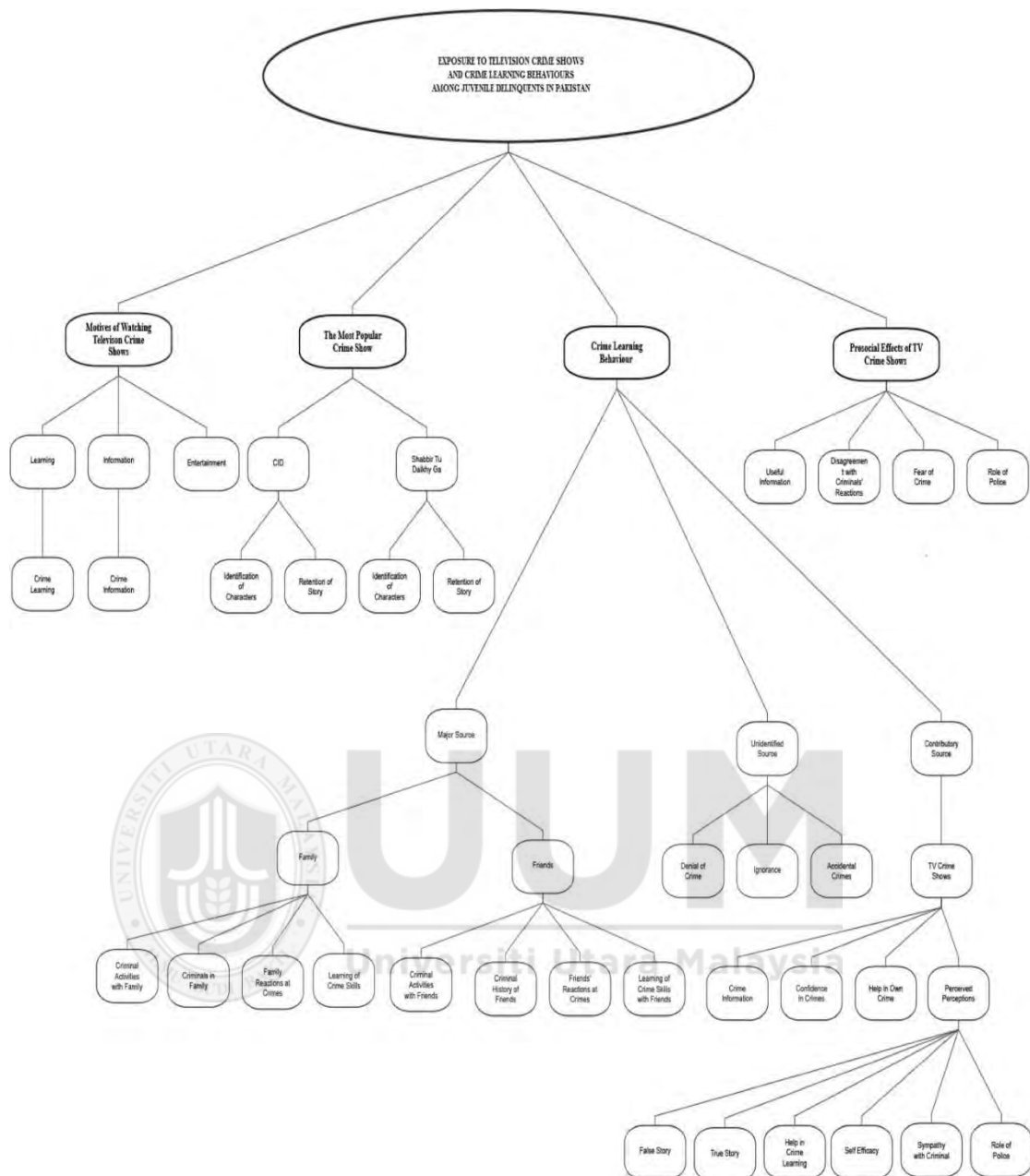
Figure 5.1. The Comprehensive model of current research consisting all major themes, sub Themes, and sub-sub Themes (Appendix for details)

The above-mentioned model is presented here as a contribution of current research effort stating specific research questions. Having the same type of research questions, the future research would be benefitted by this model. Furthermore, the emerging themes are very helpful to understand the crime learning behaviours of different types of informants.

