

EXPLORING THE RISKS FACTORS AMONG JUSTICE-INVOLVED YOUTH IN PAKISTAN: A CASE STUDY OF RAWALPINDI

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Abstract

The study will examine the risks, needs, and strengths of offenders under probation in the Punjab province of Pakistan, and this will give complete knowledge about the factors that affect their rehabilitation. The research design will be a quantitative and descriptive research design based on a cross-sectional survey method. Information was gathered using a structured questionnaire in which attention was given to the main points, namely employment, education, money, criminal background, approach towards law enforcement, and personal coping strategies. The respondents were selected using the convenience sampling method, which ensures that they were accessible and reached out to a wide range of probationers. The data was analyzed through univariate and bivariate analysis, and the aim of both analyses was to observe the key trends and associations among all risk factors and the adverse literature on rehabilitation outcomes. The results offer profound understanding of the problems of probationers in Punjab and propose the spheres where the intervention programs might be improved to make the process of rehabilitation effective and minimize the rate of recidivism. The study will help in the comprehension of probation supervision in Pakistan and provide guidelines for policymakers, practitioners, and rehabilitation at the community level to enhance reintegration of offenders into society.

1. INTRODUCTION

The youths who have been associated with the justice system at Rawalpindi, Pakistan, have to deal with a variety of complex problems, such as criminalizing themselves, social marginalization, and restricted access to resources. However, there is a lack of understanding of the specific risk factors that had led them to the justice system and unexploited potential strengths that can be utilized to rehabilitate and effectively reintegrate them into society. Moreover, even with the growing importance of the risk assessment and intervention, there is an urgent necessity to evaluate the effectiveness of the current risk assessment techniques and their influence on

the reduction of recidivism levels among youths involved in the justice system. Consequently, this study will attempt to fill in these knowledge gaps by undertaking a thorough analysis of the risks and strengths in this demographic and also undertaking the assessed current risk evaluation processes in the juvenile justice system in Rawalpindi.

Young people who are involved with the justice system generally have a background of numerous types of adversity, such as poverty, trauma, abuse, and familial dysfunction (Abram et al., 2014). These negative events can make one more prone to committing delinquent acts and magnify the

problems that have already been affecting the youth that have taken part in the justice system. Besides, the participation in justice can additionally aggravate these problems by putting youths into more perils that include imprisonment, gang affiliation, and substance use (Mulvey et al., 2015).

Nevertheless, it is important to understand that regardless of these difficulties, the youth who are involved in justice have before them special resources and strengths that can be utilized to facilitate their positive growth and effective rehabilitation (Fergus and Zimmerman, 2005). The importance of knowing and capitalizing on these strengths is essential to coming up with culturally sensitive, developmentally appropriate, and individual-based interventions for youth that are involved in justice. Juvenile risk and asset analysis is the initial step to the creation of an efficient intervention program. Through the systematic determination of factors that determine delinquent behavior and the knowledge of the factors that prevent such risks, the stakeholders will be able to come up with the specific types of interventions aimed at meeting the needs of the youth who had a systemic experience with the justice system (Salekin et al., 2015). Moreover, these assessments may contribute to the decision-making process in the juvenile justice system and the distribution of resources, decisions regarding placement, and planning a treatment option (Fazel et al., 2017).

LITERATURE REVIEW

Over the last few years, there has been an increased appreciation of the significance of holistic, strengths-based approaches to treatment and evaluation of justice-involved youth (Schubert et al., 2015). These strategies focus on the need to identify and leverage the strength and resources of youth instead of focusing on the shortcomings and issues. Through a strengths-based view, practitioners are able to empower justice-involved youths to envisage and chase desirable futures, thus encouraging them to be desisted and successfully reintegrate themselves into the community.

