

ASSOCIATION BETWEEN SCHOOL
REFUSAL, CONDUCT BEHAVIORAL
PROBLEMS, AND PSYCHOLOGICAL WELL-
BEING AMONG ADOLESCENTS



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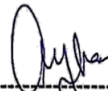
A Research Thesis submitted to the
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CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled “**Association between School refusal, Conduct Behavioral Problems, and Psychological well-being among adolescents**” carried out by **Sabahat Gull, Reg. No. BSP201024**, under the supervision of **Ms. Aysha Aneeq**, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of **BS Psychology**.

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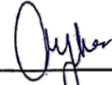
Association between School Refusal, Conduct Behavioral Problems, and Psychological Wellbeing among Adolescence

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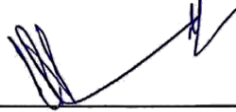
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DEDICATION

This thesis is wholeheartedly dedicated to my beloved parents because they are source of inspiration, motivated me to reach new heights. Their belief in my abilities and the lessons of perseverance they imparted has been a guiding force in this academic journey.

DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

A handwritten signature in blue ink, appearing to read 'Sabahat Gull' with a stylized flourish underneath.

Sabahat Gull

Bsp201024

January, 2024

ACKNOWLEDGMENT

All gratitude to Allah for His blessings and strengths

And special appreciation goes to my supervisor ma`am Aysha Aneeq, Lecturer at CUST, for trusting me and help in writing this paper. I also want to thank her helped me move in the right direction.

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Most importantly I am gratefulness to my siblings for their support and unprecedented encouragement. Last but not least I want to thank every person on this journey for their kind and unprecedented help in improving my work.

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Abstract

The aim of this research is to investigate the relationship between school refusal in developing Conduct Behavioral problems and psychological well-being among adolescents. School refusal refers to student anxiety to go to school which leads to conduct Behavioral problems children will become antisocial and their psychological well-being is disturbed. Data was collected by using three scales. School Refusal Assessment Scale by Kearney and Silverman, scale measured school refusal symptoms in children. Strengths and Difficulties Questionnaire used for conduct Behavioral problems. Stirling children wellbeing scale SCWS by Liddle and Carter measure Emotional and Psychological wellbeing in children. A convenience sampling method was utilized to recruit 235 Adolescents aged 13 to 18 years. A cross-sectional survey design was used to investigate the variables, including correlation analysis, was conducted using SPSS software. Results shows Correlational analysis indicated a significant positive correlation ($r = .735^{**}$) between School refusal and Conduct behavioral problem and negative correlation ($r = -.687^{**}$) between School refusal and psychological well-being also negative correlation ($r = -.618^{**}$) between conduct behavioral problem and psychological well-being Results revealed that School refusal and conduct behavioral problem effect on psychological well-being. This study will shed light on a student with school refusal and how they develop Conduct Behavioral problems and their psychological well-being. This study was helpful for teachers who take care of students and motivate them in school so they avoid school refusal.

Keywords: School refusal, Conduct Behavioral problem, Psychological well-being, School students

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Chapter-1

Introduction

The introduction chapter provides a comprehensive overview of the background, context, and objectives of your research. A well-crafted introduction serves as a roadmap for the reader, outlining the significance of the study and establishing the foundation for the following chapters. The literature review maps the ground of antisocial behavior, school refusal, and, drawing psychological well-being on a rich array of studies that illuminate the relationships between these psychological constructs. From nuanced distinctions between conduct behavioral problem and school refusal impact on psychological well-being, this chapter synthesizes existing knowledge to pave the way for our exploration. This chapter outlines the specific objectives and hypotheses guiding our exploration. From unraveling the relationship between conduct behavioral problem, school refusal, and psychological well-being to examining the prevalence of conduct behavioral problem among young adolescents.

Adolescence is a period of remarkable transformation, encompassing physical, emotional, and cognitive changes that shape the foundation of one's adult life (Steinberg & Morris, 2001). It is a time of heightened vulnerability and opportunity, where individuals grapple with issues of identity, independence, and the challenges of academic and social integration. Yet, for a significant number of adolescents, this transitional phase can be fraught with adversity, with school refusal and conduct behavioral problems emerging as prominent concerns.

The transition from childhood to adolescence is marked by significant changes and challenges in an individual's life (Steinberg & Morris, 2001). Adolescents, typically aged between 10 to 19 years, undergo profound physical, cognitive, emotional, and social transformations (Sawyer et al., 2018). This period of development is crucial as it lays the foundation for their future well-being and success in adulthood (Sawyer et al., 2018). However, for some adolescents, this journey is fraught with difficulties that can have lasting consequences on their psychological well-being (Sawyer et al., 2018). It is a time when adolescents strive to establish their identities, navigate peer relationships, and grapple with the demands of academic life (Smith & Johnson, 2018). However, for a significant portion of adolescents, this journey is marred by a complex interplay of factors that can have far-reaching consequences for their overall well-being (Jones et al., 2020). One such issue that has garnered increasing attention in recent years is school refusal, a phenomenon where adolescents consistently avoid attending school (Brown & Williams, 2019). This behavior is often linked to a range of emotional and behavioral problems, including conduct behavioral problems, which in turn can have a profound impact on their psychological well-being (Garcia et al., 2021). One such complex issue that has garnered increasing attention from researchers, educators, and mental health professionals is school refusal (Egger, Costello, & Angold, 2003). Adolescence is a critical period of development characterized by various challenges, including school refusal, conduct behavioral problems, and psychological well-being issues (Kearney & Albano, 2004). Academic difficulties are a common struggle for adolescents. Low academic achievement and truancy are both risk factors for adolescents, and these negative factors can continue to perpetuate a cycle of academic underachievement.

School Refusal

School is the place where students acquire a good educational environment and learn different things (Kearney, 2011). School refusal refers towards student anxiety to go to school and feels difficulty to remain in the class for the whole day (Courtney, 2011). School refusal, defined as persistent avoidance of attending school or difficulty remaining in the educational environment, is a prevalent issue among adolescents involved in delinquent behaviors (Finning et al., 2019). School refusal, defined as the persistent avoidance of school attendance, presents a significant challenge for children, families, and educators (Elliott & Place, 2019). School refusal is increasingly becoming a common phenomenon among youth and adolescents. The common age of children school refusal is between 10 to 13 years, affect both boys and girls equally (Neville J King, 2001). School refusal can lead to various negative consequences for children, such as academic failure, social isolation, and deterioration of mental health. School refusal often leads to reduced interaction with peers and teachers, and increased time spent in unsupervised activities. The term "school refusal" refers to a child's drive refusal to go to school or trouble attending class all day. Due to the frequent increase in conflict, academic and legal issues, and conflicts with school, school refusal is a particularly devastating situation for many families. Conceptualizations based on the type of behavior can be challenging because the issue frequently comprises a large number of internalizing and externalizing behaviors (Smit et al., 2008). School refusal, characterized by a persistent and unjustified reluctance to attend school, is a complex phenomenon affecting 1.3% of children and adolescents worldwide. Its impact can be far-reaching, hindering academic progress, social development, and mental well-being Fortunately, a wealth of research

has shed light on the causes, risk factors, and effective interventions for this concerning issue (Sonuga-Barke et al., 2019).

According to Kring & Ollendick (2003) School avoidance driven by anxiety, depressive symptoms, or social phobia, manifested through physical complaints, refusal to go to school, or distress during school attendance and pattern of school non-attendance primarily driven by emotional distress, where fear, anxiety, or avoidance behaviors interfere with school attendance (Silverman et al., 2004). School refusal can be a symptom of underlying developmental disorders such as autism spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD) (Heyne et al., 2011).

School refusal is a common problem in many students seen by their parents, teachers, and health professionals. School refusal is an issue where a student refuses to attend school, frequently explicitly. Academic challenges, social anxiety, bullying, domestic violence, and traumatic events are just a few of the things that can cause students to refuse to attend school. Whenever experienced with the hope of having to go to school, those who seek out the security and comfort of home, and close with their parents, especially during school hours when showing feelings of anxiety, even though this may only manifest as unexplained physical symptoms do not exhibit severe antisocial tendencies aside from possible aggression when attempts are made to force school attendance (Havik, 2021). It represents a complex interplay of psychological, social, and environmental factors that significantly impact educational attainment and overall development. Underlying causes of school refusal may include anxiety, depression, academic difficulties, bullying, family problems, or a lack of perceived support within the educational setting (King et al., 2021). These factors create a negative cycle wherein

school refusal leads to reduced academic achievement, increased social isolation, decreased self-esteem, and an augmented risk of engaging in unlawful activity (Kearney, 2016).

This behavior is often linked with conduct behavioral problems among adolescents who may engage in rule-breaking behaviors such as absenteeism, truancy, and other activities.

Conduct Behavioral Problems

Conduct behavioral problems, encompassing a range of behaviors that deviate from societal norms and regulations, are highly prevalent among who engage in unlawful behavior and substantially disrupt their social, academic, and personal development (Moffitt, 2018). Conduct behavioral problems refers to a group of people having emotional and behavioral problems ignore by other people. Children facing Conduct Behavioral problems feel difficult to behave according to the society norms. Their behavior can be hostile and aggressive (Jachimowicz, 2017). Conduct behavioral problems manifest as aggression, rule-breaking, defiance, dishonesty, or other forms of antisocial conduct (Viding et al., 2019). Such behaviors hinder the establishment of positive relationships with peers and authority figures, further exacerbating psychological well-being challenges faced by adolescents (Odgers et al., 2020). Individual having Conduct problems issues shows behavioral evident Aggression with other peoples and animals, demolition of property, deceitfulness or theft and serious violations of rules and norms of society (Frick, 2016).

Conduct behavioral problems are a common issue among adolescents. Conduct behavioral problems can have negative consequences for youth's psychological and social well-being, academic achievement, and future life outcomes. Conduct problems can disrupt learning and academic performance, while academic struggles can exacerbate behavioral issues. A repetitive and persistent pattern of behavior in which the basic rights of others or major societal norms or rules are violated, as manifested by three or more of the following criteria within the past 12 months, and which is not attributable to a general medical condition (Ogundele, 2017).

Culturally specific patterns of behavior that violate societal norms and are associated with negative consequences in a particular social context (Tolan & Guerra, 2004). Patterns of behavior that is atypical for a child's age and developmental stage, and which cause significant distress or impairment in their daily life (Ginsburg & Gray, 2008).

Children with conduct behavioral problems are at a higher risk of developing various mental health disorders, such as depression, anxiety, and substance abuse, as well as encountering legal issues in their adult life. Conduct behavioral problems are associated with impulse control difficulties, empathy deficits, and difficulties in establishing positive relationships with peers and authority figures, which further compound the psychological well-being of adolescents (Pardini, 2008).

Psychological well-being

Psychological well-being is a broad concept that encompasses various dimensions, including satisfaction with life, emotional balance, personal growth, positive

relationships with others, and a sense of purpose and meaning in life. Psychology well-being refers to emotional as well as mental well-being, if students have good mental health they think clearly and positively, grow socially, and develop new skills (Liddle et al., 2015). By attaining a condition of balance influenced by both stressful and fulfilling life events, psychological well-being can be achieved (Ryff, 1995). Study showed that well-being can be seen as a continuum, ranging from flourishing to languishing, with varying degrees of positive and negative state of mind (Keyes, 2002).

Psychological wellbeing is subjective perception of how effectively one is functioning in life, encompassing aspects like personal growth, meaning in life, and self-actualization (Keyes, 2013). Proposes that individuals make decisions based on the anticipated value of potential outcomes, considering gains and losses differently (Kahneman's, 2011). Self-determination theory suggests that autonomy, competence, and relatedness are crucial for psychological well-being. When individuals feel free to make their own choices, experience mastery in their pursuits, and have strong connections with others, they are more likely to flourish and experience positive well-being (Deci & Ryan, 2000). The PERMA model proposes that positive emotions, engagement, relationships, meaning, and accomplishment are key pillars of a flourishing life. Focusing on these aspects can contribute to a sense of well-being and fulfillment (Seligman, 2011).