The other contributions are further delineated in below lines with the help of relevant headings i.e. theoretical contributions, methodological contributions, and practical contributions.

5.7.1 Theoretical Contributions

Bandura's Social Learning Theory (SLT) suggests that all types of human behaviours are learned through the observation of others' modelled behaviour. By having the certain characteristic of SLT, it was taken as an appropriate theory for the current research effort. The theory explains that observational learning is done through models and these models are selected with a range of characteristics; for example, perceived similarity and attractiveness. Bandura suggests that criminal imitation is like all other behaviours and there is no difference between normal and criminal behaviour imitations (Chadee, Surette, Chadee, & Brewster, 2015). Social Learning/Cognitive Theory explains that media portrayals may also affect viewers' attitudes and behaviour, particularly during adolescence when youth are actively coming to terms with their identities (Collins, 2011).

After data analysis, it was found that Bandura's observational learning has strong implications. The informants of the current study were learning crime methods as apiece the observational models of Bandura. However, it has emerged that all learning models do not have same effects. Few of the observational models are more active in learning provisions. These are those models which are supported by feedback and direct guidelines. As in this study, friends and families emerged as a major source of crime learning with live and verbal modelled behaviours. Whereas, the TV crime shows emerged as a contributory source of crime learning being symbolic model referring

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social learning theory. This is an important theoretical contribution of current research investigations.

Social learning theory has been vastly consulted in crime investigation studies. However, that previous studies were concentrating the behavioural learning implications. Those behaviour formulation investigations had been revolving consistently around anger and other psychological reasons of crimes. On the contrary, the current study is specific to crime learning methods. It was not directing the reason of crime, rather to identifying crime learning through observations. Whatever the reason of crime was existing, the current research was directing the processes which were involved in the practical convergence of learned behaviours with the observed models. And it was found that crime leaning behaviour was also developed through observational models. This is another important theoretical contribution of the current study. This contribution suggests that learning of practical skills (crime learning in current research) are also affected positively referring observational models of Bandura.

5.7.2   Methodological Contributions

A practical way to identify the complex human behaviour leanings is to apply qualitative approaches. Qualitative research procedures are flexible in methodological aspects, which allow investigators immediate modifications and explore more in-depth understandings. This research effort was based on qualitative in-depth interviewing to the juvenile delinquents in Pakistan. They juvenile delinquents shared their lived experiences with researcher being their involvement in convictions. Their sharing about their crimes, specifically the learning of crime provided a new way of investigation in crime learning behaviours of adolescents. Because the earlier investigations were mostly based on identifying the reasons of juvenile delinquency; not to explore criminal

leanings. Although this research effort was focused on crime learning behaviours of informants, yet it provided the in-depth answers to several phenomena related to juvenile delinquency.

The qualitative techniques were further valuable in the current research because the crime learning behaviours of informants were a multifaceted prospect and needed to be investigated in detail. Learning of a specific behaviour is not based on a single factor rather many social factors contribute to it. Using qualitative in-depth interviewing appears with a better understanding of main sources and then contributory factors in crime learning behaviours of the informants. It was only the qualitative study through which the detailed insights of crime learning behaviours were attained. Moreover, in the contextual background, this research effort offered several new ways of investigation in media effects research. Having informants, who have shown an explicit behaviour (juvenile delinquents) inquired with in-depth interviews; provided a vibrant picture of behaviour formulation patterns responding specific (TV crime shows) media contents.

One of the important factor is to consider that most of the previous studies (juvenile delinquency with media effects) were conducted with quantitative approaches. Behavioural formulation patterns are quite complex which cannot be explained properly with quantitative methodological assumptions. It is difficult to quantify a specific behaviour development with numbers. However, qualitative research provides the answers for this complex situation. Where the informants are not bound to measure and quantify their behaviour foundations, rather they are free to discuss any dimension of their behaviour. In this regard, this research effort is an important contribution to

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methodological aspects combining the delinquent behaviour and TV crime shows' (media) effects.