The phenomenon of youth participation in the system of justice is a serious problem that has far-reaching consequences for the individuals, their communities, and the society. Being vulnerable to a

number of issues, including poverty, trauma, and inequalities within the system, justice-involved youth present a particularly vulnerable group (Javdani, 2019). The knowledge of what they are exposed to risks of and what their strengths are are prerequisites towards coming up with necessary interventions and rear supports that can help them to rehabilitate faster and be reintegrated into the society. Structural inequalities are one of the reasons that lead them to engage in delinquency and come before the justice system. In addition, the justice system can also contribute to the given issues by fueling incarceration-stigmatization-education-work inequalities cycles (Tyler & Brockmann, 2017).

Risk and strength assessment of the justice-involved youth is a critical element that influences the intervention strategies and decision-making in the juvenile justice system. Risk assessment entails recognition of risk factors that predispose the future actions leading to eventual delinquency or poor outcomes like substance abuse induced by peer influence and dysfunctional families (Dowden & Andrews, 1999). Strengths assessment, in turn, is aimed at defining the assets, resources, and protective factors that facilitate the resilience and positive development (Hamby et al., 2018). The combination of risk assessment and strengths assessment can help the practitioners to create an individualized intervention plan that will cover not only the causes of delinquency but also build upon the strengths and assets of justice-involved youth.

The recent years have been characterized by the enhanced emphasis on the implementation of the broad, trauma-focused, and restorative approaches to evaluating and treating justice-involved youth (Dowden & Andrews, 1999). The methods are safety, trust, collaboration, and empowerment since they address the requirements of the effects of trauma on behaviors, feelings, and relationships of youth. The stakeholders can promote healing, accountability, and positive youth outcomes by creating optimal and empowering environments that do not undermine the dignity and humanity of justice-involved youth.

Some of the risk factors of individual differences involve age, gender, mental disorders, drug abuse and history of antisocial or violence. Studies have revealed that young offenders and those offenders

whose criminal activity was started early are at a greater risk of being involved in further criminal activity (Kim et al., 2023). Moreover, reports have discovered that male youth are susceptible to committing violent and serious crime than their female counterparts (Baidawi et al., 2023). Substance use disorders and mental health disorders (conduct disorder, attention-deficit/hyperactivity disorder, ADHD, etc.) have been classified as the ones that put juvenile delinquency at risk. This is especially because substance abuse has been found to be a major risk factor since it may hamper the ability to make sound decisions, become more impulsive, and engage in criminal behaviour to enable the addiction (Miklósi and Kovács, 2025).

Risk factors related to the family involve parental criminality, bad parenting, parental conflict, and parental lack of supervision. The children of parents who have a record of committing crime have higher chances to commit criminal acts themselves because they might learn and imitate them (Bjelajac et al., 2025). The failure to make good parents as a result of harsh or inconsistent discipline, inability to provide emotional support, the inability to monitor what the child is doing, etc., can also lead to the emergence of delinquent behavior (Lee & Fagan, 2025).

The other important risk factor affecting juvenile delinquency is peer influence. Certainly, the association with delinquency and gang activities might promote the tendency of committing a crime as youths can internalize the norms and values of their peers (Yeng & Mohamad, 2023). Low and poor educational achievement and negative experiences at school like bullying or disciplinary issues have been associated with greater susceptibility to juvenile delinquency (Marenenyena, 2023). Such aspects might be connected to the feeling of being alienated and not related to the educational system that will subsequently result in the participation in delinquent activities.

The risk factors at the community level are poverty, presence of high rates of crime, and non-access to resources and opportunities. Young people who reside in poor neighborhoods with restricted access to the good examples, to leisure and social services are more susceptible to becoming delinquent (Berdichevsky et al., 2022). The positive personality

traits, including resilience, self-control, and empathy, as well as cognitive skills and problem-solving ability, are the positive aspects of my character. Young people who have such traits will find it easier to overcome difficult circumstances and make sound decisions (Niemiec, 2023).