Well-being arises from the combination of feeling good and living well. Feeling good refers to experiencing positive emotions and satisfaction with life, while living well refers to functioning effectively in various life domains and maintaining good physical and mental health (Huppert, 2009). A multi-faceted evaluation of one's life,

encompassing both cognitive and affective aspects, including judgments of life satisfaction and experiencing positive emotions (Diener et al., 2009).

Academic achievement, interpersonal connections, and general health have all been found to be significantly impacted by a person's psychological well-being. Adolescents' psychological well-being, which is defined as being content with life and having a wide range of positive emotions, when combined with the absence of psychopathology, is associated with the greatest academic performance, social competence, and physical health, laying an effective basis for future success (Yasmin, 2015). The psychological well-being of adolescents is a critical aspect requiring special attention, as they often experience a myriad of emotional and psychological difficulties (Jaffee, 2017).

According to the study explores beyond hedonic well-being, examining six dimensions: positive affect, negative affect, vitality, relationships, meaning in life, and mastery and reveals cross-cultural differences in well-being profiles, highlighting the importance of considering multidimensionality (Huppert et al., 2013).

School refusal, conduct behavioral problems, and psychological well-being are interrelated issues among adolescents. School refusal is often a precursor to conduct behavioral problems, which ultimately impact the psychological well-being of the child. Factors such as family dysfunction, abuse, and trauma strongly influence these behaviors, and addressing them is crucial in preventing further delinquent behavior and promoting positive outcomes for these youth.

Literature Review

Study conducted by Brent et al. (2008) found that school refusal is more prevalent in adolescents. The study also found that school refusal is associated with conduct behavioral problems. Another study by Albano et al. (2004) identified specific risk factors for school refusal among, who faced behavioral problems, family problems, and negative attitudes towards school. Study showed that Muehlenkamp et al. (2007) adolescents who refused to attend school were more likely to engage in conduct behavioral problems, such as substance abuse, which in turn negatively impacted their psychological well-being. According to Silva et al. (2022) found that dysfunctional family environments, characterized by conflict, poor communication, and lack of parental support, were significantly associated with school refusal. The study also identified specific aspects of family functioning, such as parental warmth and control, that played a more prominent role in influencing school refusal.

Study found that early adolescents exhibit varying patterns of school attendance, with some experiencing temporary phases of refusal while others show more persistent difficulties. School refusal rates were slightly higher for girls and students from disadvantaged backgrounds (Bradshaw et al., 2011). Another study investigated that middle-aged children experiencing school refusal often have strained relationships with their parents, characterized by low levels of monitoring and inconsistent support. Parental harshness and conflict further elevated the risk of refusal (Kearney et al., 2009). Also different study highlighted the unique challenges faced by migrant children regarding school refusal. Cultural differences, language barriers, and social isolation can exacerbate existing anxieties and lead to avoidance of school (Singh et al., 2016). And Kearney &

Silverman (2008) Identified through interviews that negative peer interactions, including bullying, social exclusion, and lack of supportive friendships, can significantly contribute to school refusal, particularly for children with pre-existing anxieties or learning difficulties. Another study found that a negative school climate, characterized by bullying, violence, and disciplinary issues, is strongly linked to higher rates of school refusal across diverse student populations (Bradshaw et al., 2013). According to Singh et al. (2014) established a strong connection between difficulties managing emotions, particularly anxiety and anger, and school refusal. Inability to cope with strong emotions often leads to avoidance of situations that trigger them, including school environments. Another study revealed that low academic self-confidence and a belief in one's own inability to succeed in school is a significant predictor of school refusal. These feelings of academic inadequacy foster fear of failure and avoidance of schoolwork and exams (Xu et al., 2019).

Another study suggests that the negative long-term effects of school refusal, including academic difficulties, social isolation, mental health problems, and decreased employment opportunities. Missed school days and disrupted learning lead to academic decline, while social isolation can exacerbate existing mental health issues and impact social development (Hayne et al., 2012). Study found that individuals with a history of school refusal face greater challenges obtaining stable employment and may experience lower income levels in their adulthood (Heyne et al., 2014). Also study suggested a potential link between school refusal and increased risk of engaging in criminal activities later in life. However, the study emphasizes the need for further research to clarify the complex factors involved (Xu et al., 2020). According to Singh et al. (2019) explored the

difficulties individuals with a history of school refusal may face in developing and maintaining romantic relationships. Social anxieties and low self-esteem can hinder their ability to connect with potential partners. Study shows that experiencing school refusal can negatively impact self-esteem and social identity, leading to feelings of isolation, inadequacy, and shame. Social interactions and peer acceptance become particularly challenging (Kearney & Silverman, 2009).

According to a study conducted by Albano et al. (2004), psychological problems including fear, hopelessness, and other issues are frequently experienced by students who refuse to go to school. School refusal and truancy is associated with poor outcomes of students, which includes low academic performance low academic achievement and low socio emotional development (Daniels et al., 2003) .One study show that school refusal and mental health issues are two way process, explored the relationship between mental health and school refusal and truancy. Child mental health was found to be a significant predictor of later refusal, while school refusal was also linked to mental health outcomes (Ford et al., 2018). Study show that attendant behavior of the anxiety and depression experience by the students has been refers as school refusal, school avoidance, or school phobia. And students leave school without their parents knowledge are often engage in illegal behaviors (Fremont, 2003).

Studies indicate that school refusal has short-term and long-term negative intimation (Henry, 2007). Study explains that School dropout rates increase the probability of criminal activity. School refusal is estimated to affect 2-5% of school-age children and adolescents (Heyne et al., 2018).

School refusal can have negative consequences on academic performance, social development, and mental health (Wimmer, 2009). Study by Langer et al. (2003) found that family conflict and low levels of parental support were related to increased school avoidance in a sample of high school students. Children and adolescents who exhibit school refusal often experience significant emotional distress and have a higher risk of developing long-term psychological problems (Heyne et al., 2019). Furthermore, school refusal is linked to poor academic outcomes, which can exacerbate psychological problems (Henry et al., 2012). The study found that children who refused to attend school had a significantly higher rate of conduct behavioral problems than those who did not. The study also found that the severity of school refusal was positively correlated with the severity of conduct behavioral problems. Similarly, Stoolmiller et al. (2005) found that school refusal was a significant predictor of conduct behavioral problems among a sample of court-involved adolescents .Kearney (2008) found that among a sample of elementary school students, those who exhibited school refusal were more likely to experience academic difficulties and negative school experiences. The education system in Pakistan is insufficient and many young people are dropped out from school and receiving low quality education. The bad educational system can refer to frustration, dissatisfied aspirations, and a deficiency of prospects for the future, which will lead to the development of conduct behavior problems (Sarwar, 2021).

Study shows that children from low-income families may face economic hardships, limited access to quality education, and neighborhood disadvantage, which can increase the risk of school refusal and conduct behavioral problems (Gershoff et al., 2007). Students who receive support from their parents and teachers and who feel a sense

of belongingness in their school environment is less likely to experience school refusal (Skedgell et al., 2015). A study by Suárez (2001) found that school refusal was significantly associated with externalizing problems, such as conduct, aggression, among immigrant and refugee adolescents. Similarly, Chiu et al. (2016) found that school refusal was positively correlated with conduct behavioral problems and increased depressive symptoms among adolescents.

Study conducted by Heyne et al. (2001), they found that conduct behavioral problems were significantly associated with school refusal, and this association was stronger among boys than girls. Similarly, Kearney et al. (2008) determined that conduct behavioral problems were a significant predictor of school refusal in both male and female adolescents. Owens et al. (2014) findings revealed a significant positive association between school refusal and conduct behavioral problems. In addition, both school refusal and conduct behavioral problems were associated with higher levels of anxiety, depression, and anger. Another study found that poor emotion regulation and social skills mediated the relationship between school refusal and externalizing behaviors. This suggests that children who struggle with managing their emotions and interacting appropriately with others might be more prone to both school refusal and exhibiting conduct problems (Kauer et al., 2019).

Sample of 471 school-refusing children and adolescents findings suggest that school refusal is often associated with a range of conduct behavioral problems, including defiance, aggression, and substance use. Moreover, they found that school refusal can lead to a variety of negative mental health outcomes, including anxiety disorders, depression, and suicidal ideation (Albano et al., 2004). Heyne et al. (2012) suggests that

disruptive behaviors and aggression associated with conduct problem can lead to conflict at school and ultimately school avoidance in some cases. However, the review highlights the limited research and the need for more studies to understand the specific dynamics between conduct problem and school refusal.

Conduct behavioral problems are also prevalent among teenage students and can have significant negative consequences, including academic failure, social rejection, and involvement in illegal activities (Dodge et al., 2006). Another study conducted by Burke et al. (2010) on the conduct behavioral problems of 439 students in grades 3 to 5 shows that boys were significantly more likely than girls to refer for behavior problems, and that they were more likely to receive disciplinary action. Maughan et al. (2004) found that among a sample of adolescents, poor peer relationships were significantly related to both school refusal and conduct behavioral problems. Lack of social support and positive peer relationships have also been associated with conduct behavioral problems (Wright et al., 2013). Another study by Egger et al. (2003) found that conduct behavioral problems and school refusal were linked to parental behaviors like strict parenting and a lack of parental support. Study showed that conduct behavioral problems in children are associated with subsequently external issues like crime and drug usage (Erskine et al., 2014).

According to Dishion et al. (2019) shows warm and supportive family environments with clear expectations and effective communication can protect adolescents from conduct behavior problem. Conversely, chaotic and conflict in family characterized by harsh discipline or neglect increase the risk. Parent-child bonding and positive interactions are crucial for fostering pro-social behavior in adolescents. Study

shows that adolescents who experience cyber bullying are more likely to engage in offline aggression, delinquency, and substance abuse. Online environment enables anonymity and wider reach, exacerbating aggressive tendencies and amplifying harmful consequences. Victims of cyber bullying are at increased risk for depression, anxiety, and low self-esteem, further fueling the cycle of antisocial behavior (R.S. Tokunaga, 2019). According to study shows that conduct behavior problem negatively affects academic performance through various channels, including poor classroom engagement, frequent disruptions, and conflict with teachers and peers. Difficulty in following rules, impulsivity, and lack of focus hinder learning and contribute to lower grades and increased absenteeism also conduct behavior problem often leads to social isolation, further inhibiting positive academic interactions and support networks (Connor & Epstein, 2018).

Additionally, studies have indicated that children with conduct behavioral problems are more likely to experience interior issues like feel helpless and feeling anxious (Caspi, 1998). Another study Zhang et al. (2016) found that positive family functioning was associated with higher psychological well-being and lower conduct behavioral problems among Chinese adolescents. According to another studies individuals from lower SES backgrounds are at a higher risk of engaging in conduct behavioral problems (Wadsworth et al., 2008). Lower SES environments often lack access to resources, such as quality education, stable employment opportunities, and supportive social networks, which can contribute to the development of conduct behavioral problems (Duncan et al., 2012).

Another study, found a 5-10% prevalence of conduct problems in children aged 5-15 in Western countries. This translates to millions of children worldwide struggling with these difficulties. Interestingly, boys displayed higher rates (8-12%) compared to girls (2-5%). This suggests a potential interplay of biological and social factors contributing to the gender disparity (Loeber & Farrington., 2001). One of the important reasons of Conduct Behavioral problems in Pakistan's teenage is the breakdown of the family unit. The family system in Pakistan was very strong, and the extended family system gives a support system to young people while growing up. Due to update and suburbanization, the family system has come to an end to exist in many urban areas, cause isolation and a deficiency of support in young people from their families. Due to which young people feel disconnected from their family and more susceptible to engage in deviant behaviors (Bukhari, 2009). Another study provided stark evidence of this, finding a strong association between childhood conduct problems and adult criminal behavior. This underscores the potential societal impact of these issues and the importance of early prevention and intervention programs (Reef et al., 2010).

