Predicting Delinquency Levels in Turkish Adolescents

Türk Ergenlerin Kural Dışı Davranış Düzeylerinin Yordanması

ABSTRACT: The study aims to determine how the variables of peer deviance, gender, grade level, having too many problems, parental divorce, and guidance by the school counselor about delinquency contribute to predicting delinquency levels in adolescents. The research was conducted upon 277 adolescents (high school students). “The Delinquency Scale”, “The Peer Deviance Scale”, and a “Personal Information Form” were used to obtain data. The collected data were analyzed by multiple regression analysis. The research revealed that the variables of peer deviance, gender, grade level, having too many problems, and parental divorce are significant predictors of adolescent delinquency, while guidance by the school psychological counselor about delinquency does not constitute a significant predictor.

Keywords: Delinquent Behaviors, Peer Deviance, Adolescent

1. INTRODUCTION

The research into problem behaviors in adolescents contains references to terms such as delinquency, deviance, criminal behavior (Kaner, 1996, 2001a, 2001b), risky behavior, abnormal behavior (Bulut, 2010) or antisocial behavior (Bal, 2010). Delinquency involves behaviors that may subject an adolescent to legal action as most of such behaviors are considered crimes. Young people who have a tendency to commit or have already committed crimes experience problems with their families, schools, and peer groups as a result of their behaviors that violate social norms and others’ rights (Kaner, 2001a).

Delinquency increases between the ages of 12 and 14 and culminates between the ages of 17 and 19, after which it slowly diminishes (Ezinga, Weerman, Westenberg & Bijleveld, 2008). Delinquency consists of behaviors such as alcohol drinking and smoking, drug use, risky driving, early sexual activity (U.S. Congress, Office of Technology Assessment, Adolescent Health, 1991), running away from home, and truancy (Aras, Günay, Özcan & Orçın, 2007). Whether such behaviors are considered delinquency depends on their frequency. A distinction should be made between occasional behaviors and persistent problem behaviors (Siegel & Scovill, 2000; as cited in Bulut, 2010).

Relevant research has shown that parental characteristics and behaviors, as well as a child’s individual characteristics and school life influence the development of delinquency (Sprott, Doob & Jenkins, 2001). Parents in particular play a key role in adolescent delinquency (Chen, In Wu & Hsiu Lin, 2009). Parental conflict (Esmaeili & Yaacob, 2011), the use of harsh
Predicting Delinquency Levels in Turkish Adolescents

discipline, parental incompatibility, parental rejection (Okorodudu, 2010), and lack of control (Harris-McKoy & Cui, 2012) all result in adolescent delinquency. Furthermore, parental divorce or death may also lead to delinquent behaviors in adolescents (Demuth & Brown, 2004). The prevalence of behavioral and adjustment disorders is higher among children and adolescents growing up without their parents. Children who are bereft of their mothers in particular display more severe behavioral disorders. Children and youth who grow up without their parents lack parental control (Can, 1990), which is one of the factors leading to delinquency in children and young people. In single-parent families, delinquency levels were found to be higher among adolescents living with their fathers, when compared to those living with their mothers. Low involvement, less supervision and monitoring, and low level of control by fathers cause delinquent behaviors. Particularly, strong parental control is crucial in preventing delinquency (Demuth & Brown, 2004). Snyder & Patterson (1987) argue that weak parental discipline and lack of parental control may lead to antisocial behaviors in children, including disobedience, combativeueness, tantrums, petty theft, and lying. Such juvenile behaviors cause a child to be rejected by others. A rejected child is more inclined to be around other children who also display similar negative behaviors. Ultimately, there is an increase and variety in the opportunities in which the child can develop and perform antisocial behaviors (as cited in Kaner, 1996).