The protective factors against juvenile delinquency may be the relationship with the family, parental activity, and the favorable home environment. Youth may ensure that they develop a sense of belonging and responsibility in a positive way with the help of positive parenting practices set clear boundaries, offering emotional support, and encouraging prosocial behavior (Hoeve et al., 2009). Being in contact with prosocial peers; participating in positive extracurricular activity may offer the youth other sources of support and positive role models, making it less likely that they enter a delinquent behavior (Aazami et al., 2023).

Academic success, good interpersonal approach in school, good school climate can contribute to a feeling of belonging and or success, and this in turn will insulate against young delinquency. Youth can be provided with the skills and resources capable of making them succeed owing to effective school-based interventions, including mentoring programs and academic support (Cloth et al., 2025). The justice-involved young people could be offered a chance to develop and engage with other communities through the use of community resources including youth programs, recreational facilities, and social services. Positive communities bearing such resources and enforcing prosaically values may act as protective elements against juvenile offences (Aazami et al., 2023). There is a variety of different risk/needs assessment that juvenile justice practitioners can utilize. Such evaluations may be generalized towards juvenile offenders or they may be specific towards assessing offender danger with certain types of juveniles, such as juvenile sex offenders, or may be more specific towards evaluating specific delinquency or offending behaviors, such as violent offenses. In an analysis of the application of various risk assessment instruments used in juvenile justice systems in the United States done by Cloth et al. (2025), the authors found that more than 20 instruments could be implemented on a statewide basis. In order to emphasize the variety of forms of

assessment, it will be possible to refer to three examples. One of such assessment tools is the Youth Level of Services/Case Management Inventory (YLS/CMI) which helps to evaluate the risk of a youth returning to crime and the necessity to use the supportive services based on the extensive scope of variables. The Youth Assessment and Screening Instrument (YASI) is also another instrument that has Prescreen section which identifies moderate- to high-risk youths. A thorough evaluation is then administered to these identified persons. The Structured Assessment of Violence Risk in Youth (SAVRY) is especially formulated to estimate the likelihood of a youth getting involved in some kind of offending behavior in this instance, acts of violence. Youth Level of Service/ Case Management Inventory. The YLS/CMI is a 42 item risk/needs assessment instrument that was created to elicit data on youth. It was created to determine the level of risk posed by a juvenile offender, criminal genic needs, which could be addressed through a treatment or a program service, and to help make decisions on community supervision and case management (Yeng & Mohamad, 2023).

Structured Assessment of Violence Risk in Youth (SAVRY) is a risk assessment instrument that is specifically created to assess the risk of violence in young children. This test is composed of 24 questions divided into three risk domains, which include, but are not limited to, historical risk factors, social/contextual risk factors as well as individual/clinical factors. All these risk items are rated on three points. The SAVRY also has six protective items of factor measurements, and they are measured as either present items or not. Among the aspects that the SAVRY assessment takes into account, one can name the history of violence in a particular individual, poor performance at school, association with delinquency, risk-taking or impulsivity tendencies, and substance abuse (Barboni et al., 2024). The SAVRY is based on a framework professional judgment methodology, which helps practitioners to formulate a sound judgment about a juvenile and its risk of future violence or violent crime, which could be considered to be low, moderate, or high. Additionally, the SAVRY displays dynamic risk factors that would allow making

decisions regarding the treatment and intervention planning (Barboni et al., 2024).

The Risk- Need- Strength (RNS) model is an integrated approach that has been developed in order to evaluate, treat and rehabilitate members of the criminal justice system. The model is based on the Risk-Need-Responsivity (RNR) model, with a strengths-based approach to the model, which presents the positive characteristics of individuals along with risks and needs. RNS model is based on criminological, psychological and sociological, as well as the Social Learning Theory (e.g.), which attributes particular importance to environmental factors influencing behavior; the Cognitive-Behavioral Theory (e.g.), which emphasizes the capability and resources development of a person in response to certain factors causing this behavior; and the Strengths-Based Perspective, which puts the significant stress on the identification and regulation of the capabilities and the resources of a person (Bailey et al., 2023).