According to study found association with pro-social peers who engage in healthy activities and demonstrate positive conflict resolution skills can protect against engaging in antisocial behavior. Social groups characterized by aggression, substance use, and risky behavior can exert strong peer pressure, normalizing and reinforcing antisocial tendencies. Identifying and supporting positive peer relationships early on can promote pro-social development and mitigate the influence of negative peer groups (Masten, 2015). Poor social skills, such as difficulty communicating effectively, resolving conflicts constructively, and showing empathy, can mediate the link between antisocial behavior

and academic struggles. Deficient social skills hinder positive classroom engagement, impede collaboration, and limit access to academic support from peers and teachers. Programs that develop skills in communication, conflict resolution, and social-emotional learning can improve academic outcomes by reducing antisocial behavior and fostering positive social interactions (Brendgen & Bukowski, 2017).

Another contributing factor is poverty. Many young people in Pakistan live in poverty, which can result in a lack of access to education, healthcare, and other essential services. This can lead to feelings of hopelessness, frustration, and anger, which can manifest in deviating behaviors (Qureshi, 2012). Violence in society of Pakistan is a contributor to conduct behavior in adolescents. The country has experience different forms of violence, which include terrorism, domestic violence, and sexual abuse. Violence can show the feelings of anger, anxiety, and depression, which can lead to deviating behaviors (Khan, 2014).

Study show that Family related conferrer includes poverty, family dispute, parental education, parental attitude toward education, and involvement in their children's school (Malcolm et al., 2003). According to another study, factors outside of the formal educational setting affect the frequency that children drop out of school, include poverty, living with a single-parent household, parents' employment position, and parental education factor for refusing the school (Momo et al., 2018). The research shows that the school refusal is defined as a continuous avoidance of attending school or difficulties remaining in school for the whole day and is often associated with a range of negative consequences, including academic difficulties, social isolation, and mental health disorder. Research has shown that school refusal is also linked to the development of

conduct behavioral problems among adolescents (Atkinson, 2006). Research has shown that school refusal is linked to the development of conduct behavioral problems among adolescents.

Similarly, in a study by Taylor et al. (2013), conduct behavioral problems were found to be positively correlated with school refusal in a sample of adolescent males. Study by Pereira et al. (2011), it was found that participants who exhibited school refusal had significantly higher levels of conduct behavioral problems, including aggressive behavior, disobedience, and stealing. Another study investigated the long-term relationship between externalizing problems and school refusal. The study found that children with conduct behavior at baseline were more likely to experience school refusal five years later. This suggests that externalizing problems may act as risk factors for school refusal in the long term (Kauer et al., 2015).

Conduct behavioral problems are defined as a variety of behaviors that violate social norms, including aggression, substance abuse, theft, and mischief. These behaviors can have serious outcomes for the individual and society. Children who engage in conduct behavioral problems are more likely to have academic difficulties and involvement in the criminal justice system (Shute et al., 2015). One study shows that children who displayed school refusal were more likely to develop conduct behavioral problems than children who did not show this behavior. This link between school refusal and conduct problems was found even after controlling the variables such as age, gender, and socioeconomic status (Avvisati, 2010). Another study also found that the link between school refusal and conduct behavioral problems was stronger for boys than for girls (Malcolm et al., 2003). Study shows that by addressing school refusal, we can

reduce the risk Factors of conduct behavioral problems and improve outcomes for children and adolescents (Seeley, 2006).

Conduct Behavioral problems refer to a range of behavioral problems that children and adolescents may show that negatively impact their ability to function effectively in social and academic settings. These behaviors may include defiance, aggression, theft, lying, and vandalism, among others (Karin, 2019). Study explain Conduct behavioral problems is defined as a child or young continuously (over several months) perform antisocial acts that cause distress and social damage to themselves, and disruption and damage to others and to the society (Englert, 2011). Children with Conduct Behavioral problems may have difficulties with impulse control, emotional regulation, and problem-solving skills. They may struggle to follow rules, respect authority figures, and maintain healthy relationships with peers (Kivi, 2017). Adolescents who engage in conduct behavioral problems often exhibit challenging behaviors both in and out of the school context. Such behaviors may include defiance of authority figures, aggressive outbursts, property destruction, truancy, and involvement in delinquent activities (Kazdin, 2000).

One study found that the adolescents who show conduct behavioral problems had higher rate of depression, anxiety, and suicidal ideation than adolescents who did not exhibit these behaviors (Weise et al., 2013). Study show that Conduct Behavioral problems in school boys have long been a subject of research and concern for educators and mental health professionals. Studies have shown that boys are more likely than girls to show externalizing behavior issues, such as aggression, defiance, and hyperactivity,

violence, which result in disciplinary action and poor academic performance (Mohler et al., 2016).

Conduct behavioral problems have been found to be associated with various negative psychological outcomes, which can further exacerbate unlawful behaviors (Vazsonyi et al., 2018). Psychological well-being has also been linked to school refusal and conduct behavioral problems among adolescents students. Furthermore, negative school experiences, such as peer rejection and school disengagement, have been associated with both poor psychological well-being and conduct behavioral problems (Bergman et al., 2015). Another studies Fite et al. (2018) reported that poor psychological well-being, encompassing both internalizing symptoms (e.g., depression, anxiety) and externalizing symptoms (e.g., aggression, rule-breaking), was associated with conduct behavioral problems among adolescents.

Study identified family support as a key protective factor for adolescent well-being, with higher support leading to greater life satisfaction and lower levels of depressive symptoms (Khan et al., 2021). Study investigated that long-term relationship between healthy lifestyle (diet, physical activity, smoking) and well-being over ten years. Finds that healthy lifestyle significantly improves mental health and well-being, supporting preventative approaches (Stankunas et al., 2022). Another study examines the link between gratitude and well-being through randomized controlled trials and shows that gratitude interventions significantly increase happiness, life satisfaction, and optimism (Emmons & McCullough, 2003). According to another research on mindfulness as a potential pathway to increased well-being and study finds evidence that mindfulness practices reduce stress, enhance emotional regulation, and improve overall

mental health (Brown & Ryan, 2003). Additionally study found that positive peer relationships were associated with better academic performance and psychological well-being, while negative peer relationships were linked to lower academic achievement and increased emotional distress (Ahmad et al., 2014).

The interplay between School Refusal, conduct behavioral problems, and psychological well-being among adolescents necessitates a comprehensive examination to identify the mechanisms and risk factors involved (Hawes et al., 2019). For instance, school refusal can lead to increased social isolation, reduced self-esteem, and heightened anxiety (Heyne et al., 2004), whereas conduct behavioral problems, such as aggression and rule-breaking, can generate conflicts with peers and authority figures, exacerbating psychological difficulties (Pardini, 2008). The resulting negative psychological well-being may further reinforce the continuation of prohibited behaviors, perpetuating a cyclical pattern of adverse outcomes (Salekin, 2008). School refusal can substantially impact psychological well-being and may be related to anxiety, depression, low self-esteem, and social withdrawal.

The interconnectedness between school refusal and conduct behavioral problems among adolescents underscores the need for a comprehensive understanding and targeted interventions (Egger et al., 2017). School refusal may serve as a precursor to conduct behavioral problems, as it limits the opportunities for socialization, academic engagement, and skill development that are essential for positive behavioral adjustment (Finning et al., 2019). Also another study revealed a positive association between a positive school climate and academic achievement as well as psychological well-being. Bullying and teacher negativity were identified as detrimental factors (Iqbal et al., 2020).

Additionally, conduct behavioral problems may contribute to increased school refusal by creating an aversive environment characterized by bullying, conflict with peers, or strained relationships with teachers (King et al., 2021). According to a study (Nakasone et al., 2015), individuals with high levels of psychological well-being are less likely to engage in delinquent behavior, while those with low levels of psychological well-being are more likely to experience conduct behavioral problems and school refusal.

A study by (Reyes et al., 2021) showed that psychological well-being was negatively associated with conduct behavioral problems among adolescents. Furthermore, a study by (Yilmaz et al., 2021) examined the relationship between psychological well-being and school refusal among Turkish adolescents. The study found that psychological well-being was negatively associated with school refusal, indicating that students with higher levels of well-being were less likely to engage in school refusal. Negative correlation between psychological well-being and conduct behavioral problems, suggesting that poorer well-being was associated with higher levels of conduct problems (Hawes et al., 2006).

Research show that adolescents who show Conduct Behavioral problems are at risk for a range of negative outcomes. These issues can have a negative impact on the psychological well-being of the adolescent (Barry et al., 2011). Study by Maughan et al. (2004) found that adolescents from dysfunctional family backgrounds were more likely to experience emotional distress in the presence of conduct behavioral problems. Psychological well-being encompasses emotional, social, and cognitive dimensions (Keyes, 2006). Study shows that children with school refusal tend to score higher on neuroticism and introversion, while extraversion scores are lower. This suggests that a

tendency towards negative emotions, anxiety, and a preference for solitude may contribute to school avoidance (Silva et al., 2019)

Study B. King et al. (2015) suggests that school refusal has a significant effect on the psychological well-being of adolescent who are involved in negative behavior. Study also suggests that conduct behavioral problems tend to exacerbate the effects of school refusal on psychological well-being. Study report that school refusal is a common and problematic issue among adolescents, and it likely contributes to their overall poor outcomes. Study shows that children with school refusal for 10 years, finding they were at higher risk for academic difficulties, substance abuse, and mental health problems compared to peers (Kearney, 2008). Study Silva et al. (2018) shows that school refusal is associated with significant impairments in social and emotional functioning, including lower self-esteem, poorer social skills, and increased loneliness. The experience of school avoidance can further reinforce negative self-perceptions and limit opportunities for social interaction, creating a vicious cycle.

Psychological well-being is an individual's subjective perception of their emotional and mental health. It involves experiencing positive emotions, feeling satisfied with one's life, and having a sense of purpose and meaning (Diener, 2000). The psychological well-being involves having positive relationships, feeling confident and competent, and being able to cope with stress and adversity (Ginsberg, 2009).

Individuals with high levels of psychological well-being are more resilient to mental health problems and are more likely to have better physical health, better relationships, and greater overall life satisfaction (Berger, 2009). Positive psychological

factors have strong relation with good health and Negative psychological factors have strong relation with poor health (WHO, 2009). Additionally, research has shown that psychological well-being can be a protective factor against school refusal. Students who report higher levels of psychological well-being are less likely to exhibit school refusals (Moya et al., 2021). Another study found that girls generally exhibited higher emotional intelligence compared to boys, which was associated with better psychological well-being. However, girls also reported higher anxiety levels (Majeed et al., 2019).

Another study found that adolescents with Conduct Behavioral problems were at increased risk for substance abuse and dependence, which can also have negative implications for psychological well-being (Englert, 2011). Another study by Mohler et al. (2016) show that the link between externalizing behavior problems in boys and their psychological well-being. The study shows that boys who exhibited conduct behavioral problems were at higher risk for depressive symptoms, anxiety, and stress.

Research suggests that school refusal and conduct behavioral problems often co-occur, and both are associated with poorer mental health outcomes. Moreover, school refusal may serve as a precursor to conduct behavioral problems, and both may reflect underlying psychological difficulties that require attention in order to improve overall well-being. (Wu et al., 2018)

Theoretical framework

Problem Behavior Theory

Problem Behavior Theory (PBT), developed by Jessor (1977), is a comprehensive framework that sheds light on the complex dynamics between individual, social, and

environmental factors in the context of problem behaviors such as school refusal, conduct behavioral problems, and their impact on psychological well-being. This theory underscores the importance of understanding the multifaceted nature of these behaviors and how they interact.