During adolescence, the amount of time spent and the activities shared by adolescents with their parents gradually decrease with older age, which is a crucial factor for developing antisocial or criminal behaviors (Kaner, 1996). This is a period when friendships are highlighted and fast and intense changes occur. Adolescents draw away from their parents and become closer with their peer groups, trying to create an environment in which they can build a sense of identity that fits them independently from their parents. An adolescent needs to have greater relations with other people alongside their parents so that s/he can know how others view him or her. However, an adolescent's friends also play a part in the development of positive and negative behaviors. For instance, alcohol consumption by his or her friends may gradually cause an adolescent to start using alcohol as well (Doğan, Karaman, Çoban & Çok, 2012). Therefore, it is important for parents to build, monitor, and oversee the rules as to who adolescents can be with outside as well as inside the home, where they can go, and what kind of activities they can participate in to ensure that adolescents stay away from undesirable environments, persons, and activities (Kaner, 1996). A healthy family environment created by parents with warmth and affectionate attitudes has a positive effect upon adolescent development (Okorodudu, 2010). Fagan et al. (2007) found protective family factors, such as maternal and paternal attachment, rewarding of positive behaviors, and the availability of prosocial opportunities in the family to be equally-important delinquency prevention measures for males and females (as cited in; Kopak & Hawley, 2012).

Clearly, parental attitudes play a vital role in whether adolescents exhibit delinquent behaviors. In addition to parental attitudes, the presence of various problems in an adolescent, such as low self-conception (Can, 1998), unhappy experiences, low level of life satisfaction (Scott, 1967; Sun & Shek, 2010), and economic problems (Kumpfer, 1999) also causes him or her to develop delinquent behaviors. Gender is another important factor in the formation of delinquent behaviors for adolescents. The literature documents that violent tendencies (Balkıs, Duru and Buluş, 2005) and aggression levels (Hotaman & Yüksel-Şahin, 2009) are higher among males than females. Age is also important for the development of delinquency. Relevant studies have shown that delinquency increases between the ages of 12 and 14, culminates between 17 and 19, and gradually diminishes in later periods (Ezinga, Weerman, Westenberg & Bijleveld, 2008). Thus, delinquency may increase with increasing age and grade level in adolescents. For all these reasons, the present research mainly aims to determine how the variables of peer deviance, gender, grade level, having too many problems, parental divorce, and guidance by school psychological counselors about delinquency contribute to predicting
delinquency levels in adolescents. The study may be useful in determining the variables which contribute to delinquent behaviors and crime-committing. Furthermore, it may have other contributions by drawing attention to the need for informing adolescents, parents, teachers, and school administrators about delinquency and efficient rendering of preventive services.

1.1. Purpose of the Study

The study aims to determine how the variables of peer deviance, gender, grade level, having too many problems, parental divorce, and guidance by school psychological counselors about delinquency contribute to predicting delinquency levels in adolescents.

2. METHOD

This is a descriptive study aiming to determine how the variables of peer deviance, gender, grade level, having too many problems, parental divorce, and guidance by school psychological counselors about delinquency contribute to predicting delinquency levels in adolescents.

2.1. Participants

Convenience sampling method was used in the study. The study sample consists of a total of 277 students at grades 9 and 12 from two public high schools in Beşiktaş and Bahçelievler districts in Istanbul. Excluding the scales with missing items, the responses from a total of 277 students were analyzed. 50.2% (139) of the students are at grade 9, while 49.8% (138) attend grade 12. Of all the students, 49.5% (137) are female and 50.5% (140) are male.

2.2. Instruments

The Delinquency Scale, Peer Deviance Scale and a Personal Information Form were used for data collection.

2.2.1. Delinquency Scale

The Delinquency Scale was used to assess the delinquency levels among the adolescents. The scale (DS) was developed by Kaner (2001a) to identify the behaviors, most of which are considered crimes and will subject adolescents between the ages of 15 and 18 to legal action. It is a 38-item, four-point Likert-type scale. High scores on the scale indicate a high level of undesired behaviors. A factor analysis performed to determine the construct validity of the scale revealed 9 factors: Load factor values are 0.766-0.551 for factor one, 0.820-0.511 for factor two, 0.709-0.470 for factor three, 0.714-0.494 for factor four, 0.749-0.651 for factor five, 0.647-0.520 for factor six, 0.665-0.416 for factor seven, 0.727-0.663 for factor eight, and 0.750-0.737 for factor nine. These values suggest considerably high factor loads for the items. On the other hand, first factor load values for the items vary between 0.647 and 0.433 for 38 items, which point to the one-dimensional nature of the scale.