The RNS model methodology includes several important steps where the initial step is the structured assessment stage, during which the risks, criminogenic needs, and strengths are assessed with the help of such tools as the Level of Service Inventory-Revised (LSI-R) and the Strengths and Difficulties Questionnaire (SDQ) (Thurman et al., 2021). This is followed by the case planning stage wherein personalized intervention plans are formulated in accordance with the results of the assessment in which the priority is given to the high-risk people with references to applying their competencies to get the motivation and compliance. Some of the intervention approaches in the RNS paradigm are cognitive-behavioral therapy (CBT), substance abuse rehabilitation, vocational education, and family therapy. Mentorship programs and community involvement are only one other kind of strengths-based intervention that strengthens resilience and pro-social behaviors. Monitoring and evaluation are essential elements, as they should fully control progress and take the required corrections in intervention plans. The last level is documentation, reporting, and reflection to revise the strategies and enhance the implementation of the policies (Bailey et al., 2023).

RNS model has been used in different criminal justice contexts such as probation, parole, juvenile justice and community based rehabilitation programs. The model is comprised of a combination of risk assessment, need identification, and strengths evaluation that will ensure mitigation of the risks, needs, and positive change. It is in agreement with restorative justice principle as it promotes accountability, healing, and reintegration into the society. Finally, the RNS model offers an efficient and well-rounded approach to the rehabilitation process that will increase recidivism and improve the overall outcomes of the individuals in the justice system (Thurman et al., 2021).

RESEARCH OBJECTIVE

- To explore the risks factors among justice-involved youth in Rawalpindi
- To know about the strengths factors of justice-involved youth in Rawalpindi
- Identify the socio-economic status of the justice-involved youth of Rawalpindi

RESEARCH QUESTION

- What are the targeted risk factors involved in the youth involvement in the justice system in Rawalpindi, Pakistan?
- Which are the intrinsic assets and possible protective measures among the justice-involved youth category in Rawalpindi?

SOCIAL LEARNING THEORY

The social learning theory is the theoretical framework of the study Assessment of Risks and Strengths in Justice-Involved Youth in Rawalpindi.

The theory is known as social learning theory, created by Albert Bandura, which underlines the role of social interactions and observations as well as modeling when it comes to the behavior of an individual. Applying this theory to the justice-involved youth context, it is possible to explain how the exposure to negative experiences and relationships in the justice system may be one of the factors that define the risks faced by the youths. It also points out how good role models and enabling environments may contribute to resilience and

power. Learners are able to observe some behaviors that they desire to learn. This need not be reinforced or directly experienced. Human beings should be in a position to recall the behaviors they have witnessed in order to replicate them later on. This is through attention, retention, and reproduction by motor. Individuals tend to embrace modeled behaviors when they see good results. The observed behaviors are influenced by external and internal reinforcements as well as motivations on whether to be imitated or not. There are also cognitive elements in social learning other than behavioral elements, including attention, memory, and motivation. Individuals engage in processing and making information out of observed things. Contrary to the behavioral theories, which only focus on changing behavior to learn, social learning theory posits that one does not have to change behavior to learn. To acquire new information and behaviors, people may observe others and not necessarily display the new learning. The social learning theory is used in many fields, such as education, human resources, marketing, and criminal justice, to explain and influence human behavior by modeling and observing (Javdani, 2019).

Risk assessment tools may be categorized into three generations. The initial one is known as the unstructured clinical judgement (UCJ), according to which the risk was estimated based on the experience and the knowledge of the professional. Nevertheless, research has determined that this type of prediction does not surpass the chance probability of future risk prediction, with risk assessment professionals only being correct in one out of three predictions of violent behavior in psychiatric populations (Aazami et al., 2023). Moreover, the procedure of decision-making was not clear and was determined to lack reliability and validity. Moreover, the UCJ approach cannot always be repeated and tested, which is one of the standards that an evidence-informed practice should have. To give an example, two clinicians might examine the same person with a specific risk profile and make different conclusions about the risk of the level of threat that the person presents (Wertz et al., 2023).

