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What do the Self-Concepts, Aspirations, Plans of Small Town and Rural Youths have to Do with Delinquency Proneness

Robert D. Mendelsohn

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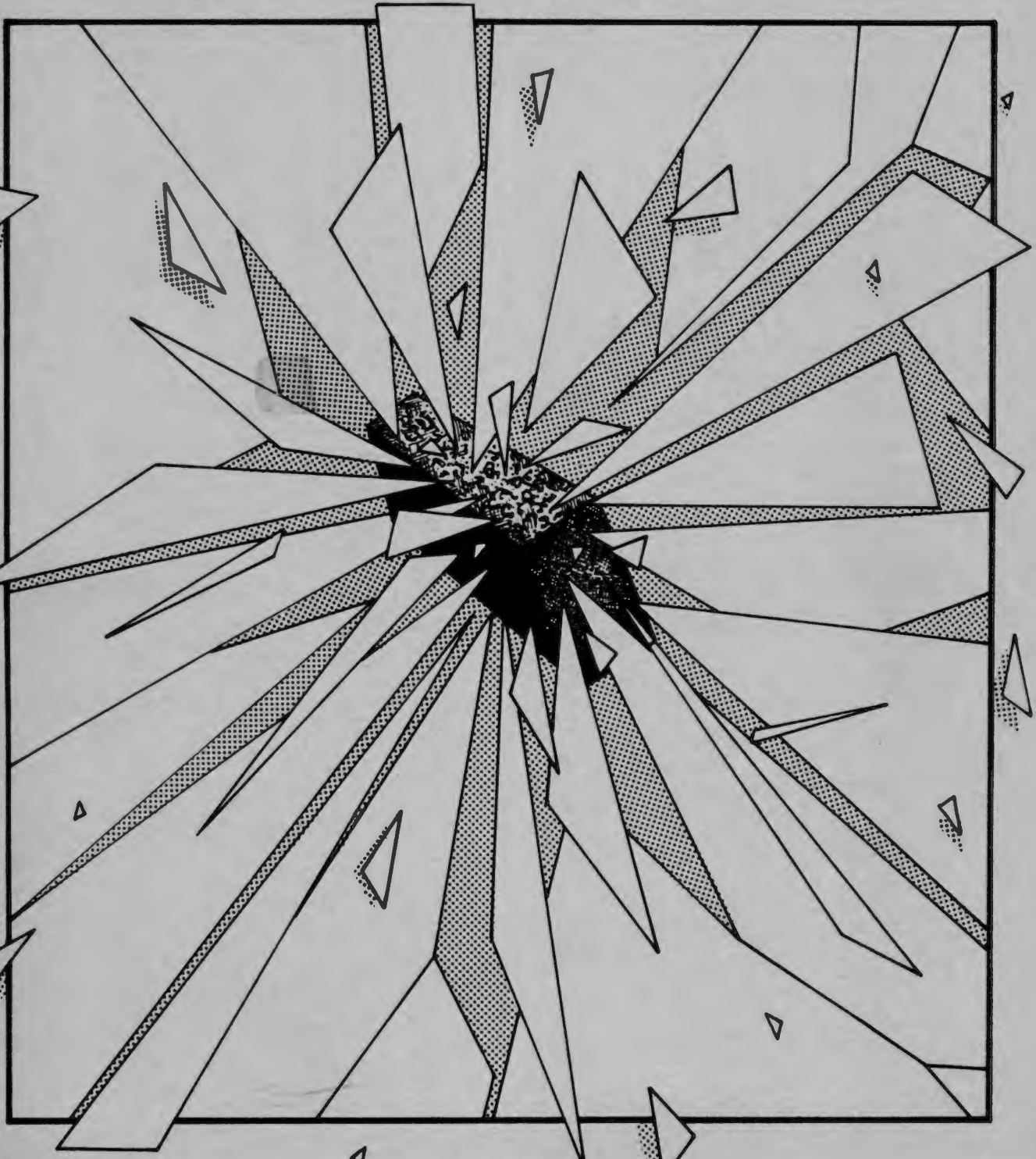
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What do the self-concepts, aspirations, plans
of small town and rural youths have to do with

Delinquency proneness?

