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



MUDASSAR ABDULLAH

UUM
Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY
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2017**

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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 perbincangan 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

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Mudassar Abdullah

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

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APPENDIX OF MAPS

Figure 4.3. Text search tree with search of “Learning”

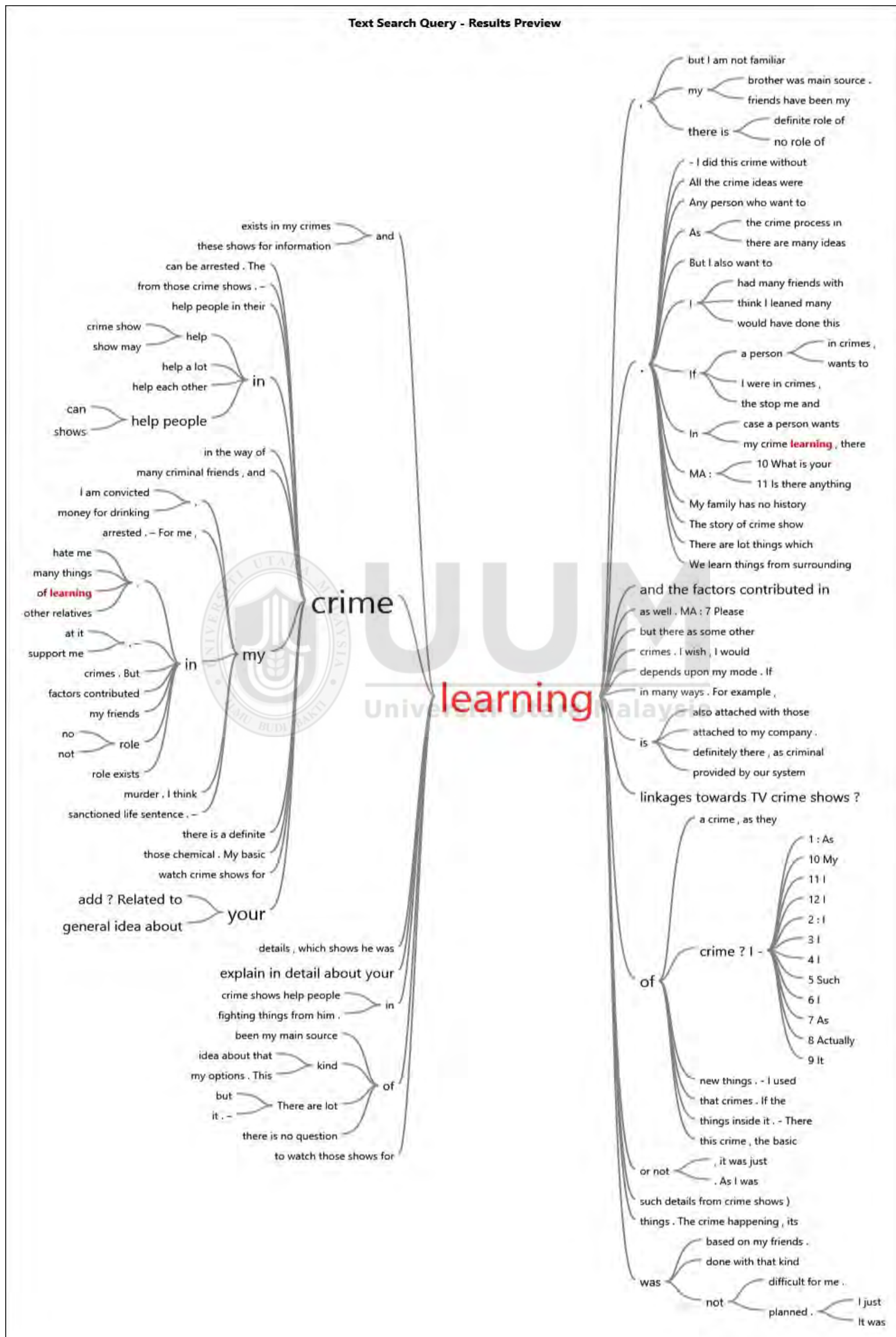


Figure 4.4. Coding hierarchy links with interviews

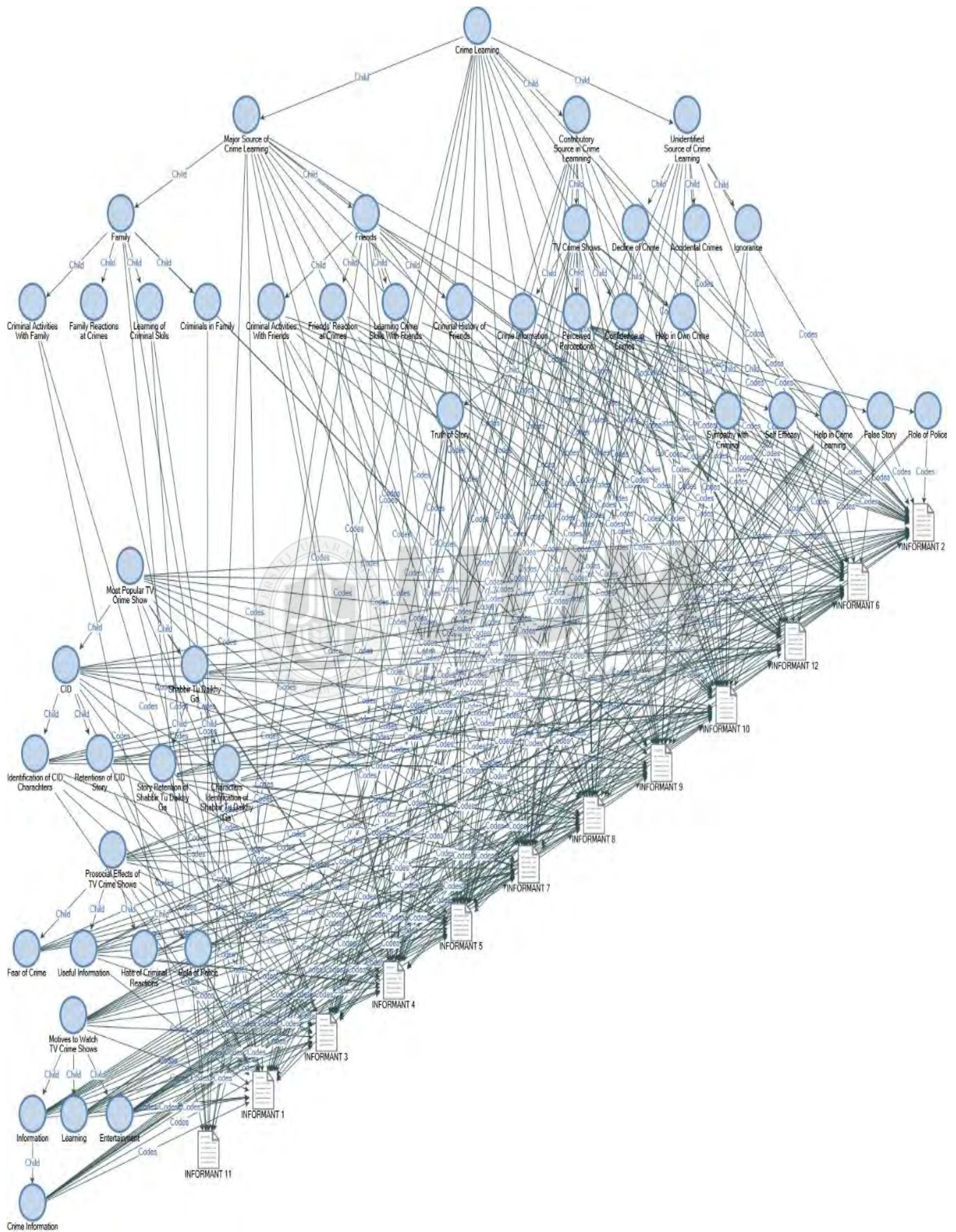


Figure 4.41. Complete chart of theme “Contributory Source in Crime Learning”