MATERIALS AND METHODS

The Materials and Methods section of research is an essential part, as it gives a detailed description of the procedures and methods of conducting the research. It is normally written in the past tense and includes a description of what was used, the equipment, and the method used to gather and analyze the data. This section is aimed at realizing the possibility of other researchers replicating the study by describing it adequately in terms of the experimental design, data collection, and analysis processes. Here the information on the study population, sample size, data collection instruments and statistical methods to be used, and any ethical considerations and approvals obtained should be presented.

The study design is a quantitative and descriptive research design that will be used to measure the risks, needs, and strengths of the offenders under probation. To gather data on probationers in one instance on their socio-economic status, psychological health, and outlook on rehabilitation, a cross-section survey technique was used to have a chance to examine the status of the probationers in detail.

The number of participants to be used in this research was decided upon following the availability and access to persons who are on probationary supervision. The convenient sample size of $n=145$ respondents was reached, taking into consideration the convenience sampling to assure the participation of willing and available participants in the research process.

In this research, the convenience sampling option has been used to choose the participants. The convenience sampling is selected because of the availability of justice-involved youth in certain facilities or programs easily reachable to collect the data. This approach would see the target population being covered effectively considering the limitations of time, resources, and the ethics involved.

A data collection instrument is an indicated data collection tool. The tools are anchored on various forms of data collection, like asking direct questions relating to the preference of the customers or keeping track of what the customers are doing on a webpage or how customers interact with various features of the Internet or the real world. This study used a structured questionnaire as the main tool of

data collection, as it was aimed to identify the level of risk and needs of people in probationary supervision and their strengths.

The questionnaire had closed-ended questions and Likert scale questions to generate quantitative data effectively. It was broken down into various sections that included the major areas, including economic conditions, personal factors, criminal attitudes, and social support. The Likert scale would have been between none and high, where the respondents could show the intensity of their needs and challenges. The tool was also anonymous and confidential, and thus honest responses were promoted. The questionnaire was given via face-to-face communications with probationers, which is why the questionnaire was as clear as possible and did not leave much to misunderstanding.

DATA COLLECTION

The data that was gathered by using the structured questionnaire was assessed by using both univariate and bivariate statistics. Univariate analysis was carried out to test output in the form of frequency of responses in each category, percentage, and percentage of valid responses in each category to have a clear overview of the general trends in the risks, needs, and strengths of probationers. The summary of important findings was presented in the form of descriptive statistics (means, standard deviations, and cumulative percentages). To analyze the relationship between different variables regarding the bivariate analysis, we have used correlation and T-tests to determine the relationship between the economic conditions and the risk of recidivism or the effect of education levels on reintegration opportunities of probationers. The purpose of the analysis was to determine and observe significant patterns and correlations, which will enable us to comprehend the larger implications of probationary supervision. The SPSS (Statistical Package of the Social Sciences) was used to perform data analysis to make the data interpretation accurate and reliable.

DATA ANALYSIS

Univariate analysis aims at evaluating individual variables to learn their distribution, central tendency, and variability. It includes descriptive statistics of mean, median, mode, standard deviation, and

frequency distributions. The analysis is useful in enhancing patterns and trends in a singular variable, like determining the degree of financial need among probationers through evaluating the percentage of respondents labelled as being of high, moderate, low, or no need. In the same manner, it enables the assessment of such variables as attitudes to the police, employment, and mental health needs separately.

Bivariate analysis analyzes the relationship between two variables and is used to establish the correlations, associations, or possible cause-and-effect relationships. Cross-tabulation techniques, chi-square tests, correlation analysis, and t-tests are some methods that are usually employed to know whether one variable affects another one. As an example, one can use bivariate analysis to evaluate the relationship between the financial need and the workers and whether the attitudes toward the police differ depending on the previous legal experience of individuals. This method is essential in interpreting the dynamics between the factors that can be essential in making policy decisions and intervention measures for persons on probation.

