

Research Article

## Problems in Establishment of Sound Social Relations with Family and its Exclusionary Effects on Children

Asad Ullah<sup>1\*</sup>, Mussawar Shah<sup>2</sup>, Tariq Rahim<sup>3</sup>, Bushra Shafi<sup>4</sup>, and Abbas Ullah Jan<sup>5</sup>

<sup>1</sup>PhD Scholar, <sup>2</sup>Professor, <sup>3</sup> Professor, <sup>4</sup>Assistant Professor, Department of Rural Sociology, <sup>5</sup>Associate Professor, Department of Agricultural and Applied Economics, The University of Agriculture Peshawar, Peshawar, Pakistan

(\*Corresponding Author ) Email id: asadpsh@aup.edu.pk

### ABSTRACT

Circumstances of poor social relations with family members provoke social exclusion in children. The aim of this paper is limited to the exclusionary effects of poor social relations of family members on children with variation to their effects amongst children of different gender(s), religion, family types and subjective poverty. A total of 500 children from both genders (12–18 years old) were selected by a systematic sampling technique, interviewed by a face-to-face interview technique, from seven shopping streets and seven high schools out of a total of 15 renowned bazars and 461 registered high schools of the District Peshawar. The Likert scale was used as a measurement tool to ascertain the attitudes of respondents towards the phenomenon under study. The strength and direction of independent variable's (decision making power) effects on the dependent variable (social exclusion) were assessed by using the chi-square test and Kendall's tau-*b* statistics, both at bi- and multi-variate levels (gender, religion, family type and sufficiency of family income as a control variable). Association of social exclusion was positive and significant with care provided by the family at residence ( $T^b=0.175$  and  $p=0.000$ ). However, a negative relationship was established with child's exposure to discipline for misdeeds at home ( $T^b=-0.138$  and  $p=0.002$ ). The relationship of social relations with family members and social exclusion was spurious under the influence of gender ( $T^b=-0.208$  and  $p=0.000$  for male and  $p=0.465$  and  $T^b=-0.077$  for female), religion ( $T^b=-0.141$  and  $p=0.002$  for Muslim and  $T^b=-0.551$  and  $p=0.011$  for non-Muslim), family type ( $T^b=-0.249$  and  $p=0.000$  for joint family,  $T^b=-0.125$  and  $p=0.050$  for nuclear family and  $T^b=0.068$  and  $p=0.714$  for respondents from single-parent families) and sufficiency of family income ( $T^b=-0.259$  and

Problems in Establishment of Sound Social Relations with Family  
and its Exclusionary Effects on Children

$p=0.000$  for sufficient income and  $T^p=0.146$  and  $p=0.019$  for respondents with insufficient income). Reintegration of family role in child's physical, social and psychological care and socialisation by strengthening their existing cultural base of child training in common family roles and morality, besides helping families through educational and motivational programs, in modification of its child treatment activities, and allowing a more participatory and decisive role to children at family and personal levels under the strict supervision of their elders were the main recommendations of the study.

**Keywords:** Social exclusion, Social relations with family, Children, Gender, Family income, Religion, Family type

---

## INTRODUCTION

The term poverty as a strong ingredient of shaping human life embodies economic nature of disadvantage, grounded in application of a static set of indicators such as lack of income, access to quality health, education and housing, and the importance of the local milieu affecting people's well-being. Hence, people's state of deprivation of opportunities to work, to live healthy and secure lives, to learn and to live out secure retirement life are indicators of disadvantage (Department of Social Security, 1999). Understanding the concept of social exclusion helps us to analyse the dynamic process that causes the conditions of disadvantage in broader social and economic contexts, against using static indicators such as income and poverty, which are meant for human growth, comfort, health and social dynamics (Commins, 2004). It emphasises on the process of causing detachment of individuals or groups from the bulk and caters for a broader range of competences that people enjoy or fail to enjoy for a more productive life. Social exclusion is a condition, when a number of people suffer from a combination of linked problems such as unemployment, low skills, low income, poor housing, high crime environment, poor health and family breakdown with other combined factors to trap individuals/areas in a spiral of disadvantage (SEU, 1997; DSS, 1999). It is associated to the process of shutting out from one of social, economic, political and cultural systems, necessary for integrating individuals in a society, usually shaped after denial to social relations, customs, where majority participates or sometime with physical incapability to participate as individual's un-controlling inabilities or lacking the decision power and integration to participate (Walker and Walker, 1997; Gordon *et al.*, 2000; Burchardt *et al.*, 2002; and Room, 1995). Social exclusion helps a society in assessment of its performance and risks specifically with reference to social unity and individuals' prosperity.

The phenomena of social exclusion could easily be explained through two major facets, i.e. denial to participate (as external) and inability to participate (as internal) (Barnes *et al.*, 2006). The problem of exclusion could not be confined to old

people; rather it further aggravates through disadvantage, especially in children. It is an outcome of dysfunctional institution whereby a person is forced to indecent situation, where the only solution left over is the abundance of resources along with provision of rights for properly addressing and functioning of human rights (Marsh *et al.*, 1999).

Structural characteristics such as poverty and equality are macro-driving forces besides demographic labour market and social policies as further influencing factors for social exclusion (Silver and Miller, 2003; Bradshaw *et al.*, 2004). Moreover, social exclusion could further be explained as exclusion across more than one domain or dimension of disadvantages with extreme negative consequences appealing the quality of life, well-being and futuristic chances. This sort of exclusion, which is usually termed as ‘deep exclusion’, revolve around economic, social, political, neighbourhood, individual, spatial and group aspects (Bradshaw *et al.*, 2004; Miliband, 2006; Levitas *et al.*, 2007).

Atkinson *et al.* (2002) has presented social exclusion indicators with three levels. The first level comprises rise of financial poverty, income inequality, unemployment, low education, and regional disparities in employment and long-term unemployment. The second level explains these variables as financial difficulties in the household, unaffordability of some basic needs, unaffordability of consumer durables, disadvantageous housing conditions, poor health (life expectancy and self-perceived health status), infrequent contacts with friends and relatives, and dissatisfaction with work or main activity. However, the third level, less tangible in indicating towards its dimensions, has mostly been put as criteria as confinement to the situational factor at each and every state independently (Gordon *et al.*, 2000; Robinson and Oppenheim, 1998; Stewart, 2002).

The state of Pakistan in context of deprivations amongst children is below average, touching almost the alarming level. The most visible reason of this underdevelopment, with particular reference to gender, is the non-provision of benefits of economic growth ought to be trickled down to the needy masses. This factor resultantly gives birth to a high mortality rate of ~27% and with child mortality 19% high than nations of similar economic position. Moreover, 67% higher death rate has been noticed in girls as compared to boys within an age bracket of 1–4 years. Illiteracy has adopted formidable shape of 24% with 32% higher in females and 16% in males. The school enrolments also depict a gender-based discriminatory environment with some visible barriers to female education. The sociological studies conducted with respect to social exclusion in Pakistan identifies the social class as a major line of fragmentation within the social structure due to the prevailing feudalistic milieu in most part of the country, with further dividing factors such as religion, class, caste and ethnicity. Social capital with

specific relation to youngsters is facing dire consequences in the situational aspects as reflected of community-based division on ethnic grounds, where most of the benefits are only received by the upper class and the poors are forced to be at the back (SEU, 2002; Silver, 1998; SPARC, 2011; Australian Government, 2009).