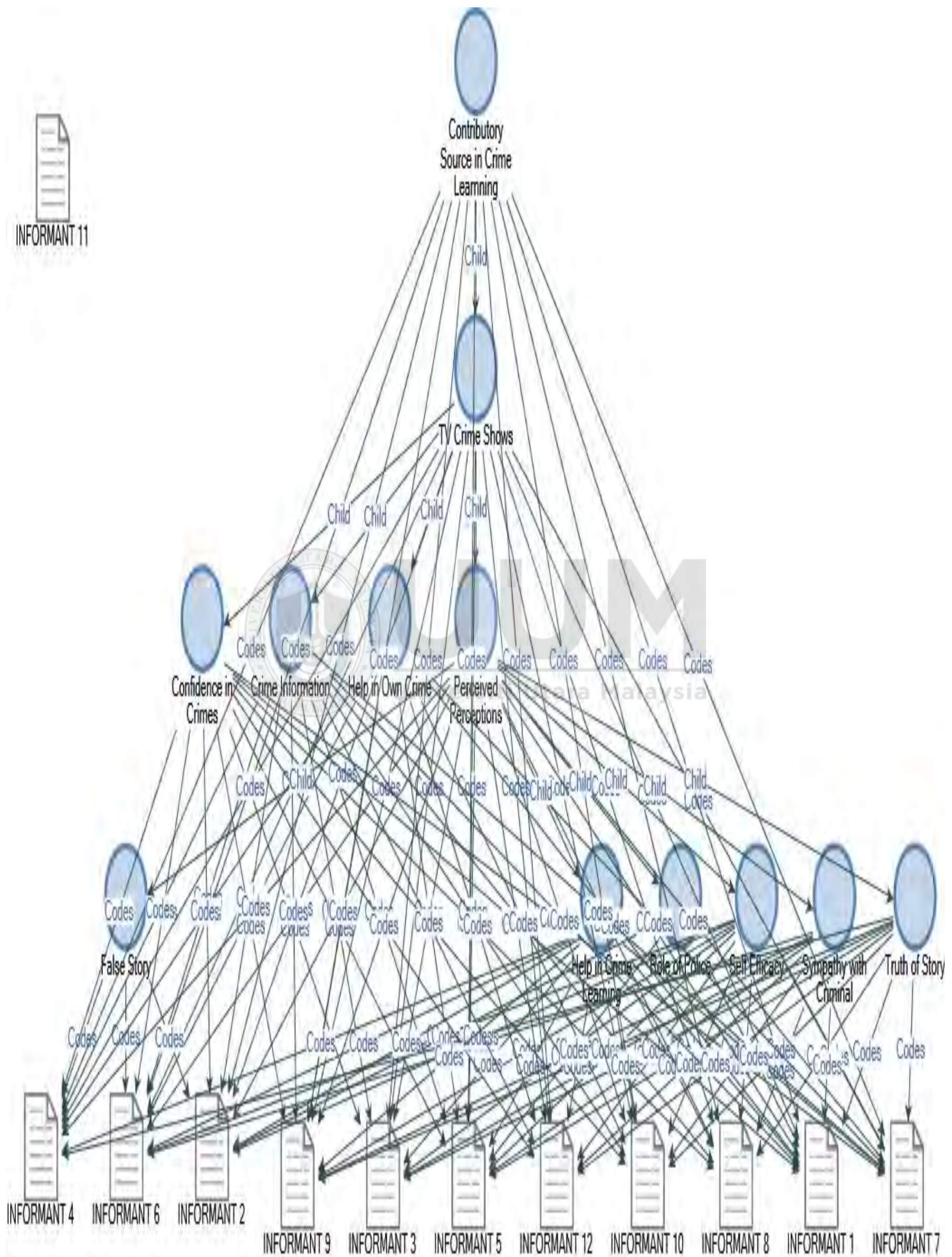


Figure 4.45. Complete Themes Hierarchy of Crime Learning Behaviours of Juvenile Delinquents