5.7.3 Practical Contributions

This study was significant to know about one of the important factors in juvenile delinquency; the script of crime. There may be many reasons for an adolescent to indulge in a criminal act, but he or she must have some script or method to execute the crime. Crime accomplishment is not an easy task and needs proper planning and strategy. Due to the specific format of television crime shows, it was more evident that these programs were helpful for adolescents in making plans and executing the criminal act.

The results of the study are useful for media managers as they can amend the specific type of programs to restrain negative behaviours inclinations. On the other hand, it was observed that there is no proper formula for media managers to impose "Parents Guidance" (PG) label for TV crime shows. Most of the TV crime shows are not using this label. The results of this study strongly suggest for the proper implementation of PG label which can be useful to reduce the harmful effects of TV crime shows on growing ones.

Another important practical contribution is for law enforcement departments and social institutions meant to reduce juvenile delinquency. The results of this study provide many explanations for the phenomena of juvenile delinquency. The above-mentioned departments can be benefitted these findings towards their struggle to diminish juvenile delinquency.

The results of this study shall also help the parents to amend their kids' television watching habits. Most of the time, parents are careless to monitor their kids' television watching habits. This study provides some important grounds for parents to monitor their kids towards their time spending on television.

Although the professional literature explains the effects of crime portrayals of mass media on individuals, but very less attention has been given to media effects on adolescents in Pakistan. In Pakistan, there had been only a few studies on juvenile delinquency with respect to media influences. Especially after the popularity of crime shows in Pakistan, it was necessary to conduct a study on this topic with the contextual backgrounds. And this study appeared with many untold answers regarding TV crime shows' effects in general with the specification to crime learning behaviours of juvenile delinquents in Pakistan.

On the other hand, most the studies on juvenile delinquency were focused on aggression. This research is different to the trend above mentioned as the seeking information of criminal portrayals is under discussion here regardless of the motives of aggression. It was important to identify the learning insights attained by adolescents (later juvenile delinquents) through television crime shows to commit an illegal act.

This study, at the one hand, provided the role of TV crime shows in crime learning behaviours of juvenile delinquents, and similarly, it emerged with the identification of major crime learning sources (Friends & Family) of informants.

5.8   Limitations

Participants of the current study were the adolescents who have been charged with the commission of a delinquent act and have been referred to the borstal institutions. They were detained at borstal institute and few of them were under trial at the time of interview. The specific atmosphere of juvenile jail was a limitation as informants did not talk without restrictions. They were at the age of adolescence; few were shy and some were very less spoken. The needed so many probing questions which might influence their opinions. Furthermore, a prison official was always present there to manage interview settings. His presence limited the informants' responses.

Additionally, the researcher was not allowed to record the interview due to certain security protocols of prison department. Although, the researcher tried his best to write down as much information as possible but there might some missings. And this writing process made the interview too long which was hectic for informants as well as for researcher. This factor also influenced the information provision extents and then recording of it.

Most of the criminals deny their criminal acts even after their conviction. The same thing happened in the current study. Few of the informants were at the total denial of their crimes. Consequently, this type of informants did not provide the true picture of their crime, especially the learning of crime. This factor might have affected the result of the study.

The present study operationalised TV crime shows including both categories (i.e. Reality Based and Fiction Based) in one category as TV Crime Shows. However, it became a study limitation with contradictory findings. Few contradictions of results

(e.g. Story is True, Story is False) could be illuminated if there were two different operationalisations (i.e. Reality TV Crime Shows and Fictional TV Crime Shows).

One of the other limitation of the present study was to include only juvenile delinquents. Their responses might be biased and self-saving. The inclusion of non-delinquent informants might provide diverse and more understanding picture towards effects of TV crime shows.

At the end, it is important to mention here that due to financial and time constraints only a small sample of delinquent adolescents were investigated. And these juvenile delinquents did not represent the whole population of such type of informants. Although the researcher achieved the point of saturation, but results cannot be generalized due to the nature of qualitative research.

5.9   Suggestions for Future Research

The current study was an attempt to identify crime learning behaviours of juvenile delinquents. This effort was made to recognize the crime learning method intuitions as provided by TV crime shows. After accomplishment of this effort, it needs to explore the phenomena with many other considerations.