School refusal, a manifestation of problematic behavior in the educational context, can be elucidated through the lens of PBT. According to PBT, individual factors play a crucial role in school refusal. For instance, a child experiencing high levels of anxiety may be more prone to refusing school attendance due to fear or avoidance of social situations and academic stress (Eisen et al., 2007). Furthermore, individual coping skills, self-esteem, and emotional regulation are central to this behavior. Socially, PBT highlights the influence of peers and family dynamics. Peer pressure or experiences of bullying at school can significantly contribute to a child's reluctance to attend school (King et al., 2001). Family issues, such as parental conflict or a lack of emotional support, can also be drivers of school refusal. In addition, the school environment itself, characterized by academic challenges or a lack of supportive resources, can exacerbate the problem (Kearney & Albano, 2004). Turning to conduct behavioral problems, PBT suggests that these behaviors result from a combination of individual, social, and environmental factors. Individual traits like impulsivity, low self-control, or a deficiency in empathy can make individuals more susceptible to engaging in disruptive behaviors. Socially, associating with deviant peer groups can foster conduct issues. Additionally, inconsistent discipline and parenting practices can exacerbate these behaviors. Environmentally, PBT acknowledges the role of neighborhood influences, such as high

crime rates or exposure to violence, in shaping conduct problems .Limited access to positive role models and community resources can further amplify these issues.

PBT recognizes that these problem behaviors have a detrimental impact on psychological well-being. School refusal can lead to heightened anxiety and depression, as students miss out on critical social interactions and educational opportunities (Egger et al., 2003). Conduct problems, characterized by aggression and defiance, can result in feelings of guilt, shame, and isolation, adversely affecting an individual's emotional state. Moreover, these behaviors can lead to legal consequences and strained relationships, causing additional stress and emotional distress.

Rationale

The purpose of this study is to identify the relationship between School Refusal, Conduct problems psychological well-being among adolescents because most studies tend to focus on one or two variables rather than examining all three in Pakistan. So, this research can help fill the gap in the literature either School refusal issues involve developing Conduct behavior issue and psychological wellbeing among adolescents how these factors interact with gender because gender plays a crucial role in shaping an individual's life experiences and outcomes, including their propensity for conduct behavioral problems.

School Refusal is a common problem among adolescents that involves an extreme reluctance or refusal to attend school. It can stem from a variety of factors including, anxiety, stress, social problem, family issues or learning difficulties. These issues can

manifest in physical complaints such as headaches or behavioral problems such as tantrums or defiance (Kawsar, 2022).

Another study also shows that link between school refusal and conduct behavioral problems was stronger in boys than for girls (Malcolm et al., 2003). Another study found that having one child with difficulties with delinquency, aggressiveness, or conduct behavioral problems increase the chances that other children in the family will exhibit those behaviors. The rate of child delinquency is correlated with parenting failures. (Lau et al., 2012)

Conducting this research in Pakistan is particularly important due to the unique cultural and societal factors that shape the experiences and perceptions of adolescents. By investigating the impact of school refusal, conduct behavioral problem on the psychological well-being of adolescents in Pakistan, and this study can help us understand how different cultures experience conduct problems and school refusal and what might happen as a result.

In conclusion, this research endeavor aims to fill the existing gap in the literature by investigating the relationship between School refusal, conduct behavioral problem and psychological well-being in Pakistan, this study can contribute to a better understanding of the psychological well-being of individuals in Pakistan

Objectives

1. To investigate the relationship between school refusal, conduct behavioral problems and psychological well-being among adolescents.
2. To explore the relationship between demographic variable(gender, parents present status) and study variable (school refusal, conduct behavioral problems and psychological well-being)

Hypotheses

1. There will be a positive relationship between school refusal and conduct behavioral problem among adolescents.
2. There will be a negative relationship between school refusal and psychological well-being among adolescents.
3. There will be a negative relationship between conduct behavioral problem and psychological well-being among adolescents.
4. Demographic such as gender, parents present status (alive or died) may have an effect on the relationship of the study variables (school refusal, conduct behavioral problems and psychological well-being).

Chapter-2

Methodology

This chapter contains the aim and objectives of the current study as well as the rationale of study. The study design, settings for the current study, sampling techniques, sample size and characteristics of the participants and selection of the participants are also discussed in this chapter. The chapter also discusses the methodological viability of participant enrollment, data collection procedures, and questionnaire/scale administration. This chapter also carefully examines the ethical considerations made during sample selection, including participant and data confidentiality, ethical agreements, and other important issues. At the end of this chapter is a description of the statistical analysis process, which includes a review of the assumptions made for the tests that are employed.

Research Design

The research design for this study was cross-sectional. By using this design, the researchers aimed to examine the relationship between school refusal and conduct behavioral problem among adolescents.

Ethical Considerations

All participants gave their informed consent, confirming that they were willing to take part in the study. Participants had the opportunity to ask questions and fully understand the nature of their involvement. Any information that may be used to identify

an individual was kept apart from the study data and retained securely. The data was only accessible to the scientists who were directly involved in the study.

Participants were also made aware of their right to leave the research at any moment without penalty or unfavorable effects. This further assured that their decision to participate was wholly their own and was based only on their own free will. A dedication to performing the research ethically was further demonstrated by the project receiving ethical approval from an ethical review committee. To preserve the integrity and validity of the study findings as well as the rights, wellbeing, and privacy of the participants, it is crucial to abide by these ethical principles. This research study emphasizes the crucial relevance of preserving the rights and welfare of the participants by keeping strict ethical standards.

Ethical considerations are crucial in safeguarding the well-being and privacy of the individuals involved. Following ethical criteria guarantees that each participant gives their informed permission after receiving full disclosure about the study's objectives, methods, potential dangers, and benefits. Additionally, measures are taken to protect the confidentiality and anonymity of the participants, ensuring that their personal information and data remain secure and cannot be traced back to them. Respecting participants' rights and ensuring their well-being fosters a trusting relationship between researchers and participants. It encourages open and honest participation, leading to more accurate and reliable data collection. Moreover, ethical considerations contribute to the transparency and integrity of the research process, promoting the credibility and validity of the study's findings. The researchers' commitment to ethical conduct enhances the overall quality and trustworthiness of the study, allowing for meaningful conclusions and implications to

be drawn from the collected data. In conclusion, upholding ethical standards in research is essential for protecting participants' rights, maintaining confidentiality, and promoting trust and transparency. By adhering to these ethical principles, this study ensures the integrity of the research process and contributes to the credibility and reliability of the study's results.

Sample

In this research, 235 male and female adolescents' participants were taken to complete the questionnaire with an age range of 13 to 18 years. The research sample of 235 participants was from different educational institutions of Pakistan. G-Power software was used to calculate accurate sample size.

Inclusion

- Both male and female were included in this research.
- The study specifically focused on individuals aged 13-18 years

Exclusion

- Participants who never take admission or never attend the school will be excluded from the research sample.

Sampling technique:

The sample was selected through the convenient sampling technique from different Schools and colleges of Pakistan, who represented the adolescent's population

Instruments

School refusal assessment scale (Kearney and Silverman, 2002)

Christopher Kearney and Wendy Silverman developed scale and it was published in 2002. The scale was designed as a Psychological assessment tool to assess and evaluate school refusal symptoms in children aged 6 to 17 years old and identify why they are refusing to attend school. Scale presented on a Likert scale ranging from 0 to 6 and 24 items and Urdu version was used. Items SRS has a reliability coefficient of 0.93.

SDQ Strengths and Difficulties Questionnaire (Goodman et al., 2010)

The scale is developed by (Goodman et al, 2010) for conduct behavioral problems 25 items are divided between 5 scales for 4-17 year olds. Urdu version was used. Test-retest reliability is 0.85. The measure is rated on a 3 point scale 0 = “not true”, 1 = “somewhat true” and 2 = “certainly true”.

Stirling Children wellbeing Scale SCWBS (Liddle & Carter, 2015)

A scale by (Liddle & Carter) in year 2015, this scale measures the emotional and psychological well-being in children of age range 8-16 years, this scale consist of 14 items, Urdu version was used and this scale is likert scale having 5 options from 1 to 5 (strong agree to strong disagree) . Cranach’s alpha reliability is 0.91.

Procedure

Firstly permission to use the study scale was taken from the authors and after getting permission from the authors then scales was used in the study and Institutional approval was taken for data collection. The study involved data collection from

adolescents aged between 13 and 18 years, through a convenient sampling technique. Before their involvement, each participant received a consent form and a comprehensive explanation of the study's objectives, procedures, and rights, including the right to withdraw from the study at any point ensure that their identities will remain confidential, and demographic sheet along with the three study questionnaires was used for the collection of data. The average time for data collection from each participant would be 15-20 minutes.

Data was analyzed through SPSS. Statistical analysis allowed for the exploration of potential associations or correlations between School refusal, Conduct Problems, and Psychological well-being in the sample of participant.

Chapter-3

Results

This study aimed to find out the relationship between the School refusal, Conduct Behavioral Problems, and Psychological well-being among adolescents. The data of adolescents (N=235) has been collected from different schools and colleges.

Means and standard deviations were computed as descriptive statistics to offer an overview of the data and to summarize the characteristics of the research participants. Furthermore, the study assessed the reliability of the measurement scales used to assess School refusal, conduct behavioral problem, and psychological well-being. Reliability analysis, such as Cronbach's alpha, was conducted to evaluate the internal consistency of the measurement instruments and ensure that they were reliable measures of the constructs under investigation.

In addition to descriptive statistics and reliability analysis, spearman correlation coefficients were computed to examine the relationships between School refusal, conduct behavioral problem, and psychological well-being. This statistical technique allows for the quantification of the strength and direction of associations between variables, providing insights into the potential connections among the study variables.

By employing these analytical techniques, the study aimed to provide a comprehensive understanding of the relationships between School refusal, conduct behavioral problem, and psychological well-being among adolescents. The findings from the analysis will contribute to the existing knowledge on the topic and may have

implications for interventions and support strategies aimed at promoting students' psychological well-being and addressing the challenges they face during their academic journey.

Table 1

Demographic characteristics of the participants

Characteristics	Categories	<i>f</i>	%
Gender	Male	117	49.8
	female	118	50.2
Age	14	13	5.5
	15	33	14.0
	16	98	41.7
	17	62	26.4
	18	29	12.3
Family members	2-3	3	1.3
	4-5	74	31.5
	6-7	101	43.0
	8-9	42	17.9
	10-11	15	6.4
No. in siblings	1	83	35.3
	2	60	25.5
	3	52	22.1
	4	24	10.2
	5	8	3.4
	6	8	3.4

Monthly income			
	10,000-30,000	69	29.4
	30,000-60,000	60	25.5
	60,000-90,000	34	14.5
	90,000-3lac	71	30.2
	other	1	.4
Parents are alive			
	No	12	5.1
	Yes	223	94.9
Live with			
	Mother	13	5.5
	father	1	.4
	both	214	91.1
	other	7	3.0

Note: f= frequency, % = Percentage

Table 1 shows the frequency and percentage of demographic variables. The variables includes the Adolescent's gender, age of participant, family members, no. of siblings, monthly income, parents alive, primarily live with.

The above table shows that female percentage of responses higher (%=50.2) then male (%=49.8). Majority of participants fall within the 16 year-old range, comprising (%=41.7) of the total sample. Family structures vary, but according to the result most of the participants had 6-7 family members (%=43.0). Many participants reported being first number in sibling (%=35.3), and lower percentage of 5 and 6 number in sibling (%=3.4)

Most of the participants in the study monthly income of the families showed fell into the 1lac-3lac which mean high status category percentage higher(>=30.2) than (higher-middle) 60,000-90,000 (>=14.0). The table also exhibits that majority participants reported having both parents alive (>=94.9). Most of participants lived with both parents (>= 91.1), while a lower percentage lived with others (>=3.0).

