

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND  
SELF-REPORTED DELINQUENCY AMONG COLLEGE BOYS**

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**ABSTRACT**

*The present study aimed to examine the relationship between Emotional Intelligence (EI) and Self-Reported Delinquency (SRD) among college students and compare adolescents with high SRD and low SRD on EI. The sample consisted of 200 boys taken from different government and private colleges of Islamabad and Rawalpindi. EI scale (Wong & Law, 2002) was used to measure EI. Self Reported Delinquency Scale (SRDS) (Naqvi & Kamal, 2007) was used to measure delinquent tendencies among adolescents. Reliability of EI was found to be (.81) where as for SRDS it was (.83). Results indicated that EI is negatively correlated and it also negatively predicts SRD ( $r = -.502$ ,  $p < .001$ ,  $\Delta R^2 = .36$ ). Comparison of adolescent boys with different income levels, on SRDS and EI showed that SRD is high in adolescents with low SES while it has no effects on EI ( $F = 19.218$ ,  $p < .001$ ). Comparison of adolescents with high delinquent tendencies and low delinquent tendencies groups were made on EI. Results indicated that EI is low in high delinquent tendencies group ( $t = 9.521$ ,  $p < .001$ ). The study tends to explore the effects of different family system on EI and SRDS. The results showed that adolescents living with nuclear*

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*family system scored higher on delinquency ( $t = 2.648, p < .01$ ) and adolescents living in joint family system were found higher on EI ( $t = 2.086, p < .05$ ).*

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**Keywords:** Emotional Intelligence, Self-Reported Delinquency, adolescents

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## INTRODUCTION

Hein (2005) defined emotional intelligence as the mental ability we are born with which gives us our emotional sensitivity and our potential for emotional learning, management skills, which can help us to maximize our long term health, happiness and survival. While well established skills of emotional intelligence promote social functioning academic success, and a sense of self efficacy, correspondingly, deficits in these skills place children and adolescents at risk, children with under developed emotions experience a variety of problematic behavior outcomes, including both externalizing and internalizing behavioral issues; externalizing behavioral problems encompasses actions directed toward others and include verbal and physical aggression, hyperactivity, defiance, substance use and other acting out behaviors. In contrast, internalizing problems includes inwardly directed difficulties such as, anxiety and depression (Buckly & Saarni as cited in Ciarrochi, Forges & Mayer, 2006).

It stands to reason that children and adolescents who lack skills of emotional competence will have greater difficulty interacting positively with their peers. Young people who frequently respond with negative affect, or who cannot adequately control their emotional responses, are likely to be less appealing to their peers and indulged in delinquent behaviors. They will also struggle to accomplish tasks that require emotional and behavioral control likewise children who fail to effectively read other's emotional cues will be less likely to interact in ways that draw age mates to them. This sets children on a negative social developmental trajectory. The connection between emotional competence and social/behavioral outcome appears to persist into adolescents and early adulthood. For example among young male college students, lower Emotional Intelligence corresponds with problematic relationships with friends, deviant social behavior (e.g. physical fights), and alcohol consumptions (Brackett, Mayer & Warner, 2004; Connor, 2004).

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Violence, delinquency, and aggressive behavior have increased among adolescents in the last quarter of the 20th century, and the adolescent homicide rate nearly has doubled in the 14- through 17-year-old age group (Loeber & Hay, 1994). In 2000, 16% of those arrested for violent crime were juveniles younger than age 18 who also accounted for 32% of the property crime arrests that same year (Snyder, 2002). Identification of predictors and risk factors for early onset juvenile antisocial behaviors could provide information that would help tailor prevention programs to stop the progression from childhood behavior problems to persistent adolescent offending and chronic adult disorders.

Children who show signs of behavior problems and difficult temperaments in early childhood exhibit higher rates of delinquent behavior and externalizing disorders in adolescence (Petridesa & Frederickson, 2002; Tremblay, Masse, Vitaro & Dobkin, 1995). Wong and Ang (2007) found that stress management skills significantly predicted overall maladjustment, antisocial behavior, anger control problems, emotional distress, and negative self problems. Petrides and Furnham (2000) found an inverse relationship between emotional intelligence and problem behavior. The self-management of emotions was negatively associated with all types of problem behavior, whereas social skills were related to aggression and delinquency. Regression analysis suggests that poor use of emotions may lead to higher levels of problem behavior, such as depression, aggression and delinquency, whereas a higher degree of self-management may lead to less anxiety (Angela, 2009).