First, there should be a comparative study consisting delinquent and non-delinquent adolescents. It will be an important consideration that these both groups should have television access. With the comparison of these two groups, a comprehensive picture may be attained to understand the crime learning inclinations of TV crime shows.

Furthermore, an experimental study would add great knowledge in the body of literature. In that case, the informants should be investigated before and after exposure to TV crime shows. This type of investigation will offer a much easier and understandable way to designate the role of TV crime shows in crime learning.

One of another way to explore crime learning behaviour is to investigate the informants after completion of their sentence. In such situation, they will be relaxed and share more in-depth knowledge about their crime learning. This study was focused on adolescents, so only juvenile delinquents were investigated. An investigation with adult criminals would add meaningful insights to understand the crime learning behaviours.

In this study, all the crime shows (fictional based and reality-based) were put in the same category as TV crime shows. There should be two separate studies differentiating both categories of crime show or a comparative study will be more insightful. A future investigation by distinguishing both categories might provide diverse kind of results.

This study included only TV crime shows. During data collection, it was felt that the other media representations (especially action movies) might provide crime learning insights to the informants. A future investigation combining all types of media representations (Movies, Dramas, and Reality Shows etc.) will appear interesting results discussing crime learning behaviours of different segments of viewers.

This study was conducted with a sample of Pakistani juvenile delinquents. A cross-cultural study would be very useful to understand the crime learning behaviours of different type's viewers regarding different medial representations. Moreover, the

investigation with different types of informants with the same type of media genre might provide interesting results.

5.10   Conclusion

This study was an effort to understand crime learning behaviours of juvenile delinquents. It was propositioned that TV crime shows provide crime learning insights to the viewers. By integration the stated postulates, it emerged that TV crime shows may well instruct adolescents in their crime learning intuitions. This investigation went through qualitative methodology using phenomenological assumptions. A sum of 12 in-depth interviews was conducted at borstal institute and juvenile jail Faisalabad Pakistan. The collected data were organized with QSR International's NVivo 11 Plus software. The presentations of data were made through the same software's illustrations techniques. The main aims and their outcomes of the current study are summing up in below lines.

The first aim was to identify the motivational factors which probed the informants to watch TV crime shows. It emerged that informants had three type of main watching motives. These were "Entertainment", "Information", and "Learning". There was further two sub-motives as "Crime Information" and "Crime Learning". The second aim of current study was to identify the most popular TV crime show among juvenile delinquents. It emerged that CID (Indian fictional TV crime drama) was the most favourite TV crime show among informants of the current study. However, another show Shabbir Tu Daikhy Ga (A Pakistani reality crime show) emerged as the second most favourite crime show among informants of the current study.

The focal aim of this research effort was to recognize the role of TV crime shows in crime learning behaviours of juvenile delinquents. However, it emerged that friends of informants were the main crime learning sources of informants with few exceptions of the family. But, TV crime shows emerged as contributory sources in crime learning behaviours of informants. These shows appeared with its significant influence in the provision of diverse learning inclinations. These themes were supported with many sub-themes and sub-sub themes. And the final aim of the current research effort was to recognize the prosocial/positive effects of TV crime shows. Although, the informants did not talk well enough on this topic, but there were few prosocial effects of TV crime shows. These effects emerged as "Useful Information", "Fear of Crime", "Disagreement with Criminals' Reactions", and positive "Role of Police"

5.11   Chapter Summary

This chapter presents the discussion of findings. This discussion was followed by research aims sequential. The theoretical discussion has also been delineated in the same portion of this research effort. After the discussion about research aims and theoretical linkages, the three types of contributions of the study have been demarcated. This chapter also includes the limitations of the study. Furthermore, the suggestions for future research are delineated in the closing sections. At the end, the conclusion of the whole study has been elucidated.

