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CrossRef DOI Number: [10.67244/jar.bwo-researches.v6i3.a628](https://doi.org/10.67244/jar.bwo-researches.v6i3.a628)

Link to the Paper: <https://jar.bwo-researches.com/index.php/jarh/article/view/628>

Edition Link: [Journal of Academic Research for Humanities JARH, 6\(3\), Jul-Sep 2026](#)

HJRS Link: [Journal of Academic Research for Humanities JARH \(HEC-Recognised for 2026-2027\)](#)

YouTube Link for the Paper Video Overview: <https://youtube.com/shorts/Hv7iQPqk6Xg>

Forms and Prevention of Perceived Neglect among Pakistani Adolescents: A Qualitative Thematic Analysis

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Paper Information

Citation of the paper:

(JARH)Masood, M., Malik, S., Sohail, T., (2026). Forms and Prevention of Perceived Neglect among Pakistani Adolescents: A Qualitative Thematic Analysis. In *Journal of Academic Research for Humanities*, 6(3), 151–161.

Subject Areas for JARH:

- 1 Perceived Neglect
- 2 Pakistani Adolescents
- 3 Social Sciences & Humanities

Timeline of the Paper at JARH:

Received on: 09-08-2026.
Reviews Completed on: 29-08-2026.
Accepted on: 26-09-2026.
Online on: 28-09-2026.

License:



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Recognised for BWO-R:



HEC Journal
Recognition System

Jointly Published by BWO Research INTL:



CrossRef DOI Image of the paper:



Abstract

QR Code for the Paper:



The current study is a qualitative study that aims to study the phenomenon of perceived neglect in Pakistani adolescents (ages 13- 18 years), as it is a crucial period of an individual's life for a promising adulthood. The purpose of the study was to identify different types of neglect according to the perception of adolescents and their parents/caretakers and professionals through focus group discussions and in-depth interviews and to analyze the qualitative data through thematic analysis. The study provided a strong foundation to build a scale to assess perceived neglect. Some indigenous scales were found to be present in Pakistan. Neglect has been studied in patients with depressive symptoms and anxiety symptoms, and some assessed abuse and neglect as a whole. A detailed perceived neglect scale for adolescents did not exist in Pakistan, particularly for the age group 13-18 years of age. A purposive sampling technique was used for the study; two separate focus groups were conducted with male adolescents (n = 5) and female adolescents (n = 5). Two separate focus group discussions were conducted with fathers (n = 4) and mothers (n = 4) of parents to 13-18 years old adolescents. In-depth interviews (n = 6) were conducted with an educationist (n =1), a psychologist (n =1), a father (n =1), a mother (n =1), a male adolescent (n = 1), and a female adolescent (n =1). There were a total of 12 adults (parents) and 12 adolescents who participated in the qualitative study, with an equal ratio of both genders. There were a total of 4 focus groups and 6 in-depth interviews. There were nine major themes, including educational neglect, health and hygiene neglect, supervisory neglect, social neglect, psychological neglect, gender equality neglect, environmental neglect, neglectful behavior of adolescents, and prevention of neglect among adolescents. The themes constituted a preliminary conceptual foundation for subsequent scale development.

Keywords: qualitative study; adolescents; forms of neglect

Introduction

Adolescence is a particularly important developmental period in an individual's life. Whether it is physical growth, mental or psychological development, in all terms, adolescence leaves a deep impression on a person in adolescence period but also in other phases of life. Physical maturity, gender role identification, self-realization, self-identification and exploring the social world are some of the processes an adolescent goes through. Neglect among adolescents is a phenomenon that needs to be studied in the light of the surrounding environment, situations, incidents, traumas, and failures throughout the developmental process during teenage years. Neglect has been manifested in various dimensions of life in this current study (Trickett et al., 2011).

The children who are neglected present with developmental difficulties in various ways, such as brain underdevelopment (De Bellis, 2005), failure to thrive (Block & Krebs, 2005), poor school performance, low self-esteem, behavioral problems, and increased risk of psychopathology (Dubowitz, 1994; Erickson and Egeland, 2002; Tyler et al., 2006). Cognitive development in neglected children is worse than in abused children (Polonko, 2006).