The sample entails a total of 145 valid answers to all the variables that include the type of geographical location, the length of probation, the age at which the interview was conducted, the gender of the participants, and the place of the interview.

The nature of geographical location has a low standard deviation (0.57419), meaning that the respondents are probably of similar geographical backgrounds, like either the large city atmosphere or country-style atmosphere. In a similar way, the standard deviation of the duration of probation is low (0.42295), and this implies that the probation length is relatively similar among the participants. The age when the participants were interviewed, however, exhibits moderate variation (standard deviation = 10.794) considering that the sample comprised people of varying ages. The standard deviation of gender of participants is incredibly low (0.14071), and that means that the sample is extremely biased in terms of gender, either being predominantly male or predominantly female. The place of the interview, with a standard deviation of 2.49776, is moderate variability; that is, interviews were held in many office situations.

The qualitative variable is called "describe the offense." They are on probation and do not have a standard deviation because it would probably include text answers. Thematic analysis or categorization would be needed to summarize the kind of offense described in this variable. In general, it is indicated in the dataset that there is a certain degree of homogeneity in such variables as geographical location, length of probation, and gender, which could restrict the possibility of identifying substantial differences or relationships in the further analysis. Nevertheless, the age variety and the place of the interview would allow us to also make subgroup analyses.

As indicated in the correlation matrix, there are some important relationships between the variables. Location of the interview, education needs, and financial needs ($r = 0.270, p = 0.007$; $r = 0.341, p = 0.001$; $r = 0.201, p = 0.045$) have significant positive relationships with type of geographical location. It implies that the individuals who belong to particular geographic areas have a higher chance of being interviewed in particular offices and providing a greater number of needs in the sphere of education and finances. Nevertheless, they could not find any prominent associations between the geographical localities and the duration of probation periods, age, childcare requirements, or the total level of PSAP (Probationer Self-Assessment Profile) need and strength levels.

Probation length fails to produce any significant associations with the rest of the variables, and all the p-values are above 0.05. This shows that the length of probation does not occur in close relation with geographical location, age, the place of interview, or any of the evaluated needs or strengths. There is a positive correlation of age at the time of interview with financial needs ($r = 0.211, p = 0.035$) and childcare needs ($r = 0.316, p = 0.001$), implying that the older the individual interviewed, the more he or she is likely to say that his or her needs are high in these matters. Nevertheless, there are no significant correlations between age and geographical position, length of probation, whereabouts of the interview, and overall PSAP need and level of strength. The education needs ($r = 0.216, p = 0.031$) and financial needs ($r = 0.226, p = 0.024$) are positively correlated with the location of the interview, which implies that

the more participants are interviewed in the respective offices, the higher the needs in those regions.

Geographical location is another variable that correlates well with this one, as stated before. Financial needs and education needs demonstrate a strong positive correlation ($r = 0.396$, $p < 0.001$), implying that their participants with higher education needs will tend to report financial problems as well. Nevertheless, the needs in the field of education do not have any significant correlation with the needs in childcare or the level of PSAP need and strength. As was mentioned above, financial needs are positively associated with education needs but are not significantly associated with childcare or overall PSAP need and level of strength.

There is a positive relationship between age and childcare needs ($r = 0.316$, $p = 0.001$), which means that older participants have more chances of reporting their childcare needs. Nonetheless, there is no significant correlation of childcare needs with geographical location, probation duration, location of interview, and the overall PSAP need and strength levels.

Lastly, the level of overall PSAP need and the level of overall PSAP strength are significantly positively correlated with one another ($r = 0.255$, $p = 0.010$), which indicates that participants who claim they need it more are also likely to claim that they have more strengths. But the need level, as well as the strength level, does not have any significant correlation with geographical location, length of probation, age, interview location, or special needs like education, finances, or childcare.