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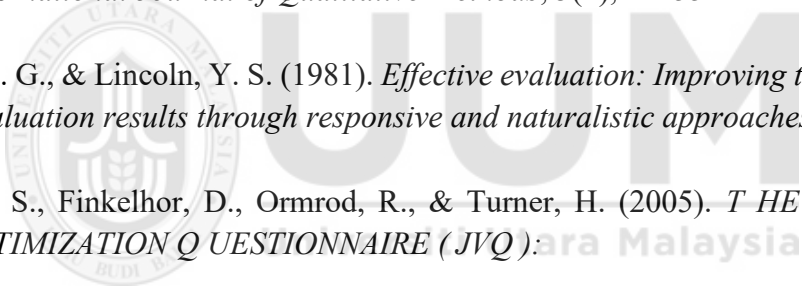
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APPENDIX OF MAPS

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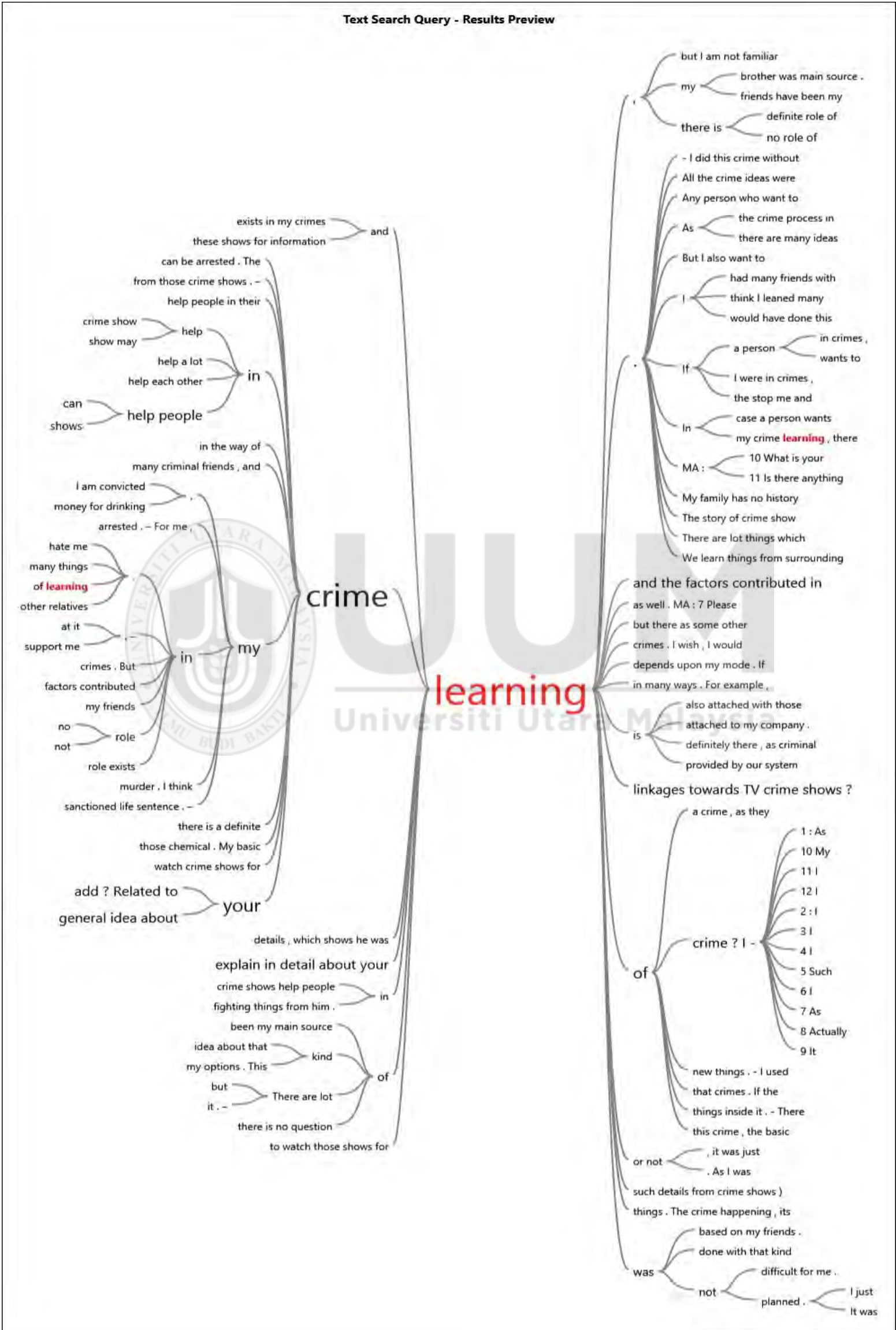## Figure 4.3. Text search tree with search of "Learning"