The consequences of neglect vary according to the circumstances in which neglect occurs, personal characteristics of the child, and the environment. The consequences can be mild, severe, disappear, or last a long time. It is essential for communities to provide guidelines regarding it and to be prepared for remedial treatment when required (Whitted, Delavega & Lennon-Dearing, 2013).

Neglect has not been researched enough despite the fact that it is highly prevalent. Research in recent times highlights the effects neglect has on cognitive, behavioral, and social-emotional development of adolescents, along with physical and mental health outcomes. Significant relational transitions occur during development period of adolescents. These social changes affect their future outcomes (Haslam & Taylor, 2022).

Children who suffer physical neglect, emotional neglect, and abuse tend to become less expressive as they show withdrawal behavior. They tend not to emotionally connect with others, become less expressive, have less or no interaction in the classroom, and show negative interpersonal behavior. It has a negative impact on their academic outcome, resulting in poor grades in education. So overall, neglect leaves a scar on their academic performance (Bai, Wang & Zhang, 2022).

Literature Review

A study was conducted to highlight the impact of neglect in pre-schoolers, school-aged adolescents, and adults on their cognitive, social-emotional, and behavioural developmental processes. It was a review paper studying the research done on the topic of neglect in the last decade to date. According to the study, child neglect is the most common type of maltreatment, which hinders children's cognitive, academic, and social development. The study divides adolescence into three periods, i.e., preschool adolescents, school-aged or younger adolescents, and older adolescents and adults. Neglect in early life causes developmental issues in children, and it has a deep impact on adolescence, particularly early adolescence. The study concluded that, as compared to abused children, neglected children suffer more cognitive problems, academic adversity, lack of social communication, and introverted behavior (Hildyard & Wolfe, 2002).

In a study, 919 adolescents' caregivers participated. Prospective, multi-informant data, including child protective services records and caregiver and youth reports, were collected, and youth completed a diagnostic interview at age 18. The analysis divided adolescents into four categories: "Low-Risk" (37%), "Neglect" (19%), "Abuse" (11%), and "Multi-type child abuse and neglect" (33%). All these groups were found to be associated with mental health issues. The abuse group had more mental health-related problems as compared to the neglect group (Villodas, Morelli & Hong, 2021).

A longitudinal study was conducted to study

the impact of abuse and neglect on the health of those adolescents who suffered from abuse and neglect. The 1050 participants who suffered from abuse and neglect were part of the study. Neglect was explained as not being able to get basic needs and provisions, whereas abuse was explained in terms of physical abuse, emotional abuse, and sexual abuse. Those who suffered from abuse and neglect at the age of 16 reported risky behaviors such as delinquency, substance use, sexual behavior, and problematic behavior such as internalizing and externalizing problems and suicidal tendencies at the age of 18. Analysis showed a five-factor model of adolescents' neglect (five factors: exposure to risks, inadequate monitoring, inattention to basic needs, permitting misbehavior, and inadequate support). Exposure to risks was linked with suicidality, and inadequate support was linked with more substance use. Hence, neglect was found to be associated with developing health hazards in one way or the other (Kobulsky et al. 2022).

A study examined the effects of neglect and abuse types on adolescent adaptive functioning in the high-risk longitudinal studies of child abuse and neglect sample. Guided by resilience theory, multiple domains of adaptive functioning, including health (healthcare receipt and self-rated global health), high school graduation or enrollment, social connectedness (prosocial activities and peer relationships), and independent living skills, were examined. Findings imply the need for adolescent-focused prevention, including the promotion of food security and housing stability to support adaptive functioning in maltreated adolescents. Mixed findings highlight the need for more research (Kobulsky et al., 2022).

The study by Yu et al. (2023) studied the effect of maternal emotional neglect on emotional health and paternal emotional neglect in children aged 6-9 years old. The comparison showed that the children whose mothers showed emotional neglect were more affected by emotional neglect than those children whose fathers showed emotional neglect. The finding

highlights the importance of mothers' role in the bringing up of children.