Calculated as a part of the reliability study for the scale, total test Cronbach Alpha coefficient was found to be .93. Alpha coefficients for the sub-scales are as follows: ‘status offense and violating school rules (alpha .88)’, ‘theft-stealing (alpha .85)’, ‘failure to control anger and fighting (alpha .81)’, ‘petty theft (alpha.75)’, ‘outstanding vandalism (alpha .73)’, ‘status offense and deceiving others (alpha .74)’, ‘drug and violence-related crime (alpha .72)’, ‘damaging buildings (alpha .75)’, ‘exam cheating (alpha. 84)’.

2.2.2. Peer Deviance Scale

The scale was developed by Kaner (2000) for adolescents to assess deviance behaviors of their peers. It assesses behaviors that are considered as crimes and may expose youth to the judicial system. It is a 14-item, six-point Likert-type scale. Adolescents rate this scale with their peers in mind. High scores suggest that the responding adolescent has a lot of peers who perform deviant behaviors. The factor analysis carried out as a part of the validity study for the scale showed that the scale consists of two sub-dimensions, which correspond to mild and severe deviance. The two factors together account for 60.5% of total variance. Furthermore, each item
distinguishes high scorers from low scorers on the scale. The test-retest reliability coefficient calculated as part of the reliability study for the scale was found as .93, while Cronbach Alpha coefficient was found to be .93.

2.2.3. Personal Information Form

The “Personal Information Form” developed by the researcher contains questions about the participants’ gender and grade levels, as well as questions inquiring whether they have so many problems in life, whether their parents have been divorced or not, and whether their school psychological counselors provides them counseling about delinquency. The form starts by explaining the researcher’s purpose. They were asked not to write their names on the form so that impersonal assessment can be made.

2.3. Data Analysis

The scales were administered to the adolescents to collect data. The collected data were analyzed by multiple regression analysis. Multiple regression analysis was employed to predict adolescent delinquency according to the variables of peer deviance, gender, grade level, having too many problems, parental divorce and guidance by the school counselor about delinquency. Standard (direct) method was used in multiple regression analysis. In the standard approach, it is basic that the joint effect of all predictive variables on the dependent variable is analyzed. “Dummy” variables were formed for using the categorical independent variables in regression analysis (Buyukozturk, 2002) and were included in the analysis. In the study, the significance level has been accepted as .05.

3. FINDINGS

This section presents the results obtained by a statistical analysis performed on the data collected to examine the research problem. Table 1 presents the adolescents’ mean scores of peer deviance and delinquency.

Table 1: Adolescents’ Mean Scores Of Peer Deviance And Delinquency

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>Minimum</th>
<th>Maximum</th>
<th>M</th>
<th>SD</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Deviance</td>
<td>277</td>
<td>14</td>
<td>84</td>
<td>24.73</td>
<td>10.71</td>
<td>59.93</td>
<td>40.07</td>
</tr>
<tr>
<td>Delinquency</td>
<td>277</td>
<td>38</td>
<td>152</td>
<td>53.39</td>
<td>15.72</td>
<td>64.26</td>
<td>35.74</td>
</tr>
</tbody>
</table>

Multiple regression analysis was performed to predict adolescent delinquency by the variables of peer deviance, gender, grade level, having too many problems, parental divorce and guidance by the school counselor about delinquency and the results are shown in Table 2.

Table 2: The Results Of Multiple Regression Analysis On Predicting Delinquency By Different Variables