Figure 4.4. Coding hierarchy links with interviews
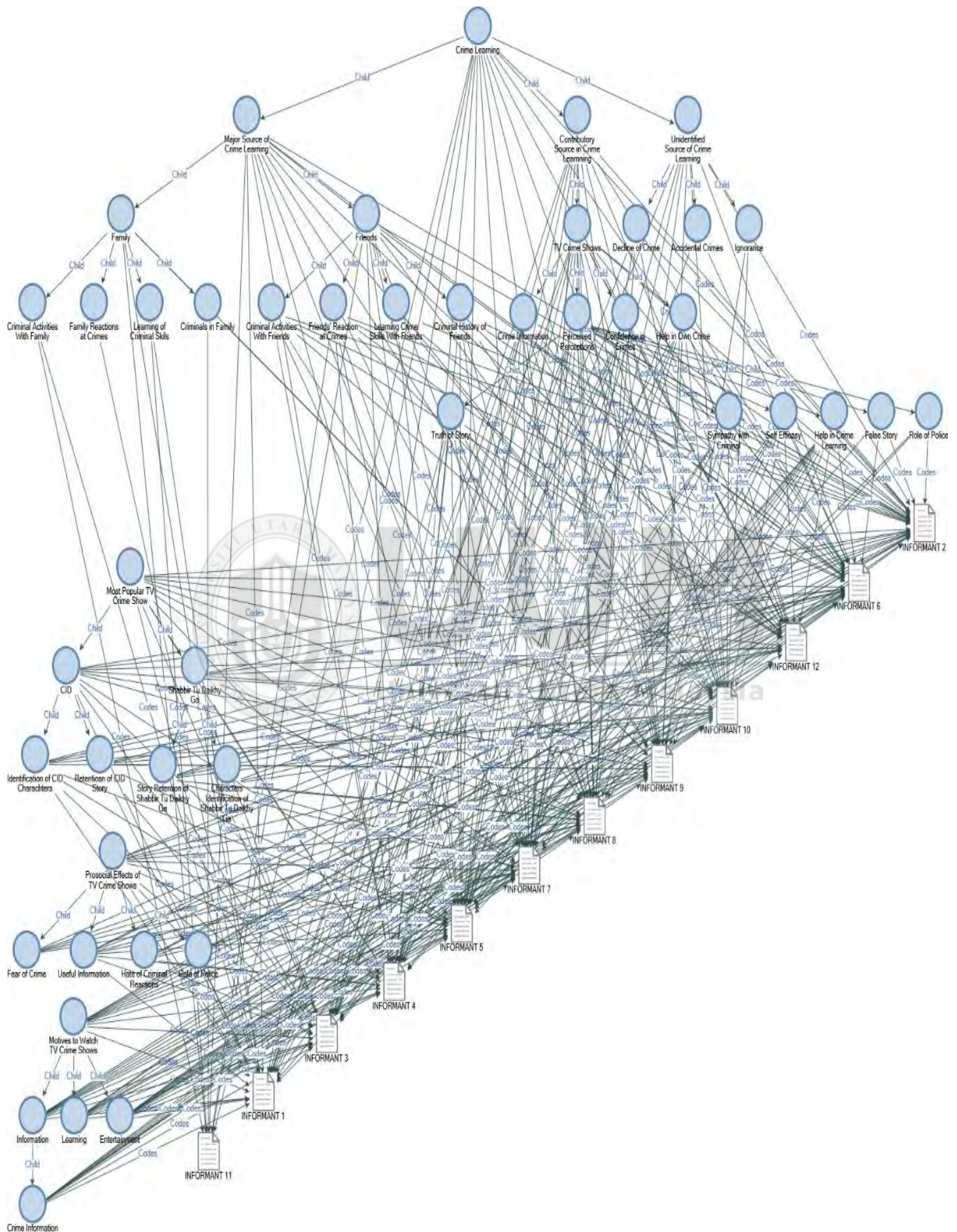