Research Questions

1. How and in what ways are adolescents neglected?
2. What are the forms of neglect and their effect on adolescents?

Research Objectives

1. To identify different types of neglect according to the perception of adolescents and their parents/caretakers and professionals through focus group discussions and in-depth interviews.
2. To analyze the qualitative data through thematic analysis.

Research Design

A qualitative research approach was used.

Sample

A purposive sampling technique was used for the study; two separate focus groups were conducted with male adolescents ($n = 5$) and female adolescents ($n = 5$). Two separate focus group discussions were conducted with fathers ($n = 4$) and mothers ($n = 4$) of parents to 13-18 years old adolescents. In-depth interviews ($n = 6$) were conducted with an educationist ($n = 1$), a psychologist ($n = 1$), a father ($n = 1$), a mother ($n = 1$), a male adolescent ($n = 1$), and a female adolescent ($n = 1$). The study included 12 adults (parents) and 12 adolescents who participated in the qualitative study with an equal ratio of both genders. There were a total of 4 focus groups and 6 in-depth interviews.

Inclusion and Exclusion Criteria

In the current study, adolescents (13-18 years) studying in public and private high and higher secondary schools of Lahore, and the parents of adolescents of the same age group, as well as an educationist and a psychologist who were the parents of adolescents, were also part of the study. Adolescents with some disability were excluded. Adolescents who do not attend high school or higher secondary schools in Lahore were excluded from the study. Adolescents younger than 13 and older than 18 were also excluded.

Table 1

Demographic Characteristics of Adolescent Participants of Focus Groups (N =10)

Participants Sex	Age	Class
1. Boy	13	8
2. Boy	14	9
3. Boy	15	10
4. Boy	16	10
5. Boy	18	12
6. Girl	15	10
7. Girl	13	8
8. Girl	16	10
9. Girl	14	9
10. Girl	18	12

Table 2

Demographic Characteristics of Parents Who Participated in Focus Groups (N=8)

Participants Sex	Age	Qualification
1. Male	50	BA
2. Male	48	MA
3. Male	45	Matric
4. Male	45	MA
5. Female	40	MA
6. Female	41	BA
7. Female	40	MA
8. Female	40	BA

Table 3

Demographic Characteristics of Participants in In-depth Interviews (N = 6)

Participants Sex	Age	Qualification
Boy	17	1st-year student
Girl	17	Matric-student
Male	50	MSc (father)
Female	45	BA (mother)
Male	48	MSc (educationist)
Female	43	MSc (psychologist)

Procedure

The researcher conducted qualitative research in the form of 'focus group discussions' to get a deep understanding of the groups' opinions regarding the questions asked in detail. Secondly, in-depth interviews were conducted to get detailed opinions of different stakeholders such as adolescents and parents. Experts in their relevant fields, such as an educationist and a psychologist, were also included in the in-depth interviews in a semi-structured way to get comprehensive details on the topic.

Permission was obtained to access the sample. Their voluntary participation was ensured. They were informed of the nature and

purpose of the research. The participants' ease and comfort were the priority during focus group discussions and in-depth interviews. Since the focus group discussions and interviews were conducted in Urdu, the recordings were transcribed into English. They were approved by the experts of English language as both of them were professors in the English Department at a public sector college. Thematic analysis was done after the data was transcribed. All the information from the groups in focus groups and from individuals in in-depth interviews was used meticulously to identify themes.

Ethical Considerations

The study was conducted adhering to the ethical principles. The participants were informed in detail about the nature, purpose, and procedure of the research. Voluntary participation of the participants was ensured. The participants were informed that they reserved the right to withdraw at any time during the study if they felt uncomfortable or uneasy. They could take a break if they required. Their confidentiality was ensured by keeping their identity anonymous through assigning them numerical identifiers during the interviews. An expert psychologist was taken along to address the situation, in case any adolescent showed an emotional breakdown during the interviews, to get professional help. All ethical principles were adhered to fully while conducting this research.

Tool Development

The following are the steps that have been undertaken for the purpose of tool development, i.e., Perceived Neglect Scale for Adolescents (PNSA).