Futuristic vision to induct capable workforce into society demands for understanding children's problems in their voices. The research works are criticised for their information based on proxy responses, where voices of children are missing and the information lacks in depth to understand child's networks, relations and associated problems. The recent international approaches for studying child problems emphasise for involving children and young people's own participation by conducting research with children rather on children, where children are on foreground and their active participation is acknowledged. There is a mounting need to have an objective view, as how the children see their societal networks and supports around themselves, and how they want to be involved (Castillejo, 2012; James, 2007; Christensen and James, 2000; Prout *et al.*, 2006).

## MATERIAL AND METHODS

The present study was carried out in Peshawar district to determine the relationship between social exclusion and social relations with family. The research study was a 'cross-sectional' study on the basis of its time horizon (Babie, 1989). The diversity in population helped us to study the diversity in extent of social exclusion, multiplicity of grounds of exclusion in children, and their behaviour in socio-economic participation. Moreover, the study area comprised of 461 registered high schools (BISE Peshawar, 2011) and 15 different shopping streets (Bazars) spread over the whole District Peshawar (Bureau of Statistics, 1998). Population of school going age children in District Peshawar ranged to 8,61,122 numbers out of which only 33% were enrolled, while the rest of the population was mostly exposed to child labour and 6% of child population was estimated to be disabled (Bureau of statistics, 2007–08).

Sekaran (2003) recommended a sample size of 500 respondents for a larger population, such as one in this study. Therefore, a sample size of 500 respondents was drawn from randomly selected seven schools and seven shopping streets. To ascertain the firm grip of the researcher and ensure better quality of research through reliable data regarding study variables, a systematic sampling procedure was adopted for selection of respondents (Cooper and Pamela, 2010).

The conceptual framework was designed with a dependent variables (social exclusion in children) an independent variable (social relations with family, Table 1) and background variables (gender, religion, family type and sufficiency of family income).

**Table 1: Conceptual framework**

| Background variables         | Independent variables        | Dependent variables          |
|------------------------------|------------------------------|------------------------------|
| Gender                       | Social relations with family | Social exclusion in children |
| Religion                     |                              |                              |
| Family type                  |                              |                              |
| Sufficiency of family income |                              |                              |

Keeping in view the presumed low level of understanding of children than adults, the interview schedule was constructed on the dichotomous form of simple attitude scale, a sub-category of rating scale, while converting it into local vernacular. For this purpose a group of attitudinal statements was pooled from the available literature, expert's views and personal experiences of the researcher. The questions were, then, translated into local vernacular. The data was analysed by using uni-variate, bi-variate and multi-variate techniques of data analysis. At the uni-variate level frequencies and percentages were worked out, whereas at the bi-variate level, the dependent variable was indexed and cross tabbed with attitudinal statements of independent variable. Moreover, at the multi-variate level, both independent and dependent variables were indexed and cross tabulated, while controlling gender, religion, family type and sufficiency of family income of the respondents, to test the spuriousness or non-spuriousness of their relationship at the bi-variate level. Reliability analyses were also carried out and Cronbach's alpha test coefficient was found  $> 0.7$ . The chi-square test was used to test the association between the two variables as devised by (Tai, 1978) to calculate the value of chi-square statistics:

$$\chi^2 = \sum_{i=1}^r \cdot \sum_{j=1}^c \cdot \frac{(O_{ij} - e_{ij})^2}{e_{ij}}$$

where

$\chi^2$  = chi-square

$O_{ij}$  = observed frequencies in  $i$ th row and  $j$ th column

$e_{ij}$  = expect frequencies corresponding to  $i$ th row and  $j$ th column

$r$  = number of rows

$c$  = number of columns

$df = (r-1)(c-1)$  (Tai, 1978)

Wherever the assumption of chi-square test was violated in the data, Fisher's exact test was used instead of simple chi-square. The relationship developed by the Fisher is given in the equation below (Baily, 1982);

$$\text{Fisher exact test} = \frac{(a+b)! (c+d)! (a+c)! (b+d)!}{N! a! b! c! d!}$$

where  $a$ ,  $b$ ,  $c$  and  $d$  were the observed numbers in four cells of contingency table and ' $n$ ' the total number of observations.

Furthermore, Kendall's tau- $b$  was used as a measure for calculating the direction of association for contingency tables. Kendall's tau- $b$  is the most appropriate measure of association for two-level response data, where marginal distribution is uneven in 2×2 tables with many ties.

Kendall's tau- $b$  is expressed through the formula below (Nachmias, 1992):

$$T^b = \frac{Ns - Nd}{\sqrt{(Ns + Nd + Tx)(Ns + Nd + Tx)}}$$

where

$T^b$  = Kendall's tau- $b$

$Ns$  = same order pairs

$Nd$  = different order pairs

$Tx$  = pairs tied on  $X$

## RESULTS AND DISCUSSIONS

### Relations with Family

Family, the basic institution and agent in the ladder of internalisation of norms, has an important role in bringing conformity to basic social values. Social norms in the environment of playing with positive thinking are also provided by this institution. Moreover, status allocation and subsequent role performance were not only expected but also practically passed on to the new comer from their predecessors. Bulk of activities ensure continuity in the process of learning and also predictability in the behaviour, which in turn is responsible for a stable and consistent social system based on learned behaviour patterns. The data pertaining to the nature of relation existed at family were inquired (Table 2) and found that care at residence to young kids was provided by 88.2%, while the financial support was also found to be provided by the relative families in education (75%), and recreational needs through financial cover were made by some families (46.6%).

**Table 2: Frequency distribution and proportion of respondents showing variable responses to their relations with family**

| Attribute                                                                                   | No            | Yes           | Total        |
|---------------------------------------------------------------------------------------------|---------------|---------------|--------------|
| You are provided with care at your residence by your family                                 | 59<br>(11.8)  | 441<br>(88.2) | 500<br>(100) |
| You are financially supported by your family in your education                              | 125<br>(25.0) | 375<br>(75.0) | 500<br>(100) |
| You are financially supported by your family in your recreational needs                     | 267<br>(53.4) | 233<br>(46.6) | 500<br>(100) |
| You are emotionally supported by your family when you are in stress                         | 123<br>(24.6) | 377<br>(75.4) | 500<br>(100) |
| Your family pacify you when you are angry                                                   | 166<br>(33.2) | 334<br>(66.8) | 500<br>(100) |
| Your family support you in having access to cultural leisure activities such as fare/sports | 228<br>(45.6) | 272<br>(54.4) | 500<br>(100) |
| You are exposed to harsh discipline for your misdeeds at home                               | 171<br>(34.2) | 329<br>(65.8) | 500<br>(100) |

Values in the table present frequency while values in parentheses represent percentage proportion of respondents