<table>
<thead>
<tr>
<th>Predictors</th>
<th>B</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>P</th>
<th>F</th>
<th>P</th>
<th>R</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>52.708</td>
<td>.00</td>
<td>16.70</td>
<td>.00</td>
<td>36.17</td>
<td>.00</td>
<td>.67</td>
<td>.45</td>
</tr>
<tr>
<td>Peer Deviance</td>
<td>14.01</td>
<td>.44</td>
<td>8.86</td>
<td>.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>7.87</td>
<td>.25</td>
<td>5.38</td>
<td>.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td>3.28</td>
<td>.11</td>
<td>2.10</td>
<td>.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problems</td>
<td>7.22</td>
<td>.22</td>
<td>4.62</td>
<td>.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Divorce</td>
<td>7.26</td>
<td>.12</td>
<td>2.64</td>
<td>.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>2.23</td>
<td>.07</td>
<td>1.53</td>
<td>.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen in Table 2, there is a moderate correlation between the delinquency scores and the variables of peer deviance, gender, grade level, having too many problems, parental divorce and
guidance by the school counselor about delinquency \((R = .67, R^2 = .45, p < .05)\). All these six variables account for approximately 45% of the total variance in delinquency. According to the standardized regression coefficient \((\beta)\), relative importance of the predictors for delinquency can be given in the following order: peer deviance \((\beta = .44)\), gender \((\beta = .25)\), having too many problems \((\beta = .22)\), parental divorce \((\beta = .12)\), grade level \((\beta = .11)\) and guidance by the school counselor about delinquency \((\beta = .07)\). The results of the t-test on the significance of regression coefficients reveal that peer deviance \((t = 8.86, p < .00)\), gender \((t = 5.38, p < .00)\), having too many problems \((t = 4.62, p < .00)\), parental divorce \((t = 2.64, p < .01)\) and grade level \((t = 2.10, p < .04)\) are significant predictors of delinquency. However, guidance by the school counselor about delinquency \((t = 1.53, p > .05)\) was not found to be a significant predictor of delinquency.

4. DISCUSSION and RESULTS

The study examined how the variables of peer deviance, gender, grade level, having too many problems, and parental divorce contribute to predicting the delinquency levels among adolescents. As a result, it was demonstrated that the variables of peer deviance, gender, grade level, having too many problems, and parental divorce are significant predictors of delinquency, while guidance by the school counselor about delinquency is not a significant predictor.

The results of the study revealed that peer deviance is a significant predictor of delinquency among adolescents. Adolescents who have friends with deviant behaviors were found to exhibit significantly \((\beta = .44, p < .00)\) more delinquent behaviors. This finding seems to be consistent with the literature. Peers with deviant behaviors may cause adolescents to turn to crime (Brownfield & Thompson, 1991; as cited in Kaner, 1998). Peer groups have an important role in the achievement of social skills and personality development of an individual. When a group has antisocial goals, its members adopt antisocial behaviors. They may form gang groups and turn to crime. They may encourage students toward various wrong behaviors such as disobedience toward teachers and parents, skipping classes, using drugs, and smoking (Aktuğ, 2006; Çiğdemöglü, 2006). An adolescent might be prompted by his/her peers toward behaviors that s/he will regret (Demir, Baran & Ulusoy, 2005). Individuals with peers who perform delinquent behaviors are more likely to perform such behaviors themselves (Loeber, 1990). Furthermore, a positive relationship exists between peer pressure and risk-taking behavior (Arslan-Şahin, 2011; Kiran-Esen, 2003). Thus, peer group is a key factor that may lead to delinquency and crime. An adolescent’s delinquency is influenced by whether s/he has friends with deviant behaviors. Similarly, Little & Steinberg (2006) found in their study that selling drugs was more prevalent among adolescents who had friends with deviant behaviors.

The study showed that gender is a significant predictor of delinquency among adolescents. The level of delinquency among male adolescents were found to be significantly \((\beta = .25, p < .00)\) higher than female adolescents. This finding is in parallel with the results of other studies pointing out that male adolescents exhibit risky behaviors to a greater extent when compared to female adolescents. The results of studies carried out by Akduman & Baran (2010); Aras, Günüy, Özan & Orçun (2007); Harris-McKoy & Cui, (2012); Kaner (2001b); Sprott, Doob & Jenkins (2001) and Yılmaz (2011) demonstrate that males involve in a greater level of delinquency and commit more crimes when compared to females. Aras et al. reported significantly higher levels of truancy, alcohol/substance use, unlicensed/fast driving, participating in/starting fights, and carrying fighting items among males than females. Males sometimes try to solve the problems they cannot cope with by externalizing feelings such as guilt, despair, and incompetence and acting aggressively (Güvenç & Aktaş, 2006). Social gender is one of the most important reasons for the higher prevalence of delinquency among males when compared to males. This is because most families give preferential treatment to their male children (Bal, 2010). In many families, hitting and delinquency are considered as normal behaviors for males since their childhood and male children are taught that male role consists of such behaviors. On the other hand, girls are taught that delinquent behaviors are unladylike and
Predicting Delinquency Levels in Turkish Adolescents

considered indecent (Serpemen, 1999). Thus, social male roles (Telatar, 2007) and child-rearing approaches need to be transformed to reduce risky male behaviors.