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Published in accordance with an Act passed in 1881 by the 14th Legislative Assembly, Dakota Territory, establishing the Dakota Agricultural College with the Act of re-organization passed in 1887 by the 17th Legislative Assembly, which established the Agricultural Experiment Station at South Dakota State University.

File: 5.3-7 (15.3-18) -- .15M -- 7-83kt -- AX041.

What do the self-concepts, aspirations, plans of small town and rural youths have to do with Delinquency proneness?

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Crime, its patterns, and its rates, has always intrigued people, citizens, and social scientists alike. Most crime, they have suspected, was a characteristic of large, older central cities. In fact, both incidence and arrest statistics have supported such historical generalizations. Recent trends, however, suggest changes in the traditional wisdom.

Crime no longer may be viewed as the special province of the New Yorks, Chicagos, and Los Angeleses of the country. Current empirical research indicates overall crime rates are increasing at faster rates in suburban and rural areas than in the older core cities.

One feature of crime has remained constant: disproportionate involvement of the nation's youth in nearly all facets of property based criminal activities, rural and urban. In 1978, for example, juveniles in rural areas of the U.S. accounted for 30.4% of all arrests for Part I property crimes. The 1978 figure for South Dakota was

53.3% (Dahlin, 1981:74). The 53.3% for South Dakota is particularly noteworthy because young persons between the ages of 14 and 17 constituted a mere 10% of the state's total population.

Certainly it may be argued that incidence rates for the rural portion of the U.S. continue to remain dramatically lower than for the nation as a whole, and South Dakota would not depart from such a broad generalization. Yet, within South Dakota, the property crime problem, as evidenced in total arrest statistics, involves substantially higher proportions of juveniles than is the case nationally, with rates of 261.4 versus 139.8 per 100,000 persons, respectively (Dahlin, 1982:72). Moving beyond the more serious Part I property crimes (for example, burglary) to crimes of a less serious nature, (Part II crimes, for example, vandalism) juvenile involvement becomes even more dramatic.

Vandalism, between 1968-1978, increased approximately 42% in U.S. rural areas. During that same period, the "under 18" age bracket constituted more than 60% of the total arrests for vandalism (Uniform Crime Report, 1978). For South Dakota, vandalism was the most frequent and the most costly crime

Part I crimes include: person crimes of criminal homicide, forcible rape, robbery, and aggravated assault, plus the property crimes of burglary, larceny-theft, and motor vehicle theft.

Part II crimes include: all other crimes not included in the seven Part I crimes (for example, fraud, vandalism, curfew laws, disorderly conduct, gambling, and arson).

Figure 1: Dollar Cost of Crime in Rural South Dakota, 1976.^a

| <u>Crimes</u> | <u>Total Cost</u> | <u>Cost Per Incident</u> |
|---------------|-------------------|--------------------------|
| Vandalism | \$2,677,422.00 | \$62.00 |
| Theft | \$ 866,905.00 | \$50.04 |
| Burglary | \$ 597,288.00 | \$61.97 |
| Assault | \$ 49,394.00 | \$ 4.94 |

^aThe costs represent a combination of property loss or damage, medical or psychological services, and work time lost as the direct result of crime.

examined by Villone (1976). Figure 1 suggests that the dollar costs for a largely rural state of slightly more than 693,000 residents are high, and hence merit our concern. Although there is extensive adult involvement in these activities, the four behaviors are also conducive to juvenile participation.

PURPOSE

Recent victimization studies and Title V surveys of crime prevention practices have begun to provide baseline data on the nature of crime in South Dakota, particularly of adult offenders. Unfortunately, despite considerable speculation by the public, little specific information exists regarding the characteristics of South Dakota youths who do or do not engage in delinquent activities.