Table 2

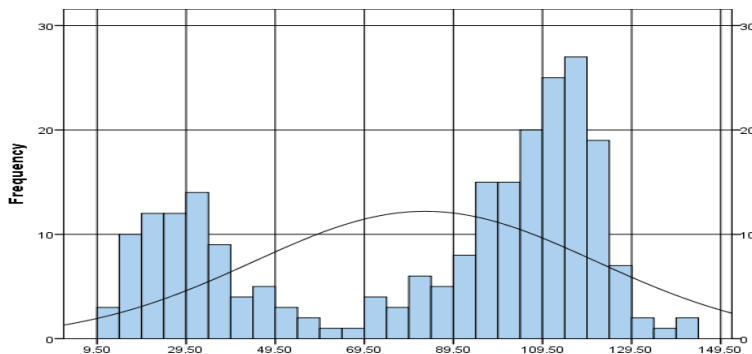
Psychometric Properties of Scales

Scale	n	M	SD	Range		α
				Actual Range	Potential Range	
SRS	24	83.03	38.36	12-141	0-144	.98
SDQ	25	4.52	2.86	00-25	0-50	.75
SCWBS	15	38.84	14.64	16-74	15-75	.95

Note: N= no. of items, M= mean, SD= standard deviation, α = alpha reliability, SRS= School refusal scale, SDQ= Strengths and Difficulties Questionnaire, SCWBS= Stirling Children's Wellbeing Scale

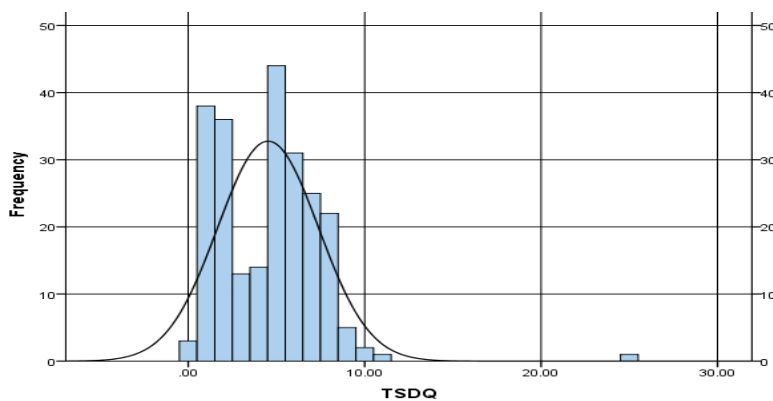
Table 2 intends that psychometric properties for the three scales used in this study. The Cronbach's α value for School refusal scale was (α = .98) which shows high level of internal consistency. The Cronbach's α value for SDQ Strengths and Difficulties Questionnaire was (α =.75) which also shows high internal consistency. The Cronbach's α value for Stirling Children's Wellbeing Scale was (α =.95) which also shows high internal consistency which mean all scale that were used in study reliabilities are acceptable and good.

Figure 1 Normality Test

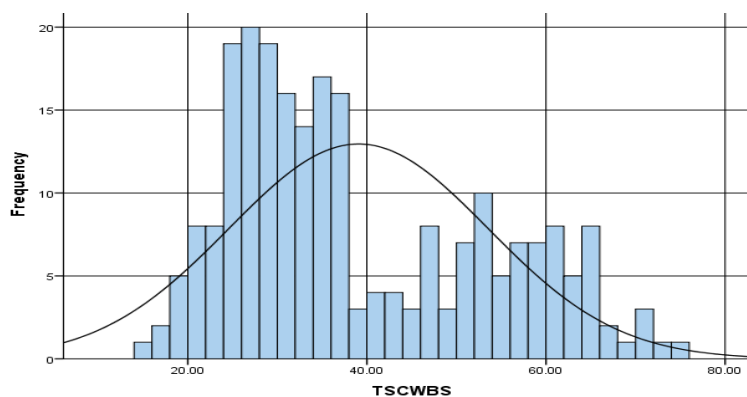


This figure demonstrates the distribution of School refusal scale skewness and kurtosis shows the distribution of school refusal participants is not-normal distribution.

Figure 2 Normality Test



This figure demonstrates the distribution of Strengths and Difficulties Questionnaire (SDQ) skewness and kurtosis shows the distribution of Conduct problem participants is not-normal distribution.

Figure 3 Normality Test

This figure demonstrates the distribution of Stirling Children's Wellbeing Scale (SCWBS) skewness and kurtosis shows the distribution of Psychological wellbeing of participants is not-normal distribution

Table 3

Descriptive statistics: Mean, Median, Mode, SD, Skewness, Kurtosis, K-S

<i>Measures</i>	<i>M</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>	<i>KS</i>	<i>P</i>
SRS	83.03	100.0	117.0	38.36	-.58	-1.25	.191	.000
SDQ	4.52	5.00	5.00	2.86	1.56	9.68	.139	.000
SCWBS	38.84	34.0	25.0	14.64	.58	-.92	.164	.000

Note: M= Mean, SD= Standard Deviation, K-S= Kolmogorov-Smirnov, p= K-S significance value, SRS= School refusal scale, SDQ= Strengths and Difficulties Questionnaire, SCWBS= Stirling Children's Wellbeing Scale

The table 3 presents descriptive statistics for three measures: School refusal scale (SRS), Strengths and Difficulties Questionnaire (SDQ), and Stirling Children's Wellbeing Scale (SCWBS). In analyzing the SRS data, a slightly left-skewed distribution is observed with a skewness value of -0.58, indicating a tendency for lower values. The kurtosis value of -1.25 suggests a moderate level of peakedness in the distribution. The Kolmogorov-Smirnov (KS) statistic of 0.191 and a p-value of 0.000 reveal a significant difference between the observed data and the theoretical distribution. For SDQ, a moderately positively skewed distribution (skewness = 1.56) with high peakedness (kurtosis = 9.68) is evident. The K-S test shows a significant difference (KS = 0.139, p = 0.000). SCWBS data exhibit a slightly right-skewed distribution (skewness = 0.58) with a moderately flat shape (kurtosis = -0.92). The KS test indicates a significant difference (KS = 0.164, p = 0.000). The K-S value scales is showing non- normal distribution as it is significant ($p < .05$), while considering the values of skewness and kurtosis and the shape of the histogram as well.

Table 4*Spearman Correlational analysis for scales (N=235).*

Variable	N	1	2	3
1. SRS	235	-	.735**	-.687**
2. SDQ	235	-	-	-.618**
3. SCWBS	235	-	-	-

Note= SRS= School refusal scale, SDQ= Strengths and Difficulties

Questionnaire, SCWBS= Stirling Children's Wellbeing Scale

Table 4 exhibits Spearman correlation analysis was used to analyze the relationship School refusal, conduct behavioral problem and psychological well-being as the data were non-normally distributed. The results showed a significantly positive relationship between school refusal and conduct behavioral problem ($r = .735^{**}$) with significant correlation at 0.01 level (1-tailed). This result shows that school refusal increase, the other conduct behavioral problem increase, vice versa relationship.

School refusal also correlating with psychological wellbeing ($r = -.687^{**}$) which indicates a negative and statistically significant relationship at the 0.01 level (1-tailed). As its mean highly negative correlation between both, School refusal increase, psychological wellbeing decrease.

Correlation between Conduct behavioral problem and psychological wellbeing is ($r = -.618^{**}$) indicating a negative and statistically significant relationship at the 0.01 level (1-tailed), result shows that individual who involve in conduct behavior their psychological wellbeing decrease.

Table 5*Mann-Whitney test along with gender (N=235)*

Variables	Male		Female		U	p
	N	M	N	M		
SRS	117	155.94	118	80.38	2463.50	.00
SDQ	117	160.43	118	75.93	1938.50	.00
SCWBS	117	84.40	118	151.32	2971.50	.00

Note= Number of participants (N), mean (M), Mann-Whitney-u (U), Significant (p),
 SRS= School refusal scale, SDQ= Strengths and Difficulties Questionnaire, SCWBS=
 Stirling Children's Wellbeing Scale

Table 5 suggests that there are significant differences between males and females in terms of their scores on the SRS, SDQ, and SCWBS variables. The mean score for males is 155.94, while for females, it is 80.38. The Mann-Whitney U statistic is 2463.50. The p-value associated with the Mann-Whitney U test is .00, indicating significant difference between males and females on the SRS variable. For SDQ the mean score for males is 160.43, while for females, it is 75.93. The Mann-Whitney U statistic is 1938.50. The p-value associated with the Mann-Whitney U test is .00, indicating significant difference between males and females on the SDQ variable. For SCWBS the mean score for males is 83.59, while for females, it is 151.32. The Mann-Whitney U statistic is 2971.50. The p-value associated with the Mann-Whitney U test is .00, indicating significant difference between males and females on the SCWBS variable

Table 6

Mann-Whitney U- Test on the demographic of “Parents alive”

<i>Variables</i>	<i>No</i>		<i>Yes</i>		<i>U</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
<i>SRS</i>	12	120.63	233	117.86	1306.50	.89
<i>SDQ</i>	12	106.04	233	118.64	1194.50	.52
<i>SCWBS</i>	12	106.13	233	118.64	1195.50	.53

Note= Number of participants (N), mean (M), Mann-Whitney-u (U), Significant (p),
 SRS= School refusal scale, SDQ= Strengths and Difficulties Questionnaire, SCWBS=
 Stirling Children's Wellbeing Scale

Table 6 exhibiting the Mann Whitney U test, indicated insignificant differences in School refusal scores ($p > .05$) and School refusal mean rank is high in those participants whose parents are not alive. Strengths and Difficulties Questionnaire (SDQ) indicated insignificant differences ($p > .05$) and result shows that Conduct problem mean rank high in whose parents are alive. It also indicated insignificant differences in Psychological wellbeing scores ($p > .05$) according to the result mean rank is high in those participant whose parents are alive than whose parents are not alive.

Chapter-4

Discussion

This chapter presents the discussion on the research findings and results. In addition to the primary objective of adding to the pool of knowledge already available on antisocial behavior, the study explored the connections between School refusal, Conduct behavioral problem and psychological wellbeing among adolescents. The aims, theories, and findings from the statistical studies will inform the format of the debate. Also discuss reliabilities of scale, and demographic characteristics of adolescents. The relationship was statistically analyzed in SPSS by using spearman correlation as the data was not normally distributed. Furthermore, differences among groups were also analyzed by using a Mann Whitney U-test for gender comparisons.

The primary aim of this study was to investigate the relationship between School refusal, Conduct behavioral problem and psychological wellbeing among adolescents. The significance of this study was to understand how School refusal and conduct behavioral problem may play vital role in psychological well-being. This study showed how school refusal, or conduct behavioral problems increasingly manifesting in adolescents. Since, there is no impressive amount of work done in Pakistan regarding these variables, the main interest was also to study find out the reason behind school refusal in Pakistan. To achieve this objective, a cross-sectional design was employed. The study included a total sample of 235 participants from schools and colleges. More

researches needs to be carried out for understanding the relationship between these variables and serve as a guide to parents and teachers and help them understand how the way they behave or attend to their children.

This chapter of the study discussed reliabilities of scale, and demographic characteristics of adolescents. The relationship was statistically analyzed in SPSS by using spearman correlation as the data was not normally distributed. Furthermore, differences among groups were also analyzed by using a Mann Whitney U-test for gender comparisons.

The present study consisted of 235 male and female participants (Adolescents). Three scales were used to measure the school refusal, conduct behavioral problem and psychological wellbeing. The questionnaires used in this study include a demographic sheet, School refusal scale (SRS), Strengths and Difficulties Questionnaire (SDQ), Stirling Children's Wellbeing Scale (SCWBS). According to the scales, author; Cronbach's alpha reliability of the School refusal scale (SRS) was found to be 0.93. In this research study, Cronbach's alpha of this scale is 0.98. According to the scales author; Cronbach's alpha reliability of the Strengths and Difficulties Questionnaire (SDQ) was found to be 0.85. In this research study, Cronbach's alpha of this scale is 0.75 which is considered good reliability. Another, scale reliability according to author was 0.91. In this research study, Cronbach's alpha of this scale is 0.95. Also, the Kolmogorov-Smirnov test statistics indicate the non-normal distribution of data.