Item Generation

The scale's items were generated through a qualitative approach, whereas scale construction, assessment of neglect among adolescents, and establishment of its psychometric properties were achieved by following a quantitative approach. For the purpose of scale construction, item generation was conducted. A combination of inductive and deductive approaches was used. The inductive method was used when the responses of the

participants were transcribed, and themes were extracted from them. The deductive method was used when the theoretical framework was used to generate items. The theory helped form preconceived themes before going to the field to collect data in the form of focus groups and in-depth interviews. Inductive and deductive methods were both used for item generation regarding the construct (Neglect among Adolescents) from the target population, i.e., adolescents, parents/caretakers, etc., in the form of focus group discussions and in-depth interviews to generate items for the scale (Kapuscinski & Masters, 2010). Hinkin (1995) explained that the deductive method helped in the development of items with the help of related literature (as cited in Morgado et al., 2017, p.1). The researcher also focused on language that is simple and easy to understand, font size that is legible, length of the scale that should not be tiresome, and clear instructions for the respondents with enough demographic information as per the requirement. Overall, 4 focus group discussions and 6 in-depth interviews were conducted. Informed consent was obtained, and participants had the permission to leave the discussion and interview whenever they felt uncomfortable. The interviews were recorded and transcribed.

After the data were transcribed, Braun and Clarke (2006) six-step approach was used to do thematic analysis, which included: becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and writing the final themes. An item pool was gathered, which worked as a foundation for the initial questionnaire.

Annexure (A)

Table 5

Frequency of Occurrence of Major Themes

Major Themes	F	%
Educational neglect	74	23.79
Health and hygiene neglect	29	9.32
Supervisory neglect	35	11.25
Social neglect	30	9.65
Psychological neglect	72	23.15
Gender equality neglect	30	9.65
Environmental neglect	10	3.22

Neglectful behavior of adolescents	16	5.14
Prevention of neglect among Adolescents	15	4.82
Total	311	100

Discussion

The study was conducted to explore the phenomenon of neglect among adolescents. The focus groups with adolescents and parents and in-depth interviews with adolescents, parents, a psychologist, and an educationist revealed various themes related to neglect among adolescents. The purpose was to identify various forms of neglect that could serve as a guideline and foundation for the initial scale that could assess neglect. There were nine major themes, including educational neglect, health and hygiene neglect, supervisory neglect, social neglect, psychological neglect, gender equality neglect, environmental neglect, neglectful behavior of adolescents, and prevention of neglect among adolescents. English et al. (2005) identified five forms of neglect such as 'care neglect, environmental neglect, medical neglect, educational neglect, and supervisory neglect'. Erickson and Egeland (2002) explained five subtypes of neglect such as 'physical neglect, emotional neglect, medical neglect, mental health neglect, and educational neglect'. There are other forms or sub-types of neglect identified by other researchers. 'Mental health neglect, psychological neglect and emotional neglect' were identified as forms of maltreatment among adolescents (Mennen et al., 2010). A scale titled 'The Multidimensional Neglectful Behavior Scale-Child Report (MNBS-CR)' was developed. It measured neglect among children. Its subscales were cognitive, emotional, physical, and supervisory neglect (Kantor et al., 2004). Supervisory neglect, physical neglect, medical neglect, educational neglect, and emotional neglect have also been identified by the researchers (English et al., 2005; McSherry, 2007; Hibbard et al., 2012). There have been various types of neglect that have been identified, and there has been no agreement on the types of neglect.

The first major theme, 'educational neglect,' yielded sub-themes such as parents' failure to

discuss problems with teachers, not keeping a check on educational progress, not helping to improve the results, not ensuring study time, not providing a conducive environment to study, not keeping a check on their classwork and homework, not giving the right to select subjects of their choice, and not giving them the right to select a career of their choice. The results were supported by previous research, which was conducted by [Stoltenborgh et al. \(2013\)](#), who listed educational neglect among the other forms of neglect. Educational neglect included failure to provide education, absenteeism, and lack of supervision, which is essential to help children improve their educational path.