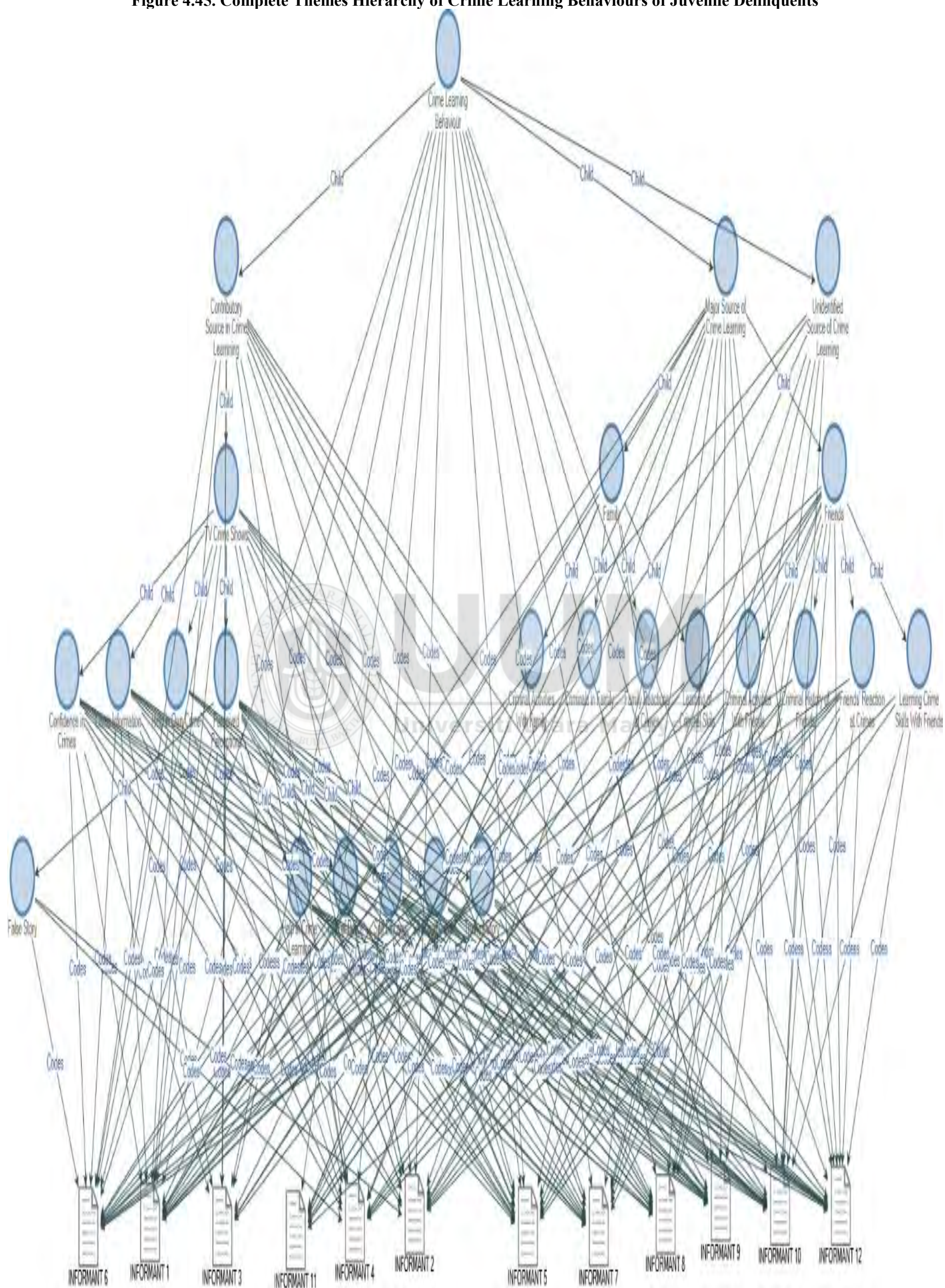


Figure 4.52 and 5.1. Complete map of theme Categories, major themes, sub Themes, and sub-sub Themes