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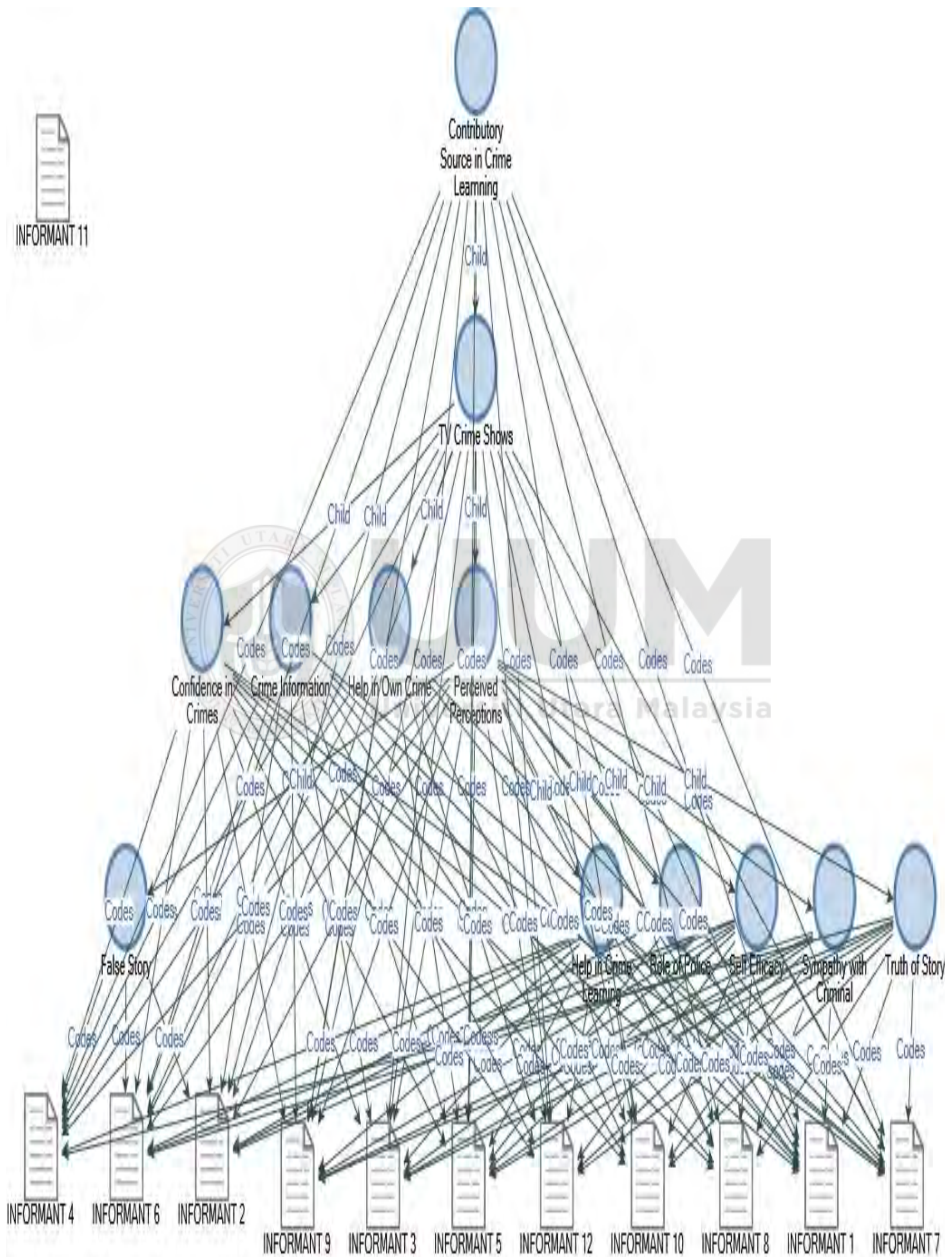**Figure 4.41. Complete chart of theme "Contributory Source in Crime Learning"**