The second major theme was health and hygiene-related neglect. The adolescents who experience neglect suffer from various health- and hygiene-related issues in their daily lives. The sub-themes for the theme were failure to provide a balanced diet, not taking breakfast daily, not making physical health a priority, not getting medical assistance, not taking care of psychological health, not keeping a check on medical fitness, and not taking care of dental health. Neglect affects physical health and, broadly speaking, mental health. Neglect is causing physical diseases such as brain-, liver-, and heart-related diseases. Children are the prime responsibility of parents. Neglect occurs when parents do not seek medical attention when children manifest deteriorating physical health ([Dubowitz, 2013](#)). This supports the finding of the current research, as physical health deteriorates when neglect occurs.

The third major theme was supervisory neglect. Its sub-themes were parents not supervising adolescents' routine, parents not knowing their friends, parents not sleeping after adolescents sleep, parents not getting up before adolescents get up, parents not knowing the books they read, and parents not supervising their coming and going. Research was conducted to find out various types of supervisory neglect and its prevalence rate in Canada. Supervisory neglect was the most common form of neglect in Canada in 2008. Supervisory neglect was letting a child stay

in one room with all other family members, not paying required attention to the child, not giving required care and supervision, being unable to save the child from a third person, and not being able to save the child from indulging in dangerous activities ([Ruiz-Casares et al. 2013](#)). Major themes and some of the subthemes are aligned with the findings of the current research.

The fourth major theme was social neglect. The sub-themes were having bad company, easy access to mobile phones, easy access to the internet, and use of motorcycles. A study was conducted in which it was found that adolescents whose social relationships and networking were neglected tend to indulge in bad company, resulting in other consequences such as delinquent behavior and poor results ([Vargas, 2011](#)).

The fifth major theme was psychological neglect. The sub-themes were parents not taking care of emotions, parents not understanding the perspectives of adolescents, development of complexes, lack of recreation, imbalanced personality, emotional outbursts, lack of confidence, lack of appreciation, parents scolding in front of others, no right of decision-making for adolescents, parents not listening to adolescents, parents not giving time to adolescents, and adolescents not able to control anger. [Christ et al. \(2017\)](#) explain that adolescents get psychological care from their parents, which helps improve their psychological health. If psychological neglect occurs, it causes various forms of psychological illnesses such as depression.

Another study by [Alam \(2023\)](#) found out that Neglect increased the initial level of depressive symptoms only in boys. This is inconsistent with previous research findings that child neglect increases the initial value of depression in children equally in males and females. These differences may be related to the socialization process that occurs before adolescence. Neglect is primarily defined as not providing for a child's basic requirements, such as food, clothing, and cleanliness. In Korea, gender roles in the family tend to be strictly defined and separated. Because caregiving is primarily viewed as the role of women, girls may more actively learn and

internalize caregiving skills from observing their mothers at home. Therefore, during adolescence, girls may have a better ability to take care of themselves than boys. Even if they experience neglect, they may experience less discomfort than boys. However, because boys are more immature than girls in terms of taking care of themselves, they may have more difficulty dealing with neglect, which could lead to increased depressive symptoms.

The sixth major theme was gender equality neglect. Its sub-themes were parents not giving equal importance to boys and girls, parents not giving equal rights to boys and girls, parents not avoiding gender stereotypes, parents not avoiding gender bias, parents providing more opportunities for males, and parents providing more freedom to males. A study finds that gender related bias has been witnessed in many cultures. In some cultures, a particular gender is given preference over the other gender (Begum et al. 2018). Gender inequality causes different forms of neglect in adolescence. Gender discrimination for boys in behavior and discipline in school, gender discrimination in providing for girls, gender inequality for girls in the field of science, and gender stereotypes in the sports field all cause negative impacts on adolescents in their developmental years of life (Brown & Stone, 2016).

The seventh major theme was environmental neglect. Its sub-themes were not providing a peaceful environment at home, not providing a peaceful study environment, and parents fighting with each other.