On the other hand denial to the respondents in terms of financial support for recreational facilities was surpassing (53.4%) by the need being met; moreover, denial to educational support through finances also had a dismal position with 25%. Moreover, 11.8% reported non-provision of care by the family at residence. Social exclusion of children and family go neck to neck in the process of coexistence. Family is responsible for providing a hub of various learnings along with physical care and protection. However, it could be deduced from the findings that financial support for education, though existed, but not highly satisfactory; moreover, recreational needs were almost denied. It could be attributed to the weak financial standing of the relative families or huge number of children directly dependent on the family economy, which is incapable of taking care of all their needs and requirements. Being a major source of social relationship, permanent bonds of association are ought to be prevalent around; however, their relationship with income and material belongings are difficult to be ignored (Adelman *et al.*, 2003). Participation in outdoor activities such as play, recreational outing and opportunities of proper schooling, which had a faith in participation, if missing leads to exclusion of children (Saunders, 2008). Well-being of individuals could not be confined to any theoretical limits. Provision of social support endorsed by the financial clout is imminent as a basic trait of socialisation based on the participation of children in all social network activities. Teachers, friends and

youth clubs are the other sources of social network, particularly for girls. Behavioural models are mostly based on the emotional support received from friends in hour of help and assistance in access to services. Likewise, reduction in the child level of satisfaction at family and community levels is detrimental to children's personality and the end result is social exclusion (Bottrell, 2007, and Attree, 2004).

In addition emotional support in the time of stress was provided by 75.4% families, pacification by family in the time of anger (66.8%), participation in cultural leisure activities through family endorsement stood at 54.4% and misdeeds were met with harsh discipline at home (65.8%). On the other hand support in emotional stress denial was discovered as 24.6%, ignorance at anger was 33.2%, negation to participation in cultural activities was disclosed by 45.6% and letup in the occurrence of misdeed by the family was disclosed by 34.2% respondents, respectively.

Basis of social exclusion is often understood within the purview of monitory terms; however, the data received from the respondents also highlighted the psychological factor as the second strongest factor ought to contribute to social exclusion of children, and thus any social relationship is a combination of larger whole, which must be addressed in monitory and psychological terms as well. Any attempt devoid of any of the above-mentioned aspect would be incomplete, if any methodological strategy is designed and implemented accordingly. Sutton *et al.* (2007) has indicated towards low participation in organised social activities by those children that had poor economic background, whereas no relation was also prevalent between these excluded children with their relative families and friends, which was a resultant outcome of depression and stigma of poverty. Behavioural disorders of poor family children are attributable to the low educational achievements and indifferent caring attitude of parents. This situation was negatively affecting the children with outcomes as distress, solitude and aggression. In addition, pocket money, part-time work and career aspiration with schooling were some other indicators of social exclusion (Yeung *et al.*, 2002; Magadi and Middleton, 2005).

#### **Association Between Child's Relations with Family and Social Exclusion in Children**

Family, as a basic social institution, functions for procreation of children, their socialisation, economic well-being of family, role provision and securing social status of its members. Close child-parent relationship based on mutual trust and understanding as well as effective communication of expected roles is a function of productive and safe life among children. Strong relations with family safeguard the children against the hardships of poverty and material deprivation.

Inappropriateness of familial relation plays havoc to personality development in children leading them to depression and pessimism. Association between social exclusion in children and child's relations with family designed for the present study are presented and discussed as follows.

As depicted in Table 3, an association between care provided by the family at residence was found to be positive ( $T^b=0.175$ ) and highly significant ( $p=0.000$ ). Main probable associated to this result are the strong familial structure in either shape has a profound role in providing care and protection to its members. Almost all age groups are the recipients of this care at the family and thus the family has also taken a shape of welfare unit. It could be either due to the prevalent cultural prerogative wherein people believe in the strong family system as religious obligations and consider it to be contributing towards solidarity in the larger social frame on sound basis. Families with loose structure had high probability of deviance

**Table 3: Association between relations with family and social exclusion in children**

| Relations with family                                                                       | Attitude | Social exclusion     |                      |            | Statistics $\chi^2$<br>( $p$ -value)<br>$T^b$ |
|---------------------------------------------------------------------------------------------|----------|----------------------|----------------------|------------|-----------------------------------------------|
|                                                                                             |          | Socially<br>excluded | Socially<br>included | Total      |                                               |
| You are provided with care at your residence by your family                                 | No       | 19 (3.8)             | 40 (8)               | 59 (11.8)  | $\chi^2 = 15.37$<br>(0.000)<br>$T^b = 0.175$  |
|                                                                                             | Yes      | 261 (52.2)           | 180 (36)             | 441 (88.2) |                                               |
| You are financially supported by your family in your education                              | No       | 69 (13.8)            | 56 (11.2)            | 125 (25.0) | $\chi^2 = 0.043$<br>(0.835)<br>$T^b = 0.009$  |
|                                                                                             | Yes      | 211 (42.2)           | 164 (32.8)           | 375 (75.0) |                                               |
| You are financially supported by your family in your recreational needs                     | No       | 151 (30.2)           | 116 (23.2)           | 267 (53.4) | $\chi^2 = 0.071$<br>(0.789)<br>$T^b = -0.12$  |
|                                                                                             | Yes      | 129 (25.8)           | 104 (20.8)           | 233 (46.6) |                                               |
| You are emotionally supported by your family when you are in stress                         | No       | 62 (12.4)            | 61 (12.2)            | 123 (24.6) | $\chi^2 = 2.071$<br>(0.150)<br>$T^b = 0.064$  |
|                                                                                             | Yes      | 218 (43.6)           | 159 (31.8)           | 377 (75.4) |                                               |
| Your family pacify you when you are angry                                                   | No       | 88 (31.4)            | 78 (15.6)            | 166 (33.2) | $\chi^2 = 0.900$<br>(0.393)<br>$T^b = 0.042$  |
|                                                                                             | Yes      | 192 (38.4)           | 142 (28.4)           | 334 (66.8) |                                               |
| Your family support you in having access to cultural leisure activities such as fare/sports | No       | 124 (24.8)           | 104 (20.8)           | 228 (45.6) | $\chi^2 = 0.443$<br>(0.506)<br>$T^b = 0.030$  |
|                                                                                             | Yes      | 156 (31.2)           | 116 (23.2)           | 272 (54.4) |                                               |
| You are exposed to discipline for your misdeeds at home                                     | No       | 112 (22.4)           | 59 (11.8)            | 171 (34.2) | $\chi^2 = 9.513$<br>(0.002)<br>$T^b = -0.138$ |
|                                                                                             | Yes      | 168 (33.6)           | 161 (32.2)           | 329 (65.8) |                                               |

Values in the table present frequency while values in parentheses represent percentage proportion of respondents

adopted by its members, which is with non-conformity to the system. The positive value of tau-*b* can be better understood from the interpretation of Fisher and Bramley (2006) that discovered social exclusion in poor children despite of high care to them in their families. Resource deprivation at the family level makes children vulnerable to exclusion. Moreover, paid work pressure on parents restricts the caring attitude towards the children and in return children are in complete isolation from the society (Levitas, 2006).