Many study findings (Diane, Dana, Louis & Sidney, 2006; Leech, Day, Richardson & Goldschmidt, 2003; Wang, Blomberg & Spencer, 2005) found delinquent students as characterized by a series of disproportionate educational deficiencies as compared to their non delinquent student counterparts. Delinquent students were found to attain lower grade point averages, have poorer school attendance records, be retained more often in the same grade, and receive more school disciplinary actions. The researchers conclude that these documented educational deficiencies may play an integral role in the process of delinquency and, therefore, pose a number of public policy implications.

The study by Gutierrez and Shoemaker (2008) finds overall delinquency prevalence to be higher among males than females but not significantly different from one socioeconomic class to another. Gender and class differentials, however, are found for different types of delinquency (overt property, covert property theft, swindling, vandalism, drug abuse, alcohol and cigarettes, and

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status offenses). Violent offenses and more public forms of delinquency are found to be high among lower-class boys, whereas covert types of delinquency are high among the middle- and upper-class students. Among females, upper-class girls consistently have the highest self-reported delinquency rates. In a self-report survey of delinquency in the Philippines, Shoemaker (1994) found that males were twice as delinquent as the female respondents and higher-status boys were more delinquent than lower-status boys. Peer relations and attitudinal constructs were significantly associated with delinquency for boys.

The aim of the present study is to explore the relationship between Emotional Intelligence (EI) and delinquent tendencies among adolescents and how EI can predict Self Reported Delinquency (SRD). This study intends to screen out the adolescents with high and low delinquent tendencies in different colleges of Rawalpindi and Islamabad. The researches on EI suggest that boys have significantly lower EI as compared to girls and they are more indulged in aggressive and delinquent behavior. Moreover these tendencies are not present only in dropout boys or incarcerated boys rather these are present in school and college going boys too (Angela, 2009; Petridesa & Frederickson, 2002; Wong & Ang, 2007; Wang, Blomberg & Spencer, 2005). The screening or separation of two groups is necessary as in this study the students will be compared on EI. Both groups of high Delinquent tendencies and low delinquent tendencies are matched on their grade, SES, Family System age, and parental education to minimize the impact of confounding variables. The effect of different demographic variables is further analyzed.

There is a need to understand the Emotional Intelligence (EI) of college going adolescents as this time period is predominately more imperative in developmental stages. Adolescent time period is marked with awareness of one's emotional cycles which facilitates insightful coping, increasing integration of moral character and personal philosophy in dealing with stress and subsequent decisions. At this age the EI in relationship building helps adolescents to become aware of mutual and reciprocal communication of emotions as affecting quality of relationship (As cited in Ciarrochi, et al., 2006). Researches show that EI can predict many important behavioral outcomes in an individual's life such as delinquency, aggression, and problematic behavior (Angela, 2009; Diane et al., 2006; Gutierrez & Shoemaker, 2008; Petridesa & Frederickson, 2002) so present study tends to focus on this issue.

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Researchers suggest that Juvenile Delinquency is a male phenomenon. Idea of masculinity makes young boys more prone towards delinquency (Brown, 1998). This model is followed in this study that's why only male adolescents are, taken as girls in our culture are not expected to indulge in delinquent acts. In present study the focus is on EI of adolescent boys and their tendencies toward engaging in delinquent behavior. This is a well established phenomenon in western literature (Angela, 2009; Diane et al., 2006, Gutierrez & Shoemaker, 2008; Petridesa & Frederickson, 2002), but less literature is available in Asian cultures.

Literature suggested that EI is a strong predictor of negative and deviant behavior in adolescent boys. Hence it was hypothesized in the study that EI and its subscales will negatively predict SRD. There are many important factors which can affect EI and SRD like the effects of SES on EI and SRD. The labeling theory (Becker, 1963) suggests that male children from poor families are more prone towards developing delinquent tendencies. Therefore it is hypothesized that delinquency will be high in low SES (Perveen, 2007; Shamim et al., 2009). Another important issue in explaining EI and SRD is family system (i.e nuclear and joint). Researchers have investigated that boys belonging to nuclear family system are more prone towards developing delinquent tendencies (Minhas & Khalid, 2009; Zaeema, 2003) hence in present study it is hypothesized that SRD will be high in nuclear family system. Similarly the effects of parental education have an important role in developing delinquent tendencies. Educated parents have more understanding how to deal with the problematic behavior of their offspring's by enhancing their emotional and management abilities as compared to uneducated parents. Thus it is hypothesized in the study that boys having less educated parents will have more delinquent tendencies (Perveen, 2007). The Hypotheses thus framed as follows:

- 1) There exists a negative correlation between emotional intelligence and self reported delinquency.
- 2) Emotional intelligence will negatively predict self reported delinquency among college boys.
- 3) Boys with high self reported delinquency will score low on emotional intelligence as compared to boys with low self reported delinquency.
- 4) The boys from low SES will be high on self reported delinquency as compared to boys from middle and high socio-economic status.
- 5) The boys from nuclear family system will score high on self reported delinquency as compared to boys from joint family system.