One specific objective of this research was to explore the association between School refusal, Conduct behavioral problem and psychological wellbeing among

Adolescents. Previous studies and the findings presented in Table 4 of this research provide evidence to support this objective. The literature suggests that higher School refusal lead high chance of conduct behavioral problem and low psychological wellbeing. Specific conduct problems, such as aggression and impulsivity, may act as barriers to school attendance and contribute to social difficulties, further perpetuating the cycle of school refusal. . Based on this existing knowledge, it can be hypothesized that there will be a positive correlation between School refusal and conduct behavioral problem among adolescents and negative correlation with psychological wellbeing.

By examining the relationship between School refusal, conduct behavioral problem and psychological wellbeing, this study aimed to investigate the underlying reasons for both behaviors, as they may share common risk factors like anxiety, depression, or family dysfunction. School refusal itself can be a source of significant stress and anxiety, leading to feelings of isolation, low self-esteem, and academic difficulties. Conduct problems can further strain interpersonal relationships and lead to internalizing symptoms like depression and anxiety, further compromising well-being.

The hypothesis of the study states that there will be a positive relationship between school refusal and conduct behavioral problem among adolescents. Spearman correlation analysis was used to analyze the relationship between School refusal and conduct behavioral problem as the data was non-normally distributed. The results showed a significantly positive relationship between school refusal and conduct behavioral problem ($r = .735^{**}$). It shows that school refusal increase, the other variable conduct behavioral problem increase, vice versa relationship. One of the previous study results

also depicted that, children with conduct problems were more likely to have school refusal at both waves of the study. The study also found that school refusal predicted an increase in conduct problems over time (Connor et al., 2017). Another study found that adolescents who refused school in middle school were more likely to engage in delinquent behavior and substance abuse in young adulthood compared to non-refusers. This suggests school refusal could serve as a risk factor for future development of conduct problems (Egger et al., 2012). According to study shows that large-scale study using US national data revealed a strong positive association between school refusal and conduct disorders. Adolescents with school refusal were more likely to report disruptive behaviors, aggression, and substance use compared to those without school refusal (Kessler et al., 2014). Additionally study investigated the direction of the relationship between school refusal and disruptive behavior problems. The results suggested that disruptive behavior problems may precede school refusal, but that school refusal may also exacerbate existing disruptive behavior problems (Silverman et al., 2015). Another study found a strong positive relationship between school refusal and behavioral problem. The results suggest that aggression which leads conduct behavioral problems is a common among children and adolescents with school refusal (Waller et al., 2014).

To check the second hypothesis of the study is there will be a negative correlation between school refusal and psychological well-being among adolescents. Spearman correlation analysis was used to analyze the relationship. The results ($r=-.687^{**}$) which indicates a negative and statistically significant relationship which mean adolescents refuse from school their psychological wellbeing getting disturb, School refusal increase then psychological wellbeing decrease. Literature also suggests a pervious qualitative

study interviewed five adolescents who experienced school refusal. The study found that all five participants reported experiencing negative impacts on their psychological well-being, including symptoms of anxiety, depression, and low self-esteem. They also reported feeling isolated from their peers and having difficulty forming social relationships (Fox et al., 2019). Another study suggests that children and adolescents who experience school refusal are more likely to have symptoms of anxiety, depression than children who do not experience school refusal (Heyne et al., 2008). Additionally research identified distinct functions of school refusal, with individuals avoiding aversive stimuli or escaping unpleasant situations reporting higher levels of internalizing symptoms like anxiety and depression, while those refusing for social gain displayed more externalizing behaviors (Heyne et al., 2009). Another study found a complex relationship between school refusal and social functioning. While some groups displayed lower social engagement, others utilized school refusal as a way to escape negative social interactions (Puura et al., 2017). Pervious research shows negative long-term consequences of school refusal on psychological wellbeing. Individuals with a history of school refusal often experience academic difficulties, higher rates of unemployment, and increased risk of developing mental health problems like depression and anxiety in adulthood (Kearney et al., 2010).

Third hypothesis of the study is there will be a negative correlation between conduct behavioral problem and psychological well-being among adolescents and run Spearman for correlation was used to analyze the relationship. The result a significantly negative relationship between Conduct behavioral problem and psychological wellbeing ($r=-.618^{**}$). It shows that adolescents with conduct problem is greatly affected their

psychological wellbeing. Also study shows that children from kindergarten to fourth grade and found that children with conduct problems exhibited significantly higher levels of anxiety and depression compared to children without conduct problems. Additionally, the study found that the severity of conduct problems was directly related to the severity of emotional distress (Kim-Spooner, et al., 2014). Study shows a large sample of children from ages 2 to 17 and found that early conduct problems were significantly associated anxiety and substance use disorders in young adulthood (Kim-Spooner et al., 2020). Another study found that those with more severe conduct problems reported lower levels of well-being, including lower levels of life satisfaction and self-esteem (Leveque et al., 2011). Previous studies found a strong negative correlation between behavioral problems (including conduct problems) and social competence in children and adolescents. This suggests that conduct problems can significantly hinder social development and well-being (Verhulst et al., 2011). Another study examined the relationship between internalizing symptoms (e.g., anxiety, depression) and externalizing symptoms (e.g., aggression, delinquency) with quality of life in children with conduct behavioral problem. It found that both internalizing and externalizing symptoms were negatively associated with quality of life, suggesting that conduct problems significantly impact overall well-being and life satisfaction (Bard et al., 2013).

The second objective of this study aims to explore the role of demographic among adolescents. The evidence provided in Tables 5 and 6 supports this objective by demonstrating that gender differences play a greater role in school refusal, conduct behavioral problems, and psychological well-being. In addition, parental appearance has a greater influence on these variables. Gender and parental appearance can influence the

manifestation of school refusal and conduct problems, while these issues, in turn, can impact psychological wellbeing in specific ways. The absence of one or both parents, whether through physical separation, emotional detachment, or dysfunctional family dynamics, can be a potent risk factor for school refusal, conduct problems, and emotional distress.

With respect to the fourth hypothesis of the study, the result of the demographic to check gender difference and check if parents are alive or not what effect on study variables computed by Mann-Whitney U test provides insignificant results. The results shows that school refusal high in male as compare to female also study suggests that boys may be more likely to exhibit externalizing behaviors like aggression or avoidance when experiencing school refusal (McCarthy & Baker, 2017). Another qualitative study interviewed 12 boys experiencing school refusal and found that they commonly reported feeling isolated, misunderstood, and overwhelmed by academic pressure. The study also highlighted the importance of understanding the individual experiences and needs of boys struggling with school refusal (Kearney and Silverman, 2014). Also result shows that Conduct behavioral problem high in male as compare to female. One pervious study suggests that boys may be more susceptible to certain risk factors like exposure to violence or harsh parenting, while girls may be more influenced by internalizing factors like anxiety or depression (Campbell et al., 2016). Another study investigated on sex differences in conduct problems and found that while boys were more likely to be diagnosed with conduct behavioral problem. The study also emphasized the importance of considering individual and contextual factors (Repetti et al., 2006). And psychological wellbeing rate high in female than male. Another study investigated the developmental

trajectories of conduct problems across genders. It found that boys typically showed earlier onset and higher levels of conduct problems compared to girls (Burt et al., 2010).

Participants, whose parents are not alive, have a higher rate of refusing the school and their psychological wellbeing is disturbed. Also study investigated the connection between early parental loss (before age 16) and school refusal in adolescents. It found a significant association between the two, highlighting the potential impact of parental death on school attendance (Castro et al., 2020). Another study shows that adolescents who experienced parental death and engaged in school refusal. Findings suggest that parental death can contribute to school refusal through complex interactions of grief, emotional difficulties, and disrupted family dynamics (O'Connor et al., 2021). Pervious study followed a large cohort of children in Norway for 12 years, comparing those who experienced parental death to those who did not. The results showed that children who lost a parent had significantly lower school attendance rates and lower educational attainment levels (Jensen et al., 2013).

Additionally study investigated the relationship between school attachment and school refusal in children who lost a parent. The findings suggest that strong school attachment before the loss can act as a buffer against school refusal, while weak attachment can increase the risk (Thompson et al., 2017). According to the result conduct behavioral problem rate high whose parents are alive, high chance to involve in anti-social behavior. Study shows that the relationship between parental conflict and children's emotional and behavioral problems. They found that parental conflict was associated with increased anxiety and conduct problems in children, even in families where both parents were alive (Zhang & Sun, 2017).

Conclusion

School refusal and Conduct behavioral problems are interconnected constructs that play crucial roles in the Psychological well-being of Adolescents. Increase of school refusal can make students more admitting to developing conduct issues, as they may struggle to understand and effectively manage their emotions. School refusal can act as both a symptom and a cause of conduct behavioral problems, creating a cyclical relationship that significantly impacts the psychological well-being of adolescents. The refusal to attend school can be a manifestation of underlying emotional, social, or academic challenges, which, if left unaddressed, may contribute to the development of conduct behavioral problems and compromise psychological well-being. These findings suggest that adolescents who refuse the school have more negative consequences than positive consequences. Adolescents with these difficulties often struggle with anxiety, depression, low self-esteem, and social isolation, leading to a downward spiral in their overall mental health. School refusal disrupts learning, hinders social development, and contributes to feelings of worthlessness and low self-esteem. Furthermore, it can exacerbate pre-existing mental health struggles, creating a vicious cycle of negative reinforcement.

Understanding the root causes of school refusal and conduct behavioral problems is crucial for implementing effective interventions. Recognizing the multifaceted nature of these challenges is crucial for educators, parents and mental health professionals. By fostering open communication, providing resources for coping skills, and offering a supportive network, we can create a conducive environment for adolescents to navigate the challenges of adolescence successfully. Early identification and intervention are

paramount, requiring a comprehensive understanding of the individual factors contributing to these behaviors.

In conclusion, this study emphasizes the significance of examining the connections between psychological well-being in adolescents and school refusal, conduct behavioral problem, and other variables. Understanding these dynamics can help in the creation of treatments and support plans that are specifically designed to meet the requirements for students, fostering their academic and emotional success.

Limitations

The current research was on adolescents to explore the impact of conduct behavioral problem on the psychological well-being of male and female when they refuse to attend school in Pakistan. The study contributed to the research but it has the following limitations.

- 1) Narrow age range of participants may have also limited the generalizability of the findings.
- 2) This study involves self-report measures. So, the participants might exaggerate or they might not provide us with their actual information.
- 3) One of the limitations of the study was obtaining permission from schools for data collection. It was difficult because some institutions did not allow data collection especially government institutions. Only two institutions i.e., one in Rawat and one in Islamabad agreed to allow data collection. As a result, the study's findings are limited to only two institutions.

Suggestions/Implications

The research had proven a significant association between school refusal, conduct behavioral problems and psychological well-being; it could facilitate the development of interventions aimed at reducing the negative impact of school refusal and conduct behavioral problem on mental health. These interventions could be designed to address the specific challenges faced by individuals affected by school refusal and conduct behavioral problem, with the aim of improving their psychological well-being.

This extensive study presents a multifaceted strategy aimed at addressing and preventing school refusal among students. The research unfolds a comprehensive narrative, urging teachers to proactively engage in the well-being of students, offering care and motivation to create an environment that actively discourages school avoidance. Simultaneously, the study underscores the pivotal role of parents in motivating their children, encouraging open channels of communication to address school-related challenges effectively.

Concurrently, the study extends its reach to students, emphasizing the importance of awareness. It links instances of school refusal to potential issues related to conduct behavioral problems and psychological well-being. Should such behaviors manifest, the study underscores the necessity of early identification during a child's developmental stages. This proactive approach seeks to facilitate timely interventions, preventing the escalation of these issues into more serious challenges later in the academic journey.