The eighth major theme was neglectful behavior of adolescents. The sub-themes were watching films late at night, meeting a boyfriend, spending more money than allowed, making phone calls late at night, smoking a cigarette, taking drugs, showing anger outbursts, and deteriorating grades /results. A study based on a rapid review of various journal articles and abstracts from various databases was carried out to gather views of neglected adolescents about neglect and its impact. They expressed that neglect caused mental health issues, social

International "Journal of Academic Research for Humanities (JARH) 6(3)" maladjustments, psychological issues, and substance misuse (Naughton, 2017).

The ninth major theme was prevention of neglect among adolescents. Its sub-themes were teaching good behavior and manners, arranging playtime with siblings, arranging playtime with friends, behaving in the absence of parents, parents staying together as a family, providing good education, providing good supervision, providing medical facilities, and treating boys and girls equally.

The findings of the study highlighted the different forms of neglect manifested by adolescents. The identified forms of neglect were from educational, health, supervisory, psychological, social, environmental, and gender equality-related spheres of life. Furthermore, neglectful behavior of the adolescents and prevention of neglect were also examined while doing qualitative thematic analysis to give a broader view of the phenomenon under study.

Conclusion

The study concludes that the responses based on the real-life experiences in this qualitative phase of the study provided preliminary evidence for construct and item generation, not validation of the proposed scale. It helped explore the state of neglect among adolescents from the perspective of parents, adolescents, educators, and psychologists. The purpose was to know how and in what ways adolescents are neglected to further identify the themes related to the forms of neglect experienced by Pakistani adolescents. Educational, health, supervisory, psychological, social, environmental, gender equality, neglectful behavior of the adolescents, and prevention of neglect were the identified forms of neglect that came up as a result of thematic analysis.

Recommendations

The generated themes can be used to develop a tool to assess perceived adolescent neglect, which can further be used in educational settings and clinical settings.

Innovation

The study provides a preventive model of

neglect by identifying relevant variables and the relationships between them, by reflecting on theories of neglect and by considering data analysis to work as a foundation for creative thinking that helped develop the model. It can be tested and refined in further study to see whether it predicts and explains the variable of interest accurately or not.

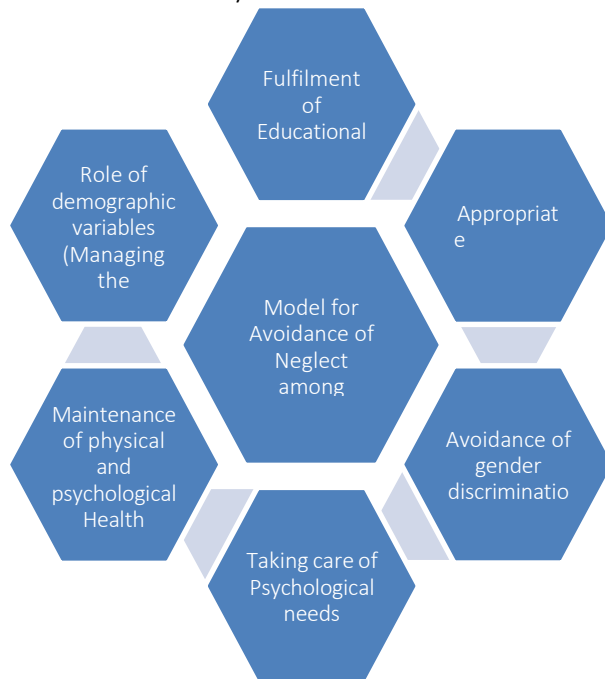


Figure 1: Preventive Model of Neglect among Adolescents

In light of the results, the Preventive Model of Neglect among Adolescents was proposed. The model included six categories that need to be considered fully while taking care of the adolescents. The adolescents' education needs to be properly ensured, and parents, teachers, and the school overall need to take interest in meeting the educational demands and provide support and guidance where necessary. Whatever the parents'/care taker's education level is, they need to understand the importance of education and make provisions for whatever is required in this regard. Proper supervision, in terms of knowing your adolescent fully and making it a pleasant experience for the adolescent, at the same time, best describes supervision on parents' or caretakers' part. All sorts of gender related biases need to be fully avoided. The adolescents' psychological needs

