

**Attachment Patterns, Emotional and Behavioral Problems and Social
Intelligence in Shantytown and Mainstream School Children.**



Sabeeka Pervaiz

Participant Id 12001146013

Supervisor's Name

Dr.Sadia Saleem

Department of Clinical Psychology

School of Social Sciences and Humanities

University of Management and Technology

Lahore

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Plagiarism Report.

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Abstract

The aim of the current research was to identify the Attachment Patterns, Social Intelligence and the Emotional and Behavioral Problems in children of mainstream and shantytown. A total of 408 participants selected through stratified sampling with equal proportion of gender and schools. The age range of the participants ranges from 11-17 years ($M=1.31$, $SD =.456$). All the children were given demographic Performa that includes age of the children, their school type, parental education, and the gender. To identify the Attachment patterns Attachment Questionnaire for Children (AQC, Muris, Mesesters, Melick & Zwambag, 2001) was used. Emotional and behavioral problems of children were identified through the School Children's Problems Scale (Saleem & Mahmood, 2011) and the Social Intelligence Scale (Yousaf, Saleem, & Mahmood, 2012) was used to measure the Social Intelligence of the school children. The results of hierarchal regression revealed that attachment patterns, social intelligence and being a child of shantytown were found to be the significant positive predictors to develop the Emotional and the Behavioral Problems .The study was conducted according to the culture of the Pakistan. The shantytown school children have more emotional and behavioral problems as compare to mainstream school children. Results are discussed in terms of demographical variables and the implication of this research will helpful in school counseling