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### **METHOD**

#### ***Participants***

The data was consisted of 200 boys from different Government and private colleges of Rawalpindi and Islamabad. Boys were taken from 1<sup>st</sup> year and 2<sup>nd</sup> year classes. Purposive Convenience sampling technique was used to collect data. Adolescents were matched on the bases of their class only 1<sup>st</sup> year and 2<sup>nd</sup> year class students were taken. Both groups included boys from joint as well as from nuclear family system. Similarly SES was matched between two groups; both groups included boys belonging to low, middle and high SES. These three categories of SES were established with the help of Gallup source book on Pakistani consumer (2004-2005).

#### ***Measures***

##### **Emotional Intelligence Scale (EIS)**

Emotional Intelligence Scale (EIS; Wong & Law, 2002) was used to measure EI. This scale was developed to measure individual differences in the ability to identify and regulate emotions in self and others. The scale was consisted of 16 items and it is a six point likert scale where score 1 has been equal to *strongly Disagree* and score 6 to *Strongly Agree*. High scores on scale means high EI and low scores mean low EI. There are four subscales namely Self-Emotion Appraisal (SEA), Others-Emotion Appraisal (OEA), Regulation of Emotion (ROE), and Uses of Emotion (UOE). All items are positively scored and there are 4 items in each subscale arranged in same order as described before. The possible score range is from 16-96 where 16 is lowest score range and 96 is maximum score range for whole scale.

##### **Self Reported Delinquency Scale (SRDS)**

Self Reported Delinquency Scale (SRDS; Naqvi, 2007) was used to differentiate between boys having high SRD and boys having low SRD. Boys with high scorers were considered to having higher delinquent tendencies and low scorers were considered as boys having lower SRD. This is a five point likert scale with 27 items which are all positively stated. This scale measures Self Reported Delinquency on following dimensions, theft drug abuse, lying , non compliance, police encounter, violence related delinquency (extroversion,

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vandalism, aggression), cheating and gambling, and sex related delinquency (harassment, homosexuality, heterosexuality). Scoring criteria is 0= never, once=1, 2-4 times=2, 5-10 times =3, and 10 or more times =4. The possible score range is from 0-108 in which minimum score is 0 and maximum score can be 108. The students were divided into three groups with the help of quartile. Students having score less than or equal to  $Q_1$  were labeled as students with Low Self Reported Delinquency; students having score on  $Q_2$  were labeled as Students with Middle Self Reported Delinquent tendencies and students score  $Q_3$  and above were labeled as students with high self reported delinquency based on their total score on SRDS. The middle group scoring above  $Q_2$  is ignored for the purpose of screening: 0 - 7 score characterize Low delinquent group ( $Q_1$ ), Middle group scoring above 7 and below 18 ( $Q_2$ ), and 18 to 68 was High delinquent group ( $Q_3$ ).

## RESULTS

The present study aimed to examine the role of emotional intelligence (EI) in the prediction of self-reported delinquency (SRD) among college students and compare adolescents with high SRD and low SRD on EI. Role of various demographic variables including parental education, socio-economic status and family system on emotional intelligence and self-reported delinquency was also investigated. Bivariate and multiple Regression analysis were applied to examine the effect of EI on self-reported delinquency. Furthermore, *t* test and ANOVA were applied to explore the impact of different demographic variables i.e. SES, family System, and parental education to examine the mean differences on EI and SRD in adolescent boys.

**Table 1**  
*Pearson Correlation between Emotional Intelligence and Delinquent Tendencies among adolescent boys (N = 200)*

Scale	Self Reported Delinquency
Self Emotion Appraisal	-.577**
Other Emotions Appraisal	-.472**
Regulation of Emotion	-.255**
Use of Emotion	-.408**
Emotional Intelligence Total	-.502**

*p* < .01

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Table 1 shows correlation between Self Reported Delinquency scale and total EI score with its subscales. It indicates that Self Reported Delinquency was significantly negatively correlated with total and all subscales of EI.