A critical component of the study lies in highlighting the intricate association between conduct behavioral problems, school refusal, and psychological well-being. Schools, as integral environments in shaping a student's experience, are identified as key

players in fostering a conducive and supportive atmosphere. The study recommends a range of initiatives within schools, including anti-bullying programs, the promotion of positive peer relationships, the provision of flexible learning options, and the cultivation of trust between students and staff. These measures collectively aim to incentivize student engagement while concurrently alleviating academic pressures and nurturing a growth mindset.

Furthermore, the study underscores the significance of recognizing and nurturing the strengths and passions of adolescents. By doing so, the research contends that adolescents can build self-confidence and find a sense of purpose. Encouraging their involvement in extracurricular activities, hobbies, or volunteer work is proposed as a means of fostering positive outlets for expression and connecting them with supportive communities beyond the school setting.

For students who find traditional classroom settings challenging, the study recommends exploring alternative learning environments. This may include online learning, homeschooling, or specialized programs tailored to provide a more supportive and engaging educational experience. The flexibility inherent in such alternative approaches is envisioned as a means of accommodating diverse learning needs, ensuring a more inclusive educational environment.

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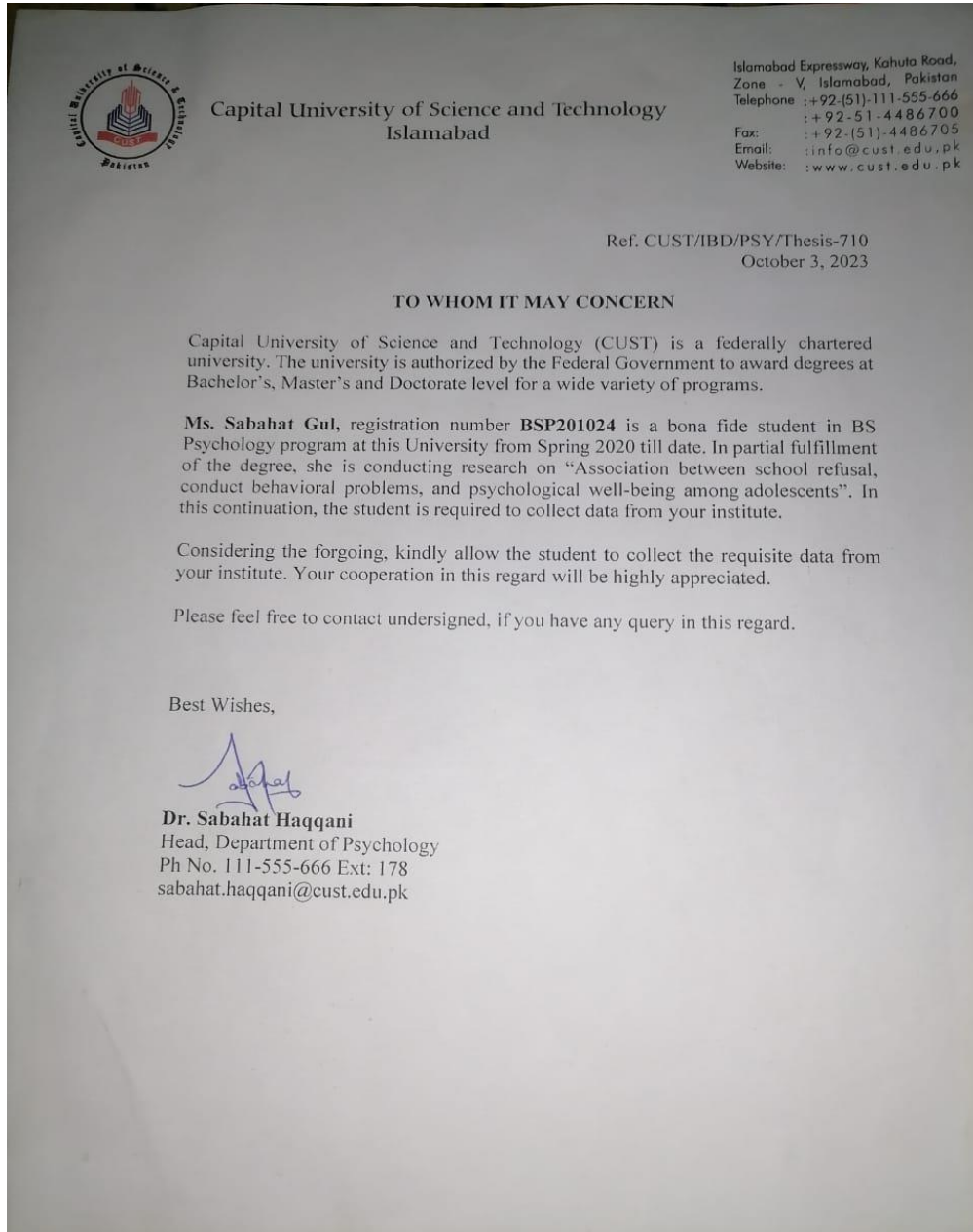
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Appendices

- 1) Support Letter
- 2) Informed consent
- 3) Demographics
- 4) School refusal Assessment scale
- 5) Strengths and Difficulties Questionnaire
- 6) Stirling children wellbeing scale

Appendix A

Support letter



Appendix B

اجازت نامہ

میں بی۔ ایس کی طلبہ ہوں جس کا تعلق کیپٹل یونیورسٹی آف سائنس اینڈ ٹیکنالوجی، (اسلام آباد) کے شعبہ نفسیات سے ہے۔ میں جس موضوع پر تحقیق کر رہی ہوں وہ درج ذیل ہے۔

Association between school refusal, conduct behavioral problem and psychological well-being among adolescents.

میں آپ کو اس تحقیق میں حصہ لینے کی دعوت دیتی ہوں۔ اگر آپ رضاکارانہ طور پر اس تحقیق میں حصہ لینا چاہتے ہیں تو براہ کرم سوالنامہ پُر کریں۔ آپ کی شناخت خفیہ رکھی جائے گی۔ رپورٹ میں آپ کا نام استعمال نہیں کیا جائے گا۔ اس مطالعہ میں آپ کی شرکت رضاکارانہ ہوگی۔ اگر آپ کو کوئی بے چینی محسوس ہوتی ہے تو آپ کو کسی بھی وقت دستبردار ہونے کا حق ہے۔ آپ کے ایماندارانہ جوابات ہماری تحقیق میں اچھے نتائج پیش کریں گے۔ اگر آپ کا تحقیق کے بارے میں کوئی بھی سوال ہے تو آپ بے ہچک پوچھ سکتے ہیں۔

دستخط

تاریخ

Appendix C

ہدایت : پہلے چند سوالات آپ کے بارے میں:

1. جنس: _____

2. آپ کی عمر کتنی ہے؟ _____

3. آپ کے گھر میں کتنے افراد ہیں؟ _____

4. آپ کا بہن بھائیوں میں کون سا نمبر ہے؟ _____

5. آپ کے خاندان کی آمدنی کتنی ہے؟ _____

6. کیا آپ کے دونوں والدین زندہ ہیں؟

ہاں	نہیں
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7. آپ بنیادی طور پر کس کے ساتھ رہتے ہیں؟

والدہ کے ساتھ	والد کے ساتھ	دونوں کے ساتھ	کسی اور سرپرست کے ساتھ
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Appendix D

SCHOOL REFUSAL ASSESSMENT SACLE

ہدایت: اس فارم میں آپ سے پوچھا گیا ہے کہ آپ سکول کیوں نہیں جانا چاہتے۔ ہر سوال کے جواب کے لئے ایک نمبر منتخب کریں جو کہ آپ کو پچھلے کچھ دنوں کے لحاظ سے بہترین طور پر بیان کر سکے۔ برائے مہربانی دیے گئے سوالات کے لئے بہترین جواب کا انتخاب کریں

1.	آپ کو سکول جانا برا لگتا ہے کیونکہ آپ سکول سے متعلقہ کسی چیز سے خوفزدہ ہیں؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
2.	آپ سکول سے دور رہتے ہیں کیونکہ آپ کو سکول میں دوسرے بچوں سے بات کرنا مشکل لگتا ہے؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
3.	آپ کو کس حد تک لگتا ہے کہ آپ کو سکول جانے کی بجائے اپنے والدین کے ساتھ رہنا چاہیے؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
4.	ہفتے میں جس دن (پیر سے جمعہ) آپ سکول نہیں جاتے۔ آپ لطف اٹھانے گھر سے باہر کتنا جاتے ہیں؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
5.	آپ سکول سے دور رہتے ہیں کیونکہ آپ سکول میں اُداس اور پریشان رہتے ہیں۔	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
6.	آپ سکول نہیں جاتے کیونکہ اسکول میں آپ دوسروں کے سامنے شرمندگی محسوس کرتے ہیں۔	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
7.	جب آپ اسکول میں ہوتے ہیں اپنے والدین اور خاندان کے بارے میں کتنا سوچتے ہیں؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
8.	ہفتے میں جس دن (پیر سے جمعہ) آپ سکول نہیں جاتے۔ آپ اپنے خاندان کے	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں

	پر نہیں				ہمیشہ		علاوہ باقی لوگوں سے کتنا ملتے ہیں؟
9.	کبھی نہیں مکمل طور پر نہیں	کبھی کبھی	آدھا آدھا	عموماً	تقریباً ہمیشہ	ہمیشہ	آپ کو سکول میں ہونا گھر میں دوستوں کے ساتھ ہونے کی نسبت کس حد تک برا لگتا ہے؟
10.	کبھی نہیں مکمل طور پر نہیں	کبھی کبھی	آدھا آدھا	عموماً	تقریباً ہمیشہ	ہمیشہ	آپ سکول سے کس حد تک دوست نہ ہونے کی وجہ سے دور رہتے ہیں؟
11.	کبھی نہیں مکمل طور پر نہیں	کبھی کبھی	آدھا آدھا	عموماً	تقریباً ہمیشہ	ہمیشہ	آپ کس حد تک سکول جانے کی بجائے اپنے والدین کے ساتھ رہنا چاہیں گے۔
12.	کبھی نہیں مکمل طور پر نہیں	کبھی کبھی	آدھا آدھا	عموماً	تقریباً ہمیشہ	ہمیشہ	ہفتے میں جس دن (پیر سے جمعہ) آپ سکول نہیں جاتے۔ آپ مختلف چیزوں سے کتنا اُطف اُٹھاتے ہیں (مثال کے طور پر دوستوں کے ساتھ ہونا یا مختلف جگہوں پر جانا)؟
13.	کبھی نہیں مکمل طور پر نہیں	کبھی کبھی	آدھا آدھا	عموماً	تقریباً ہمیشہ	ہمیشہ	جب آپ ہفتہ یا اتوار کو سکول کے بارے میں سوچتے ہیں تو آپ کو کتنا برا لگتا ہے (مثال کے طور پر ڈرنا، گھبرانا یا اُداس ہونا)؟
14.	کبھی نہیں مکمل طور پر نہیں 5	کبھی کبھی 4	آدھا آدھا 3	عموماً 2	تقریباً ہمیشہ 1	ہمیشہ 0	آپ سکول میں ایسی مخصوص جگہوں سے کتنا دور رہتے ہیں (مثال کے طور پر ہال یا ایسی جگہیں جہاں لوگ اکٹھے ہوتے ہوں) جہاں آپ کو لگے کہ لوگوں سے بات کرنی پڑے گی۔
15.	کبھی نہیں مکمل طور پر نہیں	کبھی کبھی	آدھا آدھا	عموماً	تقریباً ہمیشہ	ہمیشہ	آپ سکول میں استاد سے پڑھنے کی بجائے کس حد تک گھر میں والدین سے پڑھنا چاہیں گے؟
16.	کبھی نہیں مکمل طور پر نہیں	کبھی کبھی	آدھا آدھا	عموماً	تقریباً ہمیشہ	ہمیشہ	سکول سے باہر اُطف اندوز ہونے کے لیے آپ کتنی بار سکول جانے سے منع کرتے ہیں؟