The study revealed that grade level is a significant predictor of delinquency among adolescents. It was found that delinquency levels significantly ($\beta=-11$, $p<.04$) increased with increasing age-related grade level. This finding seems to be consistent with the literature. Delinquency increases between the ages of 12 and 14 and culminates between the ages of 17 and 19, after which it slowly diminishes (Ezinga, Weerman, Westenberg & Bijleveld, 2008). Akduman & Baran (2010); Kaner (2001) and Yuan, Lee, Yng & Wun (1998) found in their studies that delinquency increases with increasing age. This age-dependent increase in the prevalence of delinquent behaviors could be attributed to the fact that parental control over adolescents is gradually reduced over time with peer relations gaining importance and adolescents aspiring to reach adulthood quickly (Orvin, 1997; as cited in Bulut, 2010).

The study demonstrates that having too many problems is a significant ($\beta=.22$, $p<.00$) predictor of delinquency among adolescents. Problems such as domestic problems (Esmaeili & Yaacob, 2011; Juby & Farrington, 2001; Okorodudu, 2010; Sprott, Doob & Jenkins, 2001), economic problems (Kumpfer, 1999; Yuan, Lee, Yng & Wun, 1998), low self-concept (Can, 1998), unhappy experiences (Scott, 1967), and low life satisfaction (Sun & Shek, 2010; Yiimaz, 2011) etc. might result in delinquent behaviors among adolescents. For instance, Demir, Baran & Ulusoy (2005) argue that not being understood by their parents leads adolescents toward many kinds of deviant behaviors, including suicidal thoughts. Gençtanırım-Kuru (2010) found a close link between the emotional states of adolescents and the risky behaviors they demonstrate. Risky behaviors such as alcohol drinking, smoking, suicidal tendency, and dropping out of school are more prevalent among adolescents who lack support from their families, teachers, and friends with their problems. In a study, Gençtanırım-Kuru found that adolescents with low levels of social support are more likely to involve in risky behavior. Telatar (2007) argues that individuals use risky behaviors like smoking, alcohol and substance use as problem-solving methods in order to relieve the psychological burden of their problems.

The present study found that parental divorce is a significant ($\beta=.12$, $p<.01$) predictor of delinquency among adolescents. Parental divorce may result in delinquent behaviors among adolescents (Demuth & Brown, 2004). Parental divorce brings about many stressful experiences. Parental conflicts (Esmaeili & Yaacob, 2011), weak parenting, reduced income level, and lower life standards adversely affect children and adolescents. All of these may lead to delinquency (Juby & Farrington, 2001). Can (1990) argues that children and teenagers who are separated from family environment lack the sense of belonging to a family and positive support, which is a negative influence on their psychosocial development. Relevant research has also shown that separation from the family during the early years of childhood in particular results in numerous problems that hamper personality development. A study by Fry (2010) found a strong relationship between divorce and juvenile delinquency. This relationship could be explained by divorce disrupting a family’s ability to effectively monitor and discipline their children, thereby leading to a lack of self-control in the child.

The results of the present study show that guidance by school counselors about delinquency is not a significant ($\beta=.07$, $p>.05$) predictor of delinquency among adolescents. One reason could be the failure to deliver psychological counseling and guidance services effectively (Yüksel-Şahin, 2009, 2012). Still, efforts should be made to prevent deviant behaviors and delinquency at schools starting from primary school level. Similar to bullying intervention programs (Olweus, 2008), delinquency intervention at schools may involve the following strategies: School psychological counselors should provide parents, teachers, and administrators with information about the students’ developmental characteristics and delinquent behaviors and organize meetings, conferences, and panels for concerned parties.
It is important that school counselors should conduct group work including parental training (Cashwell & Vacc, 1996) and teacher training sessions. Hof & Miller (1983) state that Family Life Training Programs for parents consist of three main aspects, which are education, skill training, and counseling. Educational programs aim to train family members about family relationships, communication, and child-rearing. Skill training programs, on the other hand, are about helping family members acquire healthy communication skills and sound child-rearing skills. As for the counseling aspect, it involves providing families with relationship problems with family counseling support (as cited in Hamameç & Sevim, 2004). Concerned family member or members are referred to a psychiatrist when necessary.