**Table 2**

*Linear Regression Analysis showing the effect of Emotional Intelligence on the prediction of Self-Reported Delinquency (N=200)*

Model	<i>b</i>	SE	$\beta$	<i>t</i>	<i>p</i>
Constant	37.98	2.93		13.08	.000
Emotional Intelligence	-.658	.080	-.502	-8.17	.000
$R^2 = .25$					
$\Delta R^2 = .24$					

Table 2 shows that EI negatively predict SRD. The  $\Delta R^2$  value of .24 indicates that 24 % variance in the dependent variable which is delinquency can be accounted for, by the predictors which is the total score of EI with  $F(198, 1) = 66.71, p < .001$ . Emotional intelligence has significant negative effect on self reported delinquency ( $\beta$  -.502,  $p < .001$ ).

**Table 3**

*Mean, Standard Deviation and t values on EI for students with high and low Self-Reported Delinquency (SRD) (N = 168)*

Scale	Low SRD (n = 83)		High SRD (n = 85)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Emotional Intelligence	38.80	8.07	28.87	5.15	9.52	.000
<i>df</i> = 166						

Table 3 shows mean differences on EI between low self reported delinquents and high self reported delinquents. The results indicate that low SRD displayed more EI as compared to high SRD. The middle group is ignored in this analysis which scored above 7 and below 18 on SRDS that is why the sample size is reduced to 168 for the present analysis.

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**Table 4**  
*Mean, Standard deviation and f value of different income level of parents on SRD and EI (N = 200)*

Scale	Low SES (n = 75)		Middle SES (n = 41)		High SES (n = 84)		F	p
	M	SD	M	SD	M	SD		
SRDS	21.31	13.57	14.83	11.99	9.77	9.60	19.21	.000
EI	33.01	9.73	36.95	12.05	35.42	9.72	2.05	.130

*df=(2, 198)* Note. Low SES= below 7000, Middle SES = below 30000 & High SES = above 50000 (Gallup Sourcebook for Pakistani Consumer, 2004-2005)

Table 4 shows the Mean differences, Standard deviation and F value on different income levels of parents on SDRS and EI among adolescent boys. Results indicate that self reported delinquency is highest among low SES class students as compared to middle and high SES. No significant differences were found with EI on different income levels of parents.

**Table 5**  
*Mean, Standard Deviation, and t values on EI and SDR on different family system (N=200)*

Scale	Joint (n = 66)		Separate (n = 134)		t	p
	M	SD	M	SD		
Self-Reported Delinquency Scale	13.49	12.95	18.48	11.69	2.64	.009
Emotional Intelligence	35.47	9.40	32.71	10.12	2.08	.038

*df = 198*

The results indicates that students from joint family system displayed less self reported delinquency as compared to students belonging to separate family system. On EI boys belonging to joint family system show more EI as compared to separate family system.

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### **DISCUSSION**

The present study aimed to examine the relationship between emotional intelligence (EI) and self-reported delinquency (SRD) among college students and to compare adolescents with high SRD and low SRD on EI. Role of various demographic variables including parental education, socio-economic status and family system on emotional intelligence and self-reported delinquency was also investigated. Present study was intended to compare adolescent boys on EI and Self Reported Delinquent Tendencies. Sample of 200 boys was taken from different colleges of Islamabad and Rawalpindi. Only 1<sup>st</sup> year and 2<sup>nd</sup> year adolescents were included in sample and their age range was from 16-18 years. Sample consisted of boys only because theories and the literature suggest that boys are more prone to develop delinquent tendencies. In this study model of juvenile delinquency as a male phenomena was followed which strongly suggests that males are more indulged in delinquency (Brown, 1998; Eadie & Morley, 2003; Walklate, 2003). A number of researches have been done on EI and delinquency (Petrides & Frederickson, 2002; Perveen, 2007; Shamim, Zafar, Batool & Hashmi 2009; Zafar, 2005; Zaeema, 2003) and provide empirical evidence on role of trait emotional intelligence and deviant behavior at school. Results indicated that low emotional intelligence leads to high delinquency and less academic achievement.