MAJOR FINDINGS

The trial history of youth who have been involved in justice is usually characterized by poverty, trauma, family dysfunction which puts them in a risk position to commit delinquent behavior.

Some of the personal and environmental risk factors that cause the problem of juvenile delinquency mentioned in the study include:

Individual Factors Regular Ages Males Females
Mental health situation Substance abuse and previous antisocial conduct.

And Family factors: Family conflict, parental criminality and ineffective parenting.

Peer Influence: Delinquent peer association and gang membership.

The Factors of Community: Poverty, high crime rates, and inability to access resources.

It is essential to identify the strengths of justice-involved youth, including the themes of resilience, social support, and educational aspirations, to come up with effective interventions.

Some of the above-mentioned risk/needs assessment instruments are discussed in the thesis and the role of combining risk and strengths assessments in ensuring that juvenile justice is effectively tailored in interventions.

It also suggests the study of trauma-informed approaches, which are thorough and restorative and put the dignity and humanity of youth first, to heal and develop in positive ways.

DISCUSSION

The results of the PSAP needs assessment are valuable as they give one an insight into the challenges that people encounter in different spheres of their lives. The information reveals that individuals have serious needs concerning the personal, social, and economic spheres, which implies that special interventions are needed. Regarding social relationships, the percentage of respondents with moderate to high needs is relatively large, which indicates that most people might be deprived of proper support systems or cannot cope with stability in relationships. This highlights the need of social reintegration schemes, counseling sessions, and interaction programs, which creates meaningful relationships and social integration. Equally, there are differences in the level of religiosity, with a significant percentage of the population having low or moderate levels of religiosity, possibly suggesting the necessary intervention by faith-based support systems or other ways of individual guidance.

Economic factors prove to be an important aspect of concern where employment, financial standing and educational requirements are considered to be very high. The high and moderate needs prevalence in these areas is an indication that several people are disadvantaged in terms of obtaining stable income and growth opportunities. Education accessibility programs, employment training initiatives, and

financial literacy would assist in reducing these issues and this would create avenues through which people would be empowered economically.

Mental health and coping are another aspect of the study, which demonstrated that a significant amount of respondents scores moderate to high on the need to handle emotions, self-control, and problem-solving. These results indicate the urgency of mental support services such as counseling and emotional regulation training, and therapeutic interventions. Also a considerable number of the population are exhibiting relationships to do with attitudes towards violence, modes of thinking, and overall cognitive processing posing a requirement of rehabilitative and behavioral programs aiming towards fostering constructive decision-making and conflict resolution. The other sensitive feature of the findings is associated with bad experiences and experiences with the justice system. A large proportion of the respondents experience moderate or high needs in terms of their attitudes to law enforcement, substance use and criminal thinking patterns which means that a legal education program, rehabilitation services and preventive strategies to decrease recidivism are needed. Employing re-entry strategies and reinforcing structures of people surrounding the justice system may be crucial in solving reintegration and decreasing criminality in the future.

In general, the information sheds light on the complexity of the needs of individuals, and it is necessary to approach them in a multidisciplinary context. The simultaneous approach of finding solutions to economic, social, and psychological issues by the redesigned policies, specific interventions, and community-based actions will be crucial to developing long-term resiliency and beneficial societal impacts.

According to the results of the PSAP (Personal and Social Adjustment Profile) needs assessment, one can state that most of the respondents surveyed have an average need in most of the personal, social, and economic levels. Although some of their lives are working fairly well, there exist huge discrepancies in terms of resources, support, and services required to enhance their general well-being.

Regarding personal and social relationships, the majority of those respondents reported no or low need on family, friends and community relationship,

but a considerable proportion reported moderate and high need level especially in relation to family members that are not living in the house and or people engaging in crime. This implies that there are not enough social support structures and external community processes that can be detrimental to the well-being of a person, thus resulting in isolation or the adoption of negative behaviors.