As part of Individual Intervention strategies, school counselors should subject adolescents to prevention programs that aim to reduce high-risk behaviors. They should identify the first symptoms of deviant and delinquent behaviors at school, take necessary precautions, and organize relevant intervention services. This will help prevent possible undesirable behaviors in the future (Kaner, 2001). It would be useful to inform adolescents about the impact of their peers on their own behaviors and to help them establish positive peer relationships. (Aras, Gûnay, Özan & Orçin, 2007). As for skill training, developing individual skills in decision-making, problem-solving, and communication is important as part of the intervention programs aiming to reduce high-risk behaviors (Deniz, Hamarta & Arslan, 2011). With respect to the counseling aspect, adolescents who exhibit delinquency should be provided with psychological counseling and they should be referred to a psychiatrist when needed. In brief, education, skill training, and counseling are crucial aspects of delinquency intervention programs at school level. As noted by Hatipoğlu (2010), delinquency intervention by psychological counselors is made either directly (individual or group counseling) or indirectly (consultation or referral).

Delinquency intervention programs at society level should involve cooperation with the media. It would be important to introduce good role models and initiate campaigns through the media to inform the society about delinquency (Ayas, 2010).

5. REFERENCES


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**Genişletilmiş Özet**


Ergenlik döneminde, ergenin anne-babasyla geçirdiği zamanın ve paylaştığı etkinliklerin artan yaşa birlikte giderek azalması, antisoysal ya da suçlu davranışların artışında önemli bir rol oynamaktadır (Kaner, 2001). Örneğin, arkadaşlarının alkoll tüketimi zaman içerisinde ergenin alkoll kullanmaya başlamasına yol açabilmektedir. Örneğin, arkadaşlarınının alkoll tüketimi zaman içerisinde ergenin alkoll kullanmaya başlamasına yol açabilmektedir.
Predicting Delinquency Levels in Turkish Adolescents

Predicting Delinquency Levels in Turkish Adolescents

322

Bu nedenle anne-babanın erkeklerin ev içinde olduğu kadar, ev dışında da kimlerle olabileceğini, nerelere gidebileceğini, ne tür etkinliklere katılabileceğini ile ilgili kuralları oluşturmaları, izlemesi ve netlenmesilegacyin istenmemeyen çevrelere, kişilerden ve etkinliklerden uzak kalmalarını sağlama önemlidir (Kaner, 2001). Anne babanın sıcak ve sevgi dolu yaklaşımları ile sağlıklı bir ortamı oluşturmalarının engin gelişmesinde olumlu bir etkisi vardır (Okorodudu, 2010).

Araştırmının temel amacı, akran sapmasının, cinsiyetin, fazla soruna sahip olmanın, anne-babanın boşanmış olmanın ve okul psikolojik danışmanının kural dışı davranışlar konusunda rehberlik yapması değişkenlerinin enginlerin kural dışı davranış düzeylerini yördamadaki katkılarını belirlemektir.


Araştırmanın sonucunda, akran sapmasının enginlerin kural dışı davranışları üzerinde anlamlı bir etkisi olduğu görülmüştür. Akran grupları, bireyin sosyal becerileri kazanmasında ve kişiliğinin oluşumunda önemli rolü oynamaktadır. Grup arkadaşları antisyosyal olduğu zaman üyeler de anti-sosyal davranışları benimserler. Çete grupları suçluluk ve saklıkların görmesini, kavgayı katlama/kavgaya başlata /kavgaya aracı taşma oranlarını erkeklerde kızlardan anlamda büyük olduğunun belirtmişlerdir. Erkekler, döşer düzeyde bazı edemikleri sorunlar karşısında suçlu, önumsizlik gibi dava edilmişdir. Çeşitli sosyal ve psikolojik sorunlar, erkek rolünün de böyle bir rol olduğunu göstermektedir. Bu açıdan bakıldığında özellikle, erkeklerin riskli davranışlarının azalması için toplumdaki erkek rolünün ve çocuk yetiştirme tutumlarının değişmesi gerekmektedir.


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Citation Information