The financial support by the family in providing education to kids was found to be non-significant but mild positive ( $T^b = 0.009$ ). The probable reasons to this effect could be attributed to the low financial stature of the families where they seldom supported their of springs in getting education, especially when it costs money, which was one of the reasons of children exclusion. However, the prevalent rate of educational attainment to these excluded persons had an association to the availability of the free schooling system of the government. Children care and training is one of the ethical considerations amongst the civilised societies; however, some factors are obstructing the smooth flow of transmission of learning (education) due to a number of factors. The top most is occupied by the poverty. If a family is short of financial strength could be in no position to provide education per their wishes rather to go for owning to sub-standard level of education (Roker, 1998; Ridge, 2002). The most vulnerable are the poor occupying a place on territorial edges with low financial strengths. Quality of education is the aspiration of the young, which often prove to be significant in outcomes in terms of objectives and goals (Alloway *et al.*, 2004; Marks, 1999). However, a non-significant and negative ( $T^b = -0.12$ ) relation was detected between social exclusion and financial support provided by the family in recreational needs of children. This inference clearly indicated that no support was provided by the families to these excluded persons in terms of finances. It could be due to the prevalent poverty and lesser access to the resources by the locals in the study area. Extreme sense of deprivation amongst the children has a high correlation with the incapacibilities of the relative parents in the provision of accomplishment of certain needs including access to leisure activities, thus resultantly enhancing the chances of social exclusion (Feeny and Boyden, 2004; Saunders, 2007).

Insufficient resources at family discretion are one of the major impediment in enjoying a decent life with lesser opportunities of cultural leisure's (ARACY and NSW, Commission for children and people, 2008) while indicating towards more chance of social exclusion. Similarly, a non-significant but positive relationship ( $T^b = 0.064$ ) was explored between emotional support by the family in time of stress and social exclusion. Family is integrated; however, economic deprivation has overshadowed all the relevant aspects of life. The absence of feeling for

realising about the stressful condition prevalent around and its subsequent effect upon the children is one of the ignored areas of social exclusion (SEU, 2006). Moreover, the low economic status was found to be responsible for stress-related values and believed to be relying on aggression in the neighbourhood (Guerra *et al.*, 1995). Family pacification at the time of anger was also found to be non-significant but mild positive ( $T^b= 0.042$ ) perhaps the only objective of the family as an integrated unit was to produce some livelihood and had little knowledge of the psychological application of exclusion within the children. Such a situation is mostly based on the unawareness of the parents due to the low educational profile. Moreover, children in poor families are considered a basic economic unit responsible for generating and earning while working outside in a depressive environment. Behavioural disorder is the prevalence of the negative stereotype amongst the excluded children. Family neglect over the children personality is always due to the low status and poverty prevalence. Mostly these excluded children could be found around in complete sense of isolation or taking refuge within the youth networks. Low income groups have high behavioural problems and low welfare existence at the families, which is one of the significant causes of disappointment, isolation and disrespect for others (Bottrell, 2007; and The Fabian Society, 2006).

A non-significant but positive ( $T^b= 0.030$ ) relationship was detected between support in having access to cultural leisure activities and social exclusion in children. The support was found to be existed for participating in cultural leisure activities; however, the lesser magnitude as indicated by the tau-*b* could be related to only these recreational activities, which were at the door step and access to them was without any payment. It could indicate towards the different local games being played in the study area, which was the only source of amusement for the locals. Thus leisure activities at the local level with the cultural support, if encouraged, could lead to the mitigation of social exclusion amongst the children, as it is a choice-free sport with a lot of enthusiasm associated to these sports at the local level. Contrary to these findings Kid's Status (2007) has identified that the participation of children in their choice of activities has drastically reduced their chances of social inclusion in Australia. The high rate of participation in local games had a strong association with the level of income of relative families. Those who were more inclined to participation in local games would have either low income level or from minorities.

Contrary to the above findings a significant but negative ( $T^b= -0.138$  and  $p=0.002$ ) relationship was found between child's exposure to discipline for misdeeds at home with social exclusion in children. A check and balance to this effect was

existed. Social conformity was based on submission to the performance of roles as per expectations. However, the occurrence of such situations was seldom witnessed as high conformity to family cause has proved effective in non-occurrence of misdeeds within the families. Clear (2007) has also indicated towards the socialisation of children as a function of parental supervision based on discipline. Families with sound structure did not provide any opportunity to commit misdeeds as such oversight and negligence could lead the children to commit crimes and thus suffer from social exclusion.

#### Association between Social Relations with Family and Social Exclusion

A highly significant and negative relationship ( $p=0.000$  and  $T^b = -0.169$ ) was found between social relations with family and social exclusion in children (Table 4). Findings of the present study were contrary to (Fisher and Bramley, 2006; Roker, 1998; Ridge, 2002) who discovered social exclusion in poor children despite the high care to them in their families, as these were not in position to provide education or other basic living facilities to their children. However, these findings were supported by SEU (2006) that reported stressful family relations as the neglected area of social exclusion in children and have derogatory effects on them. The negative value of  $T^b$  is indicative of the fact that children from families with weak relations have a higher rate of social exclusion than that from families with strong social relations. Therefore it is safe to conclude that the level of social exclusion in the children can be reduced by working on improvement of their family relations. Clear (2007) indicated towards the socialisation of children as a function of parental supervision based on discipline. Families with sound structure did not provide any opportunity to commit misdeeds as such oversight and negligence could lead the children to commit crimes and thus suffer from social exclusion.

Table 4: Association between social relations with family and social exclusion

| Social relations<br>with family | Social exclusion     |                      |           | Statistics $\chi^2$<br>(p-value)<br>$T^b$     |
|---------------------------------|----------------------|----------------------|-----------|-----------------------------------------------|
|                                 | Socially<br>included | Socially<br>excluded | Total     |                                               |
| Weak relations                  | 57 (11.4)            | 78 (15.6)            | 135 (27)  | $\chi^2 = 14.24$<br>(0.000)<br>$T^b = -0.169$ |
| Strong relations                | 223 (44.6)           | 142 (28.4)           | 365 (73)  |                                               |
| Total                           | 280 (56)             | 220 (44)             | 500 (100) |                                               |

Values in the table present frequency while values in parentheses represent percentage proportion of respondents

### Association Between Social Relations with Family Member and Social Exclusion in Children (Controlling Gender of the Respondents)

The influence of gender on the respondent's relations with family members and their social exclusion showed that male respondents had negative ( $T^b=-0.208$ ) and highly significant ( $p=0.000$ ) relationship between aforesaid variables (Table 5). Contrary to male respondents the association of foresaid variables was non-significant ( $p=0.465$ ) and negative ( $T^b=-0.077$ ) for female respondents. Both the significance values of chi-square test and Kendall's tau- $b$  values for male and female genders showed spurious relationship. The result indicated that male respondents with weak family relations are more prone to social exclusion than female. In female, though the relationship was negative but not significant. This could be attributed to the cultural demand for male as a sign of masculinity, conducting economic activities in the shape of economic assets for their family and had the potential to mitigate poverty while working hard outside for the family cause in the job market. In the patriarchal society the male is bread winner, a sign of masculinity and ought to face hardship encountered by the relative family along with the notion of being an economic asset for his family. Moreover, the little importance of female was due to their subordinate position in the family and had little freedom of expression and restricted environment for participating in the economic activities outside their home. Carr *et al.* (1996) has also disclosed patriarchal family as a main source of giving direction for male superiority in all activities pertaining to family and community. In addition the prevalent cultural norms, if not supporting enough proved to be a barrier for female movement outside house (Kantor, 2009). Support to children outside home activities (Wood, 2004) was present in all societies with special reference to neighbourhood, however, found biased in favour of the male. The role of family, friends and