Considering the issue of spirituality and religiosity, the results indicate that there are mixed values in terms of participation, as most of the interviewees offer moderate to low spirituality or religion engagement. Nevertheless, fewer of the participants reported low spiritual needs, which suggests that the attachment to spirituality or religious beliefs can be a significant factor affecting coping and well-being in a few cases.

The survey also had economic and employment related needs. Much of the respondents gave moderate to high levels of respondents on the need of financial support and job-related opportunities, indicating a high demand of economic security and development opportunities. Such a necessity to improve the economic situation was opposed to a less substantial number of people who did not provide any economic issues, which is indicative of the unequilibrium in the population.

Health-wise, mental health and emotional needs were noted to be moderate to high by a significant proportion of the participants, indicating the significance of the psychological assistance and services in enhancing the overall satisfaction in life. Also, the criminal involvement and relationship to violence showed that many of the respondents have been exposed and/or involved in criminal activities, which has highlighted the necessity to have community involvement and prevention to tackle the background of contributing factors to criminal behavior.

The total PSAP need grade supports the conclusion that the majority of the surveyed are moderate need, which indicates further the need to assist them with an overall approach to different spheres of life. Although other respondents had low or high needs, most of them need intervention to enhance personal, social, economic and psychological well-being.

Conclusively, the statistics show that there is a strong necessity to have holistic services, which deal with

the multi-dimensional problems people encounter with specific focus on community services, mental health services, economic development, job training, and family-based interventions. Specialized interventions which consider the different degrees of need between different individuals will be imperative in producing positive and sustainable transformation. This is an important measure towards making sure that the resources are channeled to those that need them most.

CONCLUSION

The study gives a detailed analysis of the dynamics of the issues linked to justice-involved youth in Rawalpindi, Pakistan, concerning how risk factors interact with the feasible strengths that shape their behavior and rehabilitation. It highlights the need to be aware of the problems such youths are struggling with as well as the young potential they have in positive development hence informing the process of dealing effectively.

The results of the conducted study indicate that most of the youth involved in justice might have a background of great difficulties such as poverty, trauma, and family dysfunction. All these causes their involvement in delinquent behavior, and subject them to additional risks, including imprisonment, gang life, and drug abuse. Nevertheless, the thesis stresses on the fact that although so, these youths have certain inherent strengths including resilience, social support and educational ambitions which can be used to help them recover and be effectively reintegrated into society. It becomes necessary to identify and use these strengths to create interventions that are culturally sensitive and developmentally appropriate besides being effective.

The study emphasizes the significance of carrying out risk and strength evaluation as preliminary procedures during intervention processes. Through the systematic determination of the risk factors associated with delinquent behavior including but not limited to individual, family, peer, and community conditions, the stakeholders are able to develop the specific intervention that can be used to balance the needs of the justice-involved youth. Besides, the incorporation of strengths assessment will enable the practitioners to enlarge the current

assets of these youths, establishing a more comprehensive way of rehabilitating.

The thesis can be said to support the implementation of whole body, trauma sensitive and restorative practices in youth justice. These approaches focus on safety, trust, and empowerment as trauma affects youth behavior in a very profound way. Stakeholders can encourage youth healing, accountability, and positive youth development by providing supportive environments that avoid disrespect and mistreat justice-involved youth, dignity, and humanity. This method does not only deal with the immediate need of these youths but also plays a role towards the reduction of the recidivism cycle of reefforts, which will eventually result in improved results of individuals and society. In conclusion, the research underscores the critical need for a dual focus on both risks and strengths in the assessment and intervention processes for justice-involved youth. By adopting a strengths-based perspective, practitioners can empower these youths to envision and pursue positive futures, thereby promoting desistance from delinquent behavior. The findings advocate for policy changes and the implementation of evidence-based practices that prioritize the unique needs of justice-involved youth, ensuring they receive the support necessary to overcome their challenges and thrive. This comprehensive understanding of the dynamics affecting justice-involved youth is essential for developing effective interventions that can lead to their successful reintegration into society and contribute to the overall well-being of the community.

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