Considering cultural relevance, Pakistani society is a male dominating society so patterns of showing power and anti social behavior are more common and evident among males. A large amount of literature is available independently on Emotional Intelligence and delinquent tendencies among different samples (Akram, 2004; Aslam, 2004; Kaneez, 2006; Khurshid, 2003; Mahmaood, 2007; Malik 2009; Minhas & Khalid, 2009). But very few researches are available in our culture addressing the connection between these two variables and how they predict each other. Therefore the present study intended to investigate this phenomenon in more detail

#### **Relationship between EI and SRD**

The 1<sup>st</sup> hypothesis “There exists a negative correlation between emotional intelligence and self reported delinquency” is supported in the present study. The strong negative relation is due to increased SRD in our sample; which emphasis that management of delinquency is more possible with increasing EI in adolescent boys. The trait of aggression is more common in boys and channels of

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showing negative or deviant behavior are more provided to them such as boys expression of aggression is deliberately relatively ignored in our society; if they indulged in theft, drug use, or rebelliousness, which may increases the chances of developing delinquent tendencies. The results are in accordance with previous researches such as similar finding were observed in a study by Angela (2009), and it was found that there was an inverse relationship between Emotional Intelligence and problem behavior including delinquency. The self-management of emotions was negatively associated with all types of problem behavior, whereas social skills were related to aggression and delinquency. Considering our society where there is increased rate of juvenile crimes these findings have large implications. As in recent years there is an increased rate of theft, sexual harassment, and violence and mostly adolescents are involved in it or they are more vulnerable in indulging in these activities. Therefore we can say that an important factor of EI should be considered which is lacking in managing delinquent behaviors of adolescents at societal as well at college level. The finding of present study are important as teachers and parents can be guided how to deal with emotional problems and challenges faced by youth and how components of EI can be learnt in management of these behavioral problems.

### **Linear Regression Analysis on EI as the predictor of the SRD**

The 2<sup>nd</sup> hypothesis “Emotional intelligence will negatively predict self reported delinquency among college boys” was supported in the present research. The results are consistent with previous studies (Leech, Day, Richardson & Goldschmidt, 2003; Wong & Ang, 2007). Another such finding was explored in a study by Angela (2009) and regression analysis of their study suggested that poor use of emotions may lead to higher levels of problem behavior, such as depression, aggression and delinquency, whereas a higher degree of self-management may lead to less anxiety. In underdeveloped countries like Pakistan the importance is not given to learn emotional abilities which may interfere with adolescent’s daily life and may lead to delinquent and problematic behaviors. It is important to notice that 36% of the variance in EI is accounted by SRD which means that EI independently is important in explaining the delinquent tendencies among adolescents. These findings suggest the importance of EI in dealing with problematic or deviant behavior of adolescents. As adolescents time period is marked with stress, and other social and emotional changes; the boys are in learning phase how to become independent in future life. Predominantly in our culture emphasis is given to boys to become independent; as they have to look after their family in future. Therefore in this

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scenario boys are more indulged in delinquent acts and their emotional knowledge is less as proved by the present study. It is obvious from the findings to enhance the EI of the adolescent's boys in order to lessen their problematic behavior.

### **Comparison of Adolescents Boys having Low SRD and High SRD on EI**

The 3<sup>rd</sup> hypothesis “Boys with high self reported delinquency will score low on emotional intelligence as compared to boys with low self reported delinquency” is supported by present study findings. The literature also suggests that delinquents scored low on EI scale as compared to non delinquents or (Angela, 2009; Diane, Dana, Louis & Sidney, 2006; Petridesa, & Frederickson, 2002; Wong & Ang, 2007).

In Pakistani society where there is an increased fear and instability due to different types of crimes such as theft, street crime, violence, and delinquency it is important that EI should be managed to treat deviant behavior of at risk adolescents. When an individual better recognizes, manages, and regulates emotions of himself and of others then it could be possible that delinquent tendencies will be reduced. Usually in our culture boys have less sharing of their personal life with their peers or other family members they are stigmatized if they want some strong bond with anyone, so due to lack of strong attachment with family members or peers the boys having low EI are indulged more in deviant behavior. As obvious from the study that EI was low in high SRD this finding emphasizes the importance of learning and managing EI to lessen the negative behavior of boys.