Figure 4.45. Complete Themes Hierarchy of Crime Learning Behaviours of Juvenile Delinquents
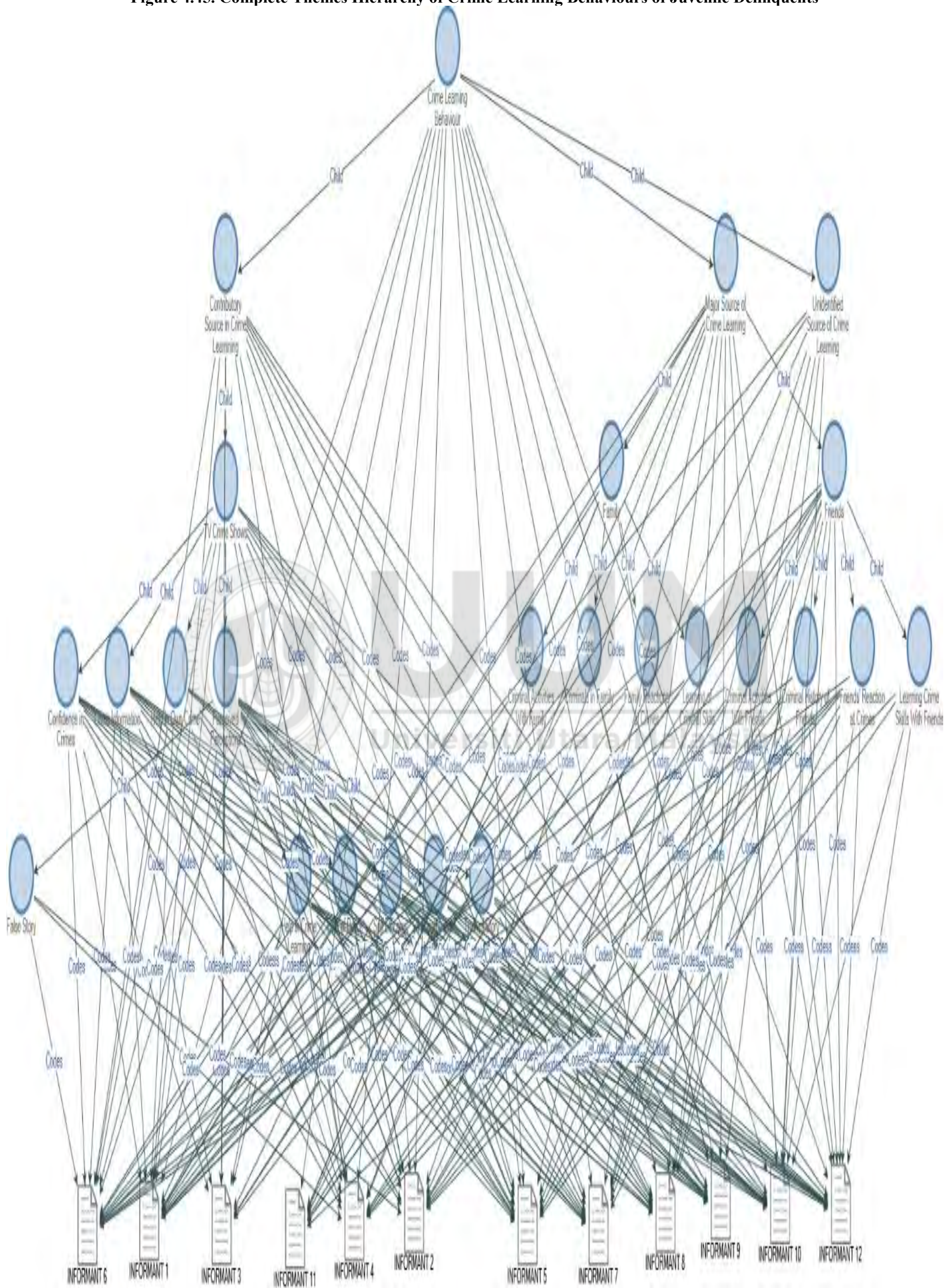
Figure 4.52 and 5.1. Complete map of theme Categories, major themes, sub Themes, and sub-sub Themes