**Table 5: Association between social relations with family member and social exclusion in children (controlling gender of the respondents)**

| Gender | Relations with family member | Social exclusion  |                   |            | Statistics $\chi^2$<br>( $p$ -value)<br>$T^b$ |
|--------|------------------------------|-------------------|-------------------|------------|-----------------------------------------------|
|        |                              | Socially excluded | Socially included | Total      |                                               |
| Male   | Weak relations               | 52 (12.7)         | 64 (15.6)         | 116 (28.3) | $\chi^2 = 17.72$<br>(0.000)<br>$T^b = -0.208$ |
|        | Strong relations             | 198 (48.3)        | 96 (23.4)         | 294 (71.7) |                                               |
|        | Total                        | 250 (61)          | 160 (39)          | 410 (100)  |                                               |
| Female | Weak relations               | 5 (5.6)           | 14 (15.6)         | 19 (21.1)  | $\chi^2 = 0.534$<br>(0.465)<br>$T^b = -0.077$ |
|        | Strong relations             | 25 (27.8)         | 46 (51.1)         | 71 (78.9)  |                                               |
|        | Total                        | 30 (33.3)         | 60 (66.7)         | 90 (100)   |                                               |

Values in the table present frequency while values in parentheses represent percentage proportion of respondents

neighbours has an important standing in expression to social relations. Useful participation could guarantee a stable environment for children to get adjusted to the mainstream activities, thus minimising the gender discrimination mechanics (SEU, 2006).

#### **Association Between Social Relations with Family and Social Exclusion in Children (Controlling Religious Affiliation of the Respondents)**

The influence of membership of religion on the respondent's relations with family members and their social exclusion showed that Muslim respondents had weak negative ( $T^b=-0.141$ ) and significant ( $p=0.002$ ) relationship between aforesaid variables (Table 6). On the other hand, the association of foresaid variables was moderate negative ( $T^b=-0.551$ ) and significant ( $p=0.011$ ) for non-Muslim respondents. Kendall's tau- $b$  values for religious membership showed a spurious relationship at a bi-variate level. The result indicated the family role to be a better contributor with major dynamics of social exclusion in non-Muslims as compared to Muslims. The probable reasons could be the ethnic considerations of the minorities about their own self, striving harder to capitalise on maximum opportunities for getting them recognised as ordinary members of the community. On the other hand Muslims with an edge of getting friendship with a number of persons on the basis of religious affiliation as a majority group and had higher chances of social participation provided their maximum access to job market and other rituals of the community. Religious affiliation is one of the major impediments in the way of participating in the prevalent social relations, thus paving the way for poverty to creep in; however, gender, education and age had also some significant ramifications with relation to poverty alleviation. Moreover, household income and child care are some other indicating probabilities towards social

**Table 6: Association between social relations with family and social exclusion in children (controlling religious affiliation of the respondents)**

| Religion   | Social relations<br>with family | Social exclusion     |                      |            | Statistics $\chi^2$<br>(p-value)<br>$T^b$     |
|------------|---------------------------------|----------------------|----------------------|------------|-----------------------------------------------|
|            |                                 | Socially<br>excluded | Socially<br>included | Total      |                                               |
| Muslim     | Weak relations                  | 56 (12)              | 75 (16.1)            | 131 (28.2) | $\chi^2 = 9.25$<br>(0.002)<br>$T^b = -0.141$  |
|            | Strong relations                | 195 (41.9)           | 139 (29.9)           | 334 (71.8) |                                               |
|            | Total                           | 251 (54)             | 214 (46)             | 465 (100)  |                                               |
| Non-Muslim | Weak relations                  | 1 (25)               | 3 (8.6)              | 4 (11.4)   | $\chi^2 = 10.64$<br>(0.011)<br>$T^b = -0.551$ |
|            | Strong relations                | 28 (80)              | 3 (8.6)              | 31 (88.6)  |                                               |
|            | Total                           | 29 (82.9)            | 6 (17.1)             | 35 (100)   |                                               |

Values in the table present frequency while values in parentheses represent percentage proportion of respondents

exclusion within the families in a particular community (Attree, 2004; Kantor, 2009; Fisher and Bramley, 2006).

### Association Between Social Relations with Family and Social Exclusion in Children (Controlling Family Type of the Respondents)

The influence of family type on the respondent's relations with family members and their social exclusion showed that respondents from the joint family had weak negative ( $T^b = -0.249$ ) and highly significant ( $p = 0.000$ ) relationship between aforesaid variables (Table 7). On the other hand, the association of foresaid variables was weak negative ( $T^b = -0.125$ ) and significant ( $p = 0.050$ ) for respondents from the nuclear family. Contrarily, the association of foresaid variables was weak positive ( $T^b = 0.068$ ) and non-significant ( $p = 0.714$ ) for respondents from single-parent families. Taking family type as a control variable, the findings suggested a non-spurious relationship between joint and nuclear families, while a spurious relationship was found at a single-parent family. The bonds of social solidarity were stronger in traditional joint families than other family types as children with diverse relations had access to all kind of relations under a common roof. In nuclear families, under this particular roof had a limited level of interactions due to a limited number of persons. In single-parent families the extreme limitation of interaction amongst the family members could be the outcome of greater level of isolation from others either due to a particular stigma associated, i.e. breakup of family, divorce, and so on, or striving hard as a unit to survive while making efforts to earn. Moreover, this deprivation could also be the outcome of lesser

**Table 7: Association between social relations with family and social exclusion in children (controlling family type of the respondents)**

| Family type   | Social relations with family member | Social exclusion  |                   |            | Statistics $\chi^2$<br>( $p$ -value)<br>$T^b$ |
|---------------|-------------------------------------|-------------------|-------------------|------------|-----------------------------------------------|
|               |                                     | Socially excluded | Socially included | Total      |                                               |
| Joint         | Weak relations                      | 28 (12.9)         | 38 (17.5)         | 66 (30.4)  | $\chi^2 = 13.48$<br>(0.000)<br>$T^b = -0.249$ |
|               | Strong relations                    | 104 (47.9)        | 47 (21.7)         | 151 (69.6) |                                               |
|               | Total                               | 132 (60.8)        | 85 (39.2)         | 217 (100)  |                                               |
| Nuclear       | Weak relations                      | 25 (10.5)         | 29 (12.1)         | 54 (22.6)  | $\chi^2 = 3.74$<br>(0.05)<br>$T^b = -0.125$   |
|               | Strong relations                    | 113 (47.3)        | 72 (30.1)         | 185 (77.4) |                                               |
|               | Total                               | 138 (57.7)        | 101 (42.3)        | 239 (100)  |                                               |
| Single parent | Weak relations                      | 4 (9.1)           | 11 (25)           | 15 (34.1)  | $\chi^2 = 0.201$<br>(0.714)<br>$T^b = 0.068$  |
|               | Strong relations                    | 6 (13.6)          | 23 (52.3)         | 29 (65.9)  |                                               |
|               | Total                               | 10 (22.7)         | 34 (77.3)         | 44 (100)   |                                               |

Values in the table present frequency while values in parentheses represent percentage proportion of respondents

interaction with other relatives and friends due to their extreme segregation from mainstream activities. Relationships with friends and families make children more responsible while learning about their own role in the light of following others. Discontinuity to this effect may create a great gap in the giving and taking part of the behaviour thus making them socially excluded as had little courage to participate due to their extreme isolation from the mainstream activities. The diversities are reduced to relations with few family members in the family (SEU, 2006, Levitas, 2006).