### **Comparison of Adolescent Boys having different income levels on SRD and EI.**

The 4<sup>th</sup> hypothesis of the study “The boys from low SES will be high on self reported delinquency as compared to boys from middle and high socio-economic status” is supported in this study. Theoretical background suggests that low SES is a major factor for developing delinquency (Merton, 1994). The results are in accordance with the previous researches (Gutierrez, & Shoemaker 2008; Khurshid, 2003; Perveen, 2007; Shamim et al., 2009; Zaeema, 2003). In developing countries like Pakistan poverty is the major cause of many criminal or antisocial behaviors. The people can't satisfy their basic needs and there is an inconsistency between their goals and means. The economic crises and instability

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which is prevailing in our country may lead to frustration and aggression in adolescents who want to enjoy a comfortable life but are deprived of basic necessities, their parents may be unable to fulfill their desires, and this especially happens in boys belonging to low SES. They want to achieve their means but are unable to do so because they don't have the opportunities to meet those goals. In the present study students belonging to low SES may be more frustrated as their parents are unable to fulfill their desires as a result of their frustrations they indulge in more delinquent behaviors as compared to students belonging to middle and high SES. Theoretical background suggests that low SES is a major factor for developing delinquency (Merton, 1994).

### **Comparison of Adolescent Boys Having Different Family System on EI and SRD**

The 5<sup>th</sup> hypothesis "The boys from nuclear family system will score high on self reported delinquency as compared to boys from joint family system" was supported in the present study. The previous researches show similar trends between family system and delinquent tendencies (Minhas & Khalid 2009; Zaeema, 2003). Joint family system is important as it provides better institution for adolescent's socialization and one of the most influential agents determining the formation of personality; the family transmit social values, improves morality and proper behavior that adolescent learn from their parents.

In Pakistan, the joint family system is more prevalent than nuclear family system. Joint family usually comprises father, mother, children, grandfather and grandmother, and they live together with their people in the same family unit. Moreover, the governing male of the house will play a significant role with respect to the well-being of his family unit. Hence patterns of developing delinquent tendencies are less in joint family system as compared to separate or nuclear family system in which usually only parents and one or more children are living with each other. Whereas chances of developing delinquent tendencies are more in nuclear family system as strong emotional and social support may not be provided. The previous researches show similar trends between family system and delinquent tendencies (Minhas & Khalid 2009; Zaeema, 2003). Joint family system is important as it provides better institution for adolescent's socialization and one of the most influential agents determining the formation of personality; the family transmit social values, improves morality and proper behavior that adolescent learn from their parents. Parents in nuclear family system may not have strong check on their children disruptive behavior. In nuclear family system

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parental monitoring may not be provided as usually both parents are earning and they neglect the deviant behavior of their sons this may give them opportunities to associate with more delinquent peers and hence chances of developing delinquent tendencies are increased. This is evident from the above findings that high SRD is found in boys belonging to nuclear family system.

The students belonging to joint family system showed more emotional intelligence as compared to students belonging to separate family system, perhaps because of the reasons that more social and emotional support is given in joint family system as compared to separate family system. In addition people belonging to joint family system are more mutually dependent on each other and they know the needs and emotions of others as compared to nuclear family system. Another reason could be that in joint family system there is physical and psychological proximity which helps the parents and grandparents to invest time and social support with their young generation consequently chances of learning and managing EI increases in joint family setup which is evident from the study that EI was high in joint family system.

### **Conclusion**

The results of present findings are that EI is a significant predictor of SRD among adolescence and there exists a strong negative correlation between these two variables. The comparison of students having high delinquent tendencies and low delinquent tendencies on EI shows that EI was high in low delinquent tendencies group as compared to delinquent group. The effects of different demographic variables were explored in the study and results indicated that SES has a strong effect on Self Reported delinquency among adolescents while it is not important with EI. Delinquent tendencies were examined to be high in separate family system as compared to joint family system where as EI was found to be high in joint family system.

### **Limitations and Suggestions**

1. The sample was taken only from colleges; in future the sample should be expanded to schools and universities also to explore further differences.
2. Female were not included in the sample; they should also be included to see the differences between both variables.
3. English version of EI scale was used; it will be better to translate the scale in order to make it more comprehensible by the students.

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### **Implications of the study**

1. The results of present study will prove helpful to psychologists/social workers/ teachers and parents. As the present study proved that delinquent tendencies developed in adolescence; so making any intervention program about prevention of delinquent tendencies should include the important aspect of an individual emotional intelligence. As the study reveals that emotional intelligence is a strong predictor of self reported delinquency.
2. In colleges the implication of the present study could be that emotional intelligence as a subject should be taught to students so that they can improve and manage their delinquent behavior. Teachers can help students to lessen their frustrations, prevent behavioral problems, and accelerate learning by providing students with information regarding EI and skills to make appropriate choices.

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