International "Journal of Academic Research for Humanities (JARH) 6(3)" are to be given prime importance. The adolescents need to be able to have control over themselves in terms of anger and making their own decisions; parents should help them solve their problems, provide help when required, make them independent, and give them courage to speak for their rights. The parents and adolescents themselves need to take care of their health, whether it is physical or psychological health. The adolescents need to be given proper medical attention when required. Adolescents should strive to achieve a healthy lifestyle. The demographic factors also play a major role in neglect among adolescents. Parents'/care taker's education level, their socio-economic status, and family system are out of adolescents' and even parents' control but still should be considered while doing prevention for neglect, as making up for the drawbacks can help avoid neglect. The most important point in this regard is what so ever the education level is, parents need to understand the importance of education and should make provisions in this regard. The socio-economic status, whether high or low, parents need to pay attention to the adolescents for all their basic needs and avoid overdoing or underdoing the care element. In a family system, whether joint or nuclear parents/caretaker should be able to make themselves available whenever there is a need. All the members of the family should work as a support system for the parents/ caretakers while they bring up their children, and if such support is not available, then it can be acquired instead of ignoring the adolescents. All the above six factors, if managed properly, can help prevent neglect among adolescents according to the current study.

Research location:

The research was conducted in Lahore city, and it was developed at Lahore College for Women University, Lahore, Pakistan.

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Annexure (A)

Table 4

Major Themes and Sub-Themes Extracted from Transcribed Data of Focus Groups and In-depth Interviews

Major Themes	Sub Themes	Frequency
Educational Neglect	Parents' failure to discuss adolescents' educational problems with the teachers	9
	Parents' failure to keep track of the educational progress of adolescents	19
	Failure to help improve the results	7
	Parents not ensuring study time of Adolescents	5
	Not providing a study environment at home	2
	Not keeping a check on classwork and homework	9
	Not giving the right to select subjects of their choice	7
	Not giving the right to select a career of their choice	2
Health and hygiene Neglect	Not providing a balanced diet	4
	Not taking breakfast daily	2
	Not making physical health a priority	5
	Not providing medical assistance	7
	Not taking care of psychological health	4
	Not keeping a check on medical Fitness	2
	Not taking care of dental health	5
Supervisory Neglect	Parents not supervising adolescents' routine	9
	Parents not knowing their friends	12
	Parents not sleeping after adolescents sleep	2
	Parents not getting up before adolescents get up	2
	Parents not knowing the books they read	2
	Parents not supervising their coming and going	8
Social neglect	Having bad company	5
	Easy access to mobile	12
	Easy internet access	12
	Motorcycle use	1
Psychological neglect	Parents not taking care of emotions	2
	Parents not understanding perspectives of adolescents	2
	Development of complexes	2
	Lack of recreation	5
	Imbalanced personality	2
	Emotional outbursts	8
	Lacking confidence	8
	Lack of appreciation	14
	Parents scolding in front of others	2
	No right of decision-making for adolescents	2
	Parents not listening to adolescents	9
	Parents not giving time to adolescents	4
	Adolescents not able to control anger	2
Gender equality neglect	Parents not giving equal importance to boys and girls	7

	Parents not giving equal rights to boys and girls	7
	Parents not avoiding gender stereotypes	3
	Parents not avoiding gender bias	7
	Parents providing more opportunities for males	3
	Parents providing more freedom to males	3
Environmental neglect	Not providing a peaceful environment at home	4
	Not providing a peaceful study environment	4
	Parents fighting with each other	2
Neglectful behavior of Adolescents	Watching films late at night	1
	Meeting boyfriend	1
	Spending more money than allowed	4
	Making phone calls late at night	1
	Smoking a cigarette	2
	Taking drugs	1
	Showing anger outbursts	2
	Deteriorating grades/result	4
Prevention of neglect among Adolescents	Teaching good behaviors and manners	2
	Playtime with siblings	2
	Playtime with friends	1
	Behaving in the absence of parents	1
	Parents staying together as a family	1
	Providing good education	2
	Providing good supervision	2
	Providing medical facilities	2
	Treating boys and girls equally	2