17.	اگر آپ کے سکول میں بُرے احساسات کم ہوں (مثال کے طور پر ڈرنا، گھبرانا یا اُداس ہونا) تو آپ کے لیے سکول جانا آسان ہو گا۔	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
18.	اگر آپ کے لیے نئے دوست بنانا آسان ہو تا تو آپ کو سکول جانے میں آسانی ہوتی۔	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
19.	آپ کے والدین بھی آپ کے ساتھ سکول جائیں تو کیا آپ کے لیے سکول جانا آسان ہو گا؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
20.	اگر آپ سکول کے بعد کرنے والے کام سکول میں کر سکتے (مثلاً دوستوں کے ساتھ رہنا) تو آپ کے لیے سکول جانا آسان ہوتا۔	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
21.	آپ اپنی عمر کے دوسرے بچوں کے مقابلے میں کتنے برے احساسات رکھتے ہیں (مثال کے طور پر ڈرنا، گھبرانا یا اُداس ہونا)؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
22.	آپ اپنی عمر کے دوسرے بچوں کے مقابلے میں موجود لوگوں سے کس حد تک دور رہتے ہیں؟	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
23.	آپ اپنی عمر کے دوسرے بچوں کی نسبت گھر میں والدین کے ساتھ رہنا زیادہ پسند کریں گے۔	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں
24.	آپ اپنی عمر کے دوسرے بچوں کی نسبت سکول سے باہر زیادہ لطف اندوز ہوتے ہیں۔	ہمیشہ	تقریباً ہمیشہ	عموماً	آدھا آدھا	کبھی کبھی	مکمل طور پر نہیں	کبھی نہیں

Appendix E

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

ہدایت: برائے مہربانی پچھلے 6 ماہ میں آپ کے ساتھ پیش آنے والے حالات کو مد نظر رکھتے ہوئے مندرجہ ذیل کے جوابات دیں: ہر جز کے لئے برائے مہربانی درست نہیں ہے، کچھ درست ہے، یقیناً درست ہے، والے خانے پر نشان لگائیں - یہ ہمارے لیے مردگاہ ثابت ہوگا اگر آپ ہر سوال کا جواب اپنی کیفیت کو مد نظر رکھتے ہوئے ممکنہ حد تک درست جوابات دیں۔

یقیناً درست	کچھ درست	درست نہیں	میں دوسرے لوگوں کے احساسات کا خیال رکھتا ہوں۔	1.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں بے آرام، ضرورت سے زیادہ پھر تیرا، ایک جگہ پر زیادہ دیر اکیلے نہیں ٹھہر سکتا۔	2.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	مجھے اکثر سردرد، پیٹ میں درد، متلی یا الٹی آنے کی شکایت رہتی ہے۔	3.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں دوسرے بچوں کے ساتھ خوشی سے چیزیں بانٹ کر کھاتا ہوں۔ (چیزیں پیش کرنا، پنسلیں وغیرہ)	4.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں اکثر غصے والے مزاج یا گرم مزاجی کا مظاہرہ کرتا ہوں۔	5.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں قدرے تنہائی پسند ہوں، اکیلے کھیلنا پسند کرتا ہوں۔	6.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں عام طور پر کہنا مانتا ہوں، عموماً بڑے جو کرنے کے لیے کہتے ہیں کرتا ہوں۔	7.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں بہت پریشان رہتا ہوں۔	8.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	اگر کسی کو چوٹ لگ جائے، پریشان یا بیمار محسوس کر رہا ہو تو مدد کرتا ہوں۔	9.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں بے سکونی اور بے آرامی کی وجہ سے مستقل بے قرار رہتا ہوں۔	10.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میرا کم از کم ایک اچھا دوست / سہیلی ہے۔	11.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں اکثر دوسرے بچوں کے ساتھ لڑتا ہوں یا دھمکیاں دیتا ہوں۔	12.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں اکثر ناخوش یا بے دل رہتا ہوں اور آسانی سے رو پڑتا ہوں۔	13.
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	عام طور پر مجھے دوسرے بچے پسند کرتے ہیں۔	14.
2	1	0		

یقیناً درست	کچھ درست	درست نہیں	میری توجہ با آسانی پھیر جاتی ہے، مجموعی توجہ ہٹا جاتی ہے یا توجہ بھٹک جاتی ہے۔	.15
یقیناً درست	کچھ درست	درست نہیں	میں نے ماحول میں گھبراہٹ یا چٹ جانا ہوں، اعتماد با آسانی کھو دیتا ہوں۔	.16
یقیناً درست	کچھ درست	درست نہیں	میں چھوٹے بچوں کے ساتھ رحم دل ہوں۔	.17
2	1	0		
یقیناً درست	کچھ درست	درست نہیں	میں اکثر جھوٹ بولتا ہوں یا دھوکے بازی کرتا ہوں۔	.18
یقیناً درست	کچھ درست	درست نہیں	مجھے دوسرے بچے نشانہ بناتے ہیں یا دھمکیاں دیتے ہیں۔	.19
یقیناً درست	کچھ درست	درست نہیں	میں دوسروں کی مدد کرنے کے لیے اکثر اپنی خدمات پیش کرتا ہوں۔ (والدین، اساتذہ، دوسرے بچوں کو)	.20
یقیناً درست	کچھ درست	درست نہیں	میں کوئی کام کرنے سے پہلے چیزوں پر غور کرتا ہوں۔	.21
یقیناً درست	کچھ درست	درست نہیں	میں گھر، سکول یا کسی اور جگہ سے چوری کرتا ہوں۔	.22
یقیناً درست	کچھ درست	درست نہیں	میں دوسرے بچوں کے مقابلے میں بڑی عمر کے افراد ساتھ بہتر دوستی بنا سکتا ہوں۔	.23
یقیناً درست	کچھ درست	درست نہیں	مجھے بہت سے خوف ہیں، آسانی سے ڈر جاتا ہوں۔	.24
یقیناً درست	کچھ درست	درست نہیں	میں کام کو مکمل کرنے تک نہیں چھوڑتا، توجہ دینے کی مدت اچھی ہے۔	.25

Appendix F

STIRLING CHILDREN WELLBEING SCALE

ہدایت: مندرجہ صفحات بیانات پر مشتمل ہیں۔ جو کہ بیان کرتے ہیں کہ آپ اپنے بارے میں کس طرح محسوس کرتے ہیں۔ ہر بیان کو غور سے پڑھیں اور بتائیں کہ یہ آپ پر کس حد تک لاگو ہوتا ہے۔

01	میں سوچتی / سوچتا ہوں کہ میری زندگی میں اچھی چیزیں ہوں گی۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
02	میں ہمیشہ سچ بولتا / بولتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
03	میں باآسانی فیصلہ کر لیتا / لیتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
04	میں تفریح کے مواقع آسانی سے تلاش کر لیتا / کر لیتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
05	میں محسوس کرتا / کرتی کہ میں دوسروں سے بہتر ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
06	میں سوچتا / سوچتی کہ بہت سارے لوگ میرا خیال رکھتے ہیں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
07	میں نے جتنے لوگوں سے بھی ملاقات کی ہے انہیں پسند کرتا / کرتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
08	میں سوچتا / سوچتی ہوں کہ میری زندگی کی کیا کامیابیاں میرے لئے قابل فخر ہیں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
09	میں مطمئن (comfortable) رہتا / رہتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
10	میرا موڈ خوشگوار رہتا ہے۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
11	میں ہر آنے والے نئے دن سے لطف اندوز (enjoy) ہوتا / ہوتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
12	میں لوگوں کے ساتھ آسانی سے گل مل جاتا / جاتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
13	میں ہمیشہ اپنی چیزیں مل بانٹ کر (sharing) استعمال کرتا / کرتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
14	میں مختلف چیزوں کے متعلق خوش گمان (cheerful) رہتا / رہتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں
15	میں خود کو پُر سکون محسوس کرتا / کرتی ہوں۔	ہمیشہ	اکثر	کبھی کبھار	بہت کم	کبھی نہیں

Permission letter

Strengths and Difficulties questionnaire

Request For Permission to use the strengths and Difficulties questionnaire Inbox x

Sabahat Gul <helena.hamilton@kcl.ac.uk> Thu, 1 Jun 2023, 00:19 ☆
Hello Mr. Goodman I hope you're doing well and this email finds you in your best health. I am writing this email to request permission for the Strengths and Dif

Helena Hamilton <helena.hamilton@kcl.ac.uk> Thu, 1 Jun 2023, 13:10 ☆ 😊 ↶ ⋮
to me, rabia.batool@cust.edu.pk ▾

Dear Sabaha,

Professor Goodman is now fully retired, and he forwarded your e-mail to me.

If you want to collect data using the paper questionnaires (pen and paper method), you are welcome to download them from our website, exactly as found on our website (absolutely no modifications to the SDQ are allowed, e.g. changing the wording of questions, adding questions or administering only subsets of questions): <https://sdqinfo.org/py/sdqinfo/b0.py>

provided that you register for scoring paper versions of the SDQ directly via this email: sdqplus@youthinmind.com

Our online scoring is not free (US\$ 0.25 per SDQ scored) but tried and tested, with a track record of accurately scoring well over half a million SDQs per year. We don't recommend hand scoring: it is prone to human error and generates an inferior report.

You would need to register for scoring SDQ via our scoring website to register and then score the SDQ using our scoring system in English.

For more information see: <https://admin.sdqscore.org>

School refusal scale

Sras urdu terms and conditions Inbox x

Faseeha Sheikh <faseehasheikh33@gmail.com> Mon, 7 Aug 2023, 16:16 ☆ 😊 ↶ ⋮
to me ▾

Assalamualaikum!

You are allowed to use this scale only if you will provide me your synopsis and a letter duly signed by you and your supervisor stating that you will use this scale for academic purpose only. And you will not disclose this translated version of scale with anyone without my formal consent. I case of non compliance of terms and conditions legal proceedings under copyright act and other provisions of shall be conducted.

Regards,
Faseeha Khursheed
Assistant professor
in home economics
Ggcw, Islampura, Lahore.

On Mon, Aug 7, 2023, 12:20 PM Faseeha Sheikh <faseehasheikh33@gmail.com> wrote:

Sabahat Gul <sabahatshakeel48@gmail.com> Mon, 7 Aug 2023, 17:26 ☆ 😊 ↶ ⋮
to Faseeha ▾

Waikum asSalam

Thank you so much for sending me the scale. Sure I will share my permission letter within 2 or 3 weeks because I am working on making a protocol then the supervisor will assign my letter and I assure you that your scale is used for only thesis research purposes.

Stirling children emotional and psychological well-being

← 📄 🕒 🗑️ 📧 🕒 🔄 📄 📄 📄 ⋮

49 of 96 < >

Fwd: Permission for using Urdu Translation of Stirling Children Emotional and Psychological well-being. ✕ 🖨️ 📧

Inbox x



Beenish sayed <beenishsayed@gmail.com>

to me ▾

📧 Fri, 4 Aug 2023, 02:06 ☆ 😊 ↶ ⋮

Hi Sabahat

See below attached attachment.

Wish you good luck for your research.when ever you publish your work share with me

----- Forwarded message -----

From: **Beenish sayed** <beenishsayed@gmail.com>

Date: Sat, 1 Oct 2022, 2:29 pm

Subject: Re: Permission for using Urdu Translation of Stirling Children Emotional and Psychological well-being.

To: Hiba Inam <hibainam19@gmail.com>

Dear Hiba

sorry for late i was bit busy, for complete scoring u need to go through attached article.

Regards

Beenish Sarfaraz

PhD Candidate

University of Karachi

923332672711