### Association Between Relations with Family and Social Exclusion in Children (Controlling Income)

The influence of sufficiency of income on the respondent's relations with family members and their social exclusion showed that respondents with insufficient income had negative ( $T^b=-0.259$ ) and highly significant ( $p=0.000$ ) relationship between aforesaid variables (Table 8). On the other hand, the association of foresaid variables was positive ( $T^b=0.146$ ) and significant ( $p=0.019$ ) for respondents with sufficient income. Kendall's tau- $b$  values for sufficiency of income showed a spurious relationship. These results indicated that family as an institution could be the bigger harbinger to social exclusion or inclusion amongst the children on the basis of its relative income. Poor families with a strong bond of integration and high level of dependency have made them a unit to perform for the purpose of meeting out their basic needs essential for survival. On the other hand, rich families with strong economic background paid little heed about cohesion among them and seldom prefer working outside either in individual or collective shape. The frequent interaction amongst the poor in the economic matters has also strengthened their other social bonds and thus proved little effected from social exclusion as

**Table 8: Association between relations with family and social exclusion in children (controlling sufficiency of income)**

| Sufficiency of income | Relations with family | Social exclusion |                   |                | Statistic <sup>c2</sup><br>(p-value)<br>$T^b$ |
|-----------------------|-----------------------|------------------|-------------------|----------------|-----------------------------------------------|
|                       |                       | Socially         | Socially excluded | Total included |                                               |
| Insufficient          | Weak relations        | 20 (8.2)         | 73 (30)           | 93 (38.3)      | $c^2 = 16.34$<br>(0.000)<br>$T^b = -0.259$    |
|                       | Strong relations      | 71 (29.2)        | 79 (32.5)         | 150 (61.7)     |                                               |
|                       | Total                 | 91 (37.4)        | 152 (62.6)        | 243 (100)      |                                               |
| Sufficient            | Weak relations        | 37 (14.4)        | 5 (1.9)           | 42 (16.3)      | $c^2 = 5.46$<br>(0.019)<br>$T^b = 0.146$      |
|                       | Strong relations      | 152 (59.1)       | 63 (24.5)         | 215 (83.7)     |                                               |
|                       | Total                 | 189 (73.5)       | 68 (26.5)         | 257 (100)      |                                               |

Values in the table present frequency while values in parentheses represent percentage proportion of respondents

compared to the other group as emanated from the inferences. These findings are in line to Fisher and Bramley (2006) and Levitas (2006) and also linked family care and its role as major contributors to effectively reduce the economic deprivation. Moreover, recruiting children by providing them proper techniques for participating in the mainstream society can prove to be effective against social exclusion (SEU, 2006). However, families as a unit with poor background are more vulnerable to exclusion irrespective of being considered as a caring unit for children (Fisher and Bramley, 2006).

### Interaction of Religious Affiliation, Family Type, Subjective Poverty and Social relations with Family in Social Exclusion of Children

Exclusionary effects of interaction of study variables are reflected in Figures 1 and 2. The result made it evident that Muslim children from the single-parent family were most vulnerable to social exclusion on the scale devised for this study (Figure 1, bottom right). Conversely, there was a visible drop in social exclusion among Muslim children from both joint and nuclear families and having

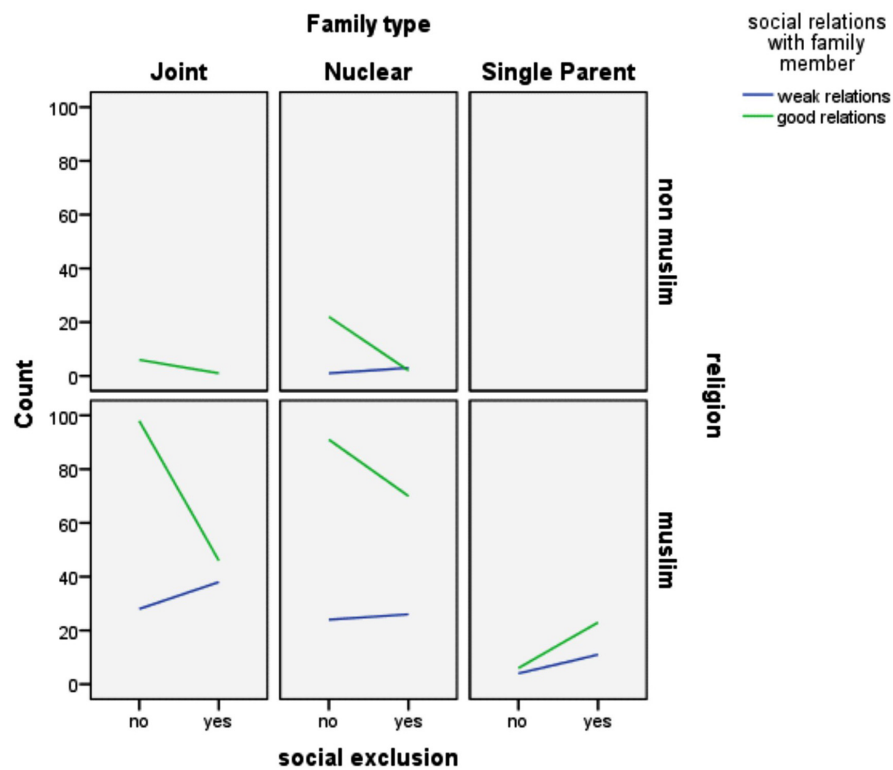


Figure 1: Interaction of Religious affiliation, Family Type and Social Relations with Family Members in Social Exclusion of Children

Problems in Establishment of Sound Social Relations with Family  
and its Exclusionary Effects on Children

good relations with family members; however, there was a rise in social exclusion among Muslim children having weak relations with family members irrespective of their family types (Figure 1, bottom). Exclusionary effects of access to economic resources were not variable among non-Muslim children of both joint and nuclear families (Figure 1, top).

Exclusionary effects of interaction of social relations with family members, subjective poverty and family type have found that poor children of both joint and nuclear families with poor social relations with family were most prone to social exclusion. However, such members of this group who have good social relations with family are less likely to be excluded on the scale devised (Figure 2, top middle and left). However, children with sufficient family income from joint and nuclear families and having good social relations with family were most unlikely to be excluded; similarly, those children from joint family and sufficient family income, despite their poor social relations with family, were less likely to

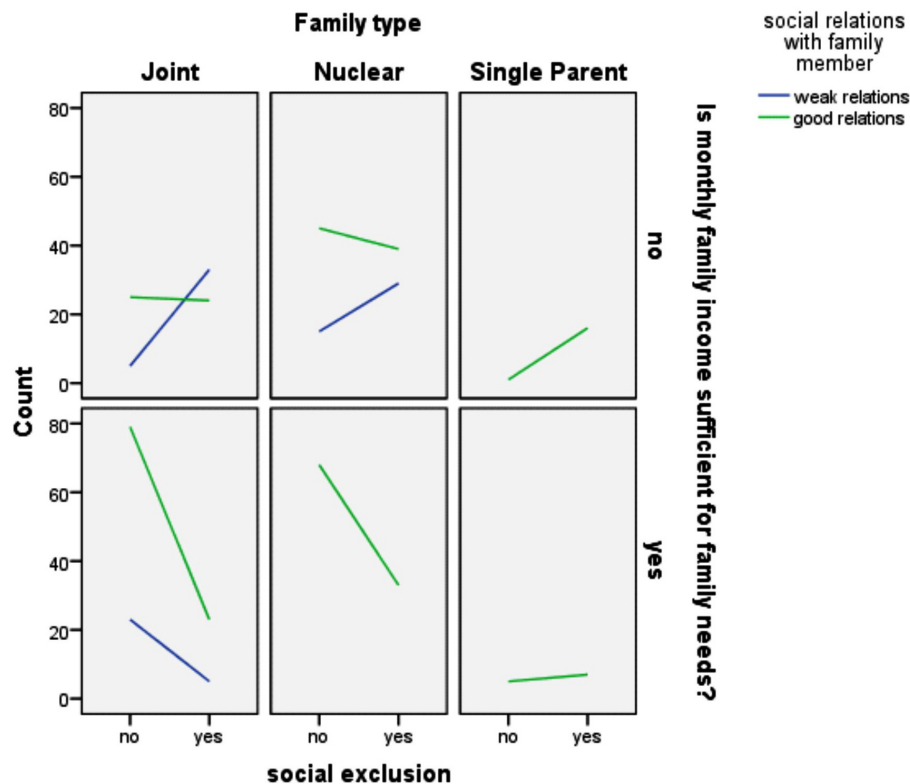


Figure 2: Interaction of Sufficiency of Family Income, Family Type and Social Relations with Family Members in Social Exclusion of Children

be excluded (Figure 2, bottom left and middle). Conversely, all respondents belonging to single-parent families, irrespective of state of their social relations with family or sufficiency of family income, were more prone to social exclusion. Fahmy *et al.* (2009) also listed similar associates of multiple disadvantages including situation of employment, educational accomplishment, tenancy of accommodation, family type, matrimonial standing, age set and sex. Low educational attainment and unemployment were particularly influential in deep exclusion. The patterns of association of these variables with social exclusion are complex and may vary with life stages and social standings. It was reported that solitary, separated and widowed persons and their dependents were more prone to disadvantage, whereas children, women, low skilled, rental tenants, uneducated and retired people are more exposed to ill effects of deprivations. Despite serious efforts the incidents of exclusion could not be controlled to a desired level and remained persistent over time.

## CONCLUSIONS AND RECOMMENDATIONS

The main objective of this research study was to probe into the effects of children's social relations with family members on extent of their social exclusion in Pakhtun culture, particularly its religious-, poverty- and familial-based variations. The findings of the present study suggest that poor social relations with family contribute to social exclusion among the children in the study area. Low warmth paid to children in their psychological and educational needs and exposing them to rigorous discipline inside the family was the major predictor of social exclusion. The data supported the theory and upkeep of the domain of social relations with family, as outlined under the B-SEM model, was decisive in determining and explaining social exclusion in children. It was further established by this study that this domain was unequal in its exclusionary effects based on gender, religion, sufficiency of family income and family type.

Reintegration of family's role in child's physical, social and psychological care and socialisation by strengthening their existing cultural base of child training in common family roles and morality, besides helping families through educational and motivational programs, in modification of its child treatment activities and allowing a more participatory and decisive role to children at family and personal level under the strict supervision of their elders. It would ensure the revival of the cultural norm, where maximum protection was ensured to the needy and secluded persons.

## REFERENCES

- Adelman L, Middleton, S and Ashworth K, 2003. *Britain's Poorest Children: Severe and Persistent Poverty and Social Exclusion*. Save the Children, UK, London.

Problems in Establishment of Sound Social Relations with Family  
and its Exclusionary Effects on Children

- Alloway N, Gilbert P, Gilbert R and Muspratt S, 2004. Factors impacting on student aspirations and expectations in regional Australia (No. 0642774412). Canberra: Department of Education, Science and Training
- Atkinson T, Bea C, Eric M, and Brian N, 2002. *Social Indicators: The EU and Social Inclusion*. Oxford University Press, London.
- Attree P, 2004. Growing up in disadvantage: A systematic review of the qualitative evidence. *Child: Care, Health and Development*, Vol. 30, No. 6, pp. 679–689.
- Australian Government, 2009. Transforming Australia's higher education system. Online [[http://www.deewr.gov.au/HigherEducation/Documents/PDF/Additional%20Report%20-%20Transforming%20Aus%20Higher%20ED\\_webaw.pdf](http://www.deewr.gov.au/HigherEducation/Documents/PDF/Additional%20Report%20-%20Transforming%20Aus%20Higher%20ED_webaw.pdf)]
- Babie E, 1989. *The Practice of Social Research*, Belmont, California, Wadsworth Publishing Company.
- Baily KD, 1982. *Methods of Social Research*. 2nd Ed. Macmillan Publishing Co., Inc., New York.
- Barnes M, Blom A, Cox K, Lessof C and Walker A, 2006. *The Social Exclusion of Older People: Evidence from the First Wave of the English Longitudinal Study of Ageing (ELSA)*, Final report, London: SEU/OPDM, January.
- BISE Peshawar, 2011. Gazette book SSC examination. Board of intermediate and secondary education Peshawar. Government of Khyber Pakhtunkhwa.
- Bottrell D, 2007. Dealing with disadvantage: community, place and resilience in girls' identity work. Paper presented at the Australian Social Policy Conference, University of New South Wales, Sydney, Australia, 11-13 July 2007.
- Bradshaw J, Kemp P, Baldwin Sand Rowe A, 2004. *The Drivers of Social Exclusion: A Review of the Literature for the Social Exclusion Unit in the Breaking the Cycle Series*, London: SEU/ODPM.
- Burchardt T, Le Grand J, Piachaud D, 2002. Degrees of exclusion: developing a dynamic multidimensional measure. In: Hills J, Le Grand J and Piachaud D, eds. *Understanding Social Exclusion*. pp. 30–43, Oxford University Press, Oxford.
- Bureau of statistics, 1998. Demographic indicators. Pakistan bureau of statistics. Government of Pakistan. Online [<http://www.pbs.gov.pk/content/demographic-indicators-1998-census>].
- Bureau of statistics, 2007. Pakistan demographic survey. Pakistan bureau of statistics. Government of Pakistan. Online [<http://www.pbs.gov.pk/content/pakistan-demographic-survey-2007>].
- Carr M, Chen MA and Jhabvala R, 1996. *Speaking out: Women's economic empowerment in South Asia*. London: IT Publications.
- Castillejo C, 2012. *Exclusion: A Hidden Driver of Pakistan's Fragility*. NOREF Policy Brief. Norwegian Peace Building Resource Centre.
- Christensen P and James A, 2000. Childhood, diversity and commonality: some methodological insights. In: Christensen P and James A, eds. *Research with Children*. pp. 160–179, Palmer Press, London.
- Clear TR, 2007. *Imprisoning communities: How mass incarceration makes disadvantaged neighborhoods worse*. Oxford University Press, USA.
- Commins P, 2004. Poverty and social exclusion in rural areas: Characteristics, processes and research issues. *Sociologia Ruralis*, Vol. 44, pp. 60–75.
- Cooper DR and Pamela SS, 2010. *Business Research Methods*. National Book Foundation, Islamabad.
- DSS (Department of Social Security), 1999. *Opportunity for All: Tackling Poverty and Social Exclusion*, The Stationery Office, London: Cm 4445.

- Fahmy E, Ruth L, David G and Demi P, 2009. Understanding the risks of social exclusion across the life course: Working age adults without dependent children. A Research Report for the Social Exclusion Task Force, Cabinet Office. University of Bristol.
- Feeny T and Boyden J, 2004. *Acting in Adversity – Rethinking the Causes, Experiences and Effects of Child Poverty in Contemporary Literature*. Oxford, UK: Oxford University Press: Working Paper No. 116. (QEH Working Paper Series.)
- Fisher T and Bramley G, 2006. Social exclusion and local services. In: Pantazis C, Gordon D and Levitas R, eds. *Poverty and Social Exclusion in Britain: The Millennium Survey*. pp. 217–48, The Policy Press, Bristol.
- Gordon D, Adelman L, Ashworth K, Bradshaw J, Levitas R, Middleton S, Pantazis C, Patsios D, Payne S, Townsend P and Williams J, 2000. *Poverty and Social Exclusion in Britain*. Joseph Rowntree Foundation, York.
- Guerra NG, Huesmann LR, Tolan PH, Van-Acker R and Eron LD, 1995. Stressful events and individual beliefs as correlates of economic disadvantage and aggression among urban children. *Journal of Consulting, and Clinical Psychology*. Vol. 63, pp. 518-528.
- James A, 2007. Giving voice to children's voices: practices and problems, pitfalls and potentials. *American Anthropologist*, Vol. 109, pp. 261–272.
- Kantor P, 2009. Women's exclusion and unfavourable inclusion in informal employment in Lucknow, India: Barriers to voice and livelihood security. *World Development*, Vol. 37, No. 1, pp. 194–207.
- Kid's status, 2007. Child participation in socio-economic activities. Retrieved on 25th December 2012, from <http://www.kids.nsw.gov.au/kids/kidsstats/community/childparticipation/figuresocioeconomicstatus.cfm>.
- Levitas R, 2006. The concept and measurement of social exclusion, in C. Pantazis., D. Gordon. and R. Levitas. (eds.) *Poverty and social exclusion in Britain: The Millennium Survey*, Bristol: The Policy Press, pp. 123-60.
- Levitas R, Christina P, Eldin F, David G, Eva Land Demi P, 2007. *The Multi-Dimensional Analysis of Social Exclusion*. Bristol institute of Public Affairs, Bristol.
- Magadi M and Middleton S, 2005. *Britain's Poorest Children Revisited: Evidence from the BHPS (1994–2002)*. Save the Children, London.
- Marks GN, 1999. The measurement of socioeconomic status and social class in the LSAY project (Technical report no.14). Camberwell, Vic: Australian Council for Educational Research (ACER).
- Marsh A, Gordon D, Pantazis C and Heslop P, 1999. *Home Sweet Home? The Impact of Poor Housing on Health*. The Policy Press, Bristol.
- Miliband D, 2006. *Social Exclusion: The Next Steps Forward*. ODPM, London.
- Nachmias CF and Nachmias D, 1992. *Research Methods in Social Sciences*. 4th Ed. St Martin's Press Inc, New York, USA.
- Prout A, Simmons R, and Birchall J, 2006. Reconnecting and extending the research agenda on children's participation: mutual incentives and the participation chain. In: Tisdall EKM, eds. *Children, Young People and Social Inclusion: Participation for What?* pp. 75–104, Policy Press, Bristol.
- Ridge T, 2002. *Childhood Poverty and Social Exclusion: From a Child's Perspective*. The Policy Press, Bristol.
- Robinson P and Oppenheim C, 1998. *Social Exclusion Indicators*. IPPR, London.

Problems in Establishment of Sound Social Relations with Family  
and its Exclusionary Effects on Children

- Roker D, 1998. *Worth More Than This: Young People Growing up in Family Poverty*. The Children's Society, London.
- Room G, ed, 1995. *Beyond the Threshold: The Measurement and Analysis of Social Exclusion*. The Policy Press, Bristol.
- Saunders P, 2007. Towards New Indicators of Disadvantage Project: Bulletin No. 2: Deprivation in Australia. Social Policy Research Centre Newsletter No. 96, May, pp. 7-10.
- Saunders P, 2008. Measuring wellbeing using non-monetary indicators: deprivation and social exclusion. *Family Matters*. pp. 8-17.
- Sekaran U, 2003. *Research Methods for Business*. USA, Hermitage Publishing Services.
- SEU (Social Exclusion Unit), 1997. *Social Exclusion Unit: Purpose, Work Priorities and Working Methods*. SEU, London.
- SEU, 2002. *Young Runaways*. SEU, London.
- SEU, 2006. *A Sure Start to later life: Ending inequalities for older people*, London: ODPM.
- Silver H, 1998. *Policies to Reinforce Social Cohesion in Europe, in Social Exclusion: an ILO Perspective*. ILO, Geneva, pp. 38–73.
- SPARC, 2011. *The State of Pakistan's Children*. Online [www.sparcpk.org].
- Stewart K, 2002. *Measuring Well-being and Exclusion in Europe's Regions*. Centre for Analysis of Social Exclusion, London School of Economics: CASE Paper 53.
- Sutton L, Smith N, Dearden C and Middleton S, 2007. *A child's-eye view of social difference*. Joseph Rowntree Foundation: York, UK.
- Tai SW, 1978. *Social Science Statistics, Its Elements and Applications*. Goodyear Publishing Company, California.
- Walker A and Walker C, 1997. *Britain Divided: the Growth of Social Exclusion in the 1980s and 1990s*. Child Poverty Action Group.
- Wood G, 2004. Informal security regimes: The strength of relationships. In I. Gough, and G. Wood (Eds.), *Insecurity and welfare regimes in Asia, Africa and Latin America: Social policy in development contexts* (pp. 49–87). Cambridge: Cambridge University Press.
- Wooden M and Headey B, 2005. *Poverty in Australia: Insights from Hilda*. Melbourne Institute News, March 2005. Melbourne institute of Applied Economic and Social Research: Melbourne, Australia.
- Yeung WJ, Kinver M and Brooks-Gunn J, 2002. How money matters for young children's development: Parental investment and family processes. *Child Development*. Vol. 73, No. 6, pp. 1861-79.