As with most ground breaking research, the studies raised more questions than they were meant to answer: citizens as well as academics want to know if their youngsters are involved in crime; if youth are more highly involved today than, say, 20 years ago; what kind of behaviors are being played out; what separates those young persons who never engage in anti-social or illegal activities from those who experiment on a one-time basis, and from those who are often involved? Obviously, citizens would also like to learn what can be done to reduce or

eliminate youth behaviors they deem undesirable.

To provide a beginning for answering these questions, a modest study was designed and attached to an on-going SDSU project currently in its third year about student plans and aspirations. That study, Youth and the Future, surveyed junior and senior high school students throughout the planning districts of South Dakota, producing a total sample of approximately 1100 students (N=1055) in six high schools across the state (Hess, 1981).

Two points bear mention at the outset of this report. First, due to the broad spectrum of illegal, legal but anti-social, and "just undesirable" behaviors covered in this study, the term "delinquency-prone behaviors" rather than "delinquent behaviors" is used. This distinction permits consideration of a variety of activities yet avoids the pitfalls of legalistic specification of adjudicated versus non-adjudicated delinquents. Second, data and analysis in this paper report findings on 236 of those juniors and seniors from only two of the six schools. Analysis of self-reported delinquent-prone behaviors for the entire sample of six schools and 1077 students is presented in another document.

With those two qualifications in mind, the following three areas of concern guide this study:

- ONE: What is the nature and extent of delinquency-prone behaviors across a sample of South Dakota youth?
- TWO: To what extent are indicators of youth self-concept associated with delinquency-prone behaviors across a sample of South Dakota youth?
- THREE: To what extent are educational plans and aspirations associated with delinquency-prone behaviors among South Dakota youth?

Data relevant to the above questions were collected via two survey instruments: The South Dakota Student Attitude and Behavior Inventory, and The South Dakota Youth and the Future Survey. Items comprising the attitude and behavior inventory were drawn from Elliott and Ageton's Self-Reported and Drug Use Items (1980) and Simmons, et al.'s Self-Image Items (1973), then pre-tested and modified. Nineteen self-image items were used (Appendices A and E), 41 delinquency-prone behavioral measures were used (Appendix B), and 6 items from the Youth and the Future study were used (Appendix C).

The two instruments were administered during regular school hours by counselors cooperating with the larger project on Youth and the Future. A total of 236 students from two of the schools comprising the larger project constitutes the sample for the present analysis.

SUBSCALES: SELF-CONCEPT DIMENSIONS

Nineteen items related to five dimensions of self were developed based upon the work of Simmons, et al. (1973). The five dimensions of self were stability of self, self-esteem, perceived parental evaluation of self, perceived peer evaluation of self, and perceived teacher evaluation of self. In the original 1973 study of public school children, Simmons, et al. em-

ployed a sample of students from grades 3 through 12. Other than minor modifications (syntax changes relative to the present sample of eleventh and twelfth grade students compared to third through twelfth), only one substantial change was made. That was in the response format and involved movement to a uniform seven-point Likert continuum in which labels were attached only to the end points of the continuum. In Simmons, et al. for example, in the stability of self scale are the following response categories: "How sure are you that you know what kind of person you really are? Are you... Very sure, Pretty sure, Not very sure, or Not at all sure?" (Simmons, et al., 1973:567).

In the present study, the above item was:

How sure are you that you know what kind of person you really are?

| absolutely | | | | | | | not sure |
|------------|---|---|---|---|---|---|----------|
| sure | | | | | | | at all |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

Pretesting of the modified items revealed coefficients of reproducibility, percent improvement, and percent coefficient of scalability consistent with those presented by Simmons, et al., 1973:566-568.

SUBSCALES: DELINQUENCY-PRONE BEHAVIORS

Forty-one items assessing delinquency-prone behaviors were developed for this investigation:

- (1) predatory crimes against persons (sexual assault, aggravated assault, simple assault, and robbery);
- (2) predatory crimes against property (vandalism, burglary, auto theft, larceny, stolen goods, fraud, and joyriding);
- (3) illegal service crimes (prostitution, selling drugs, and buying providing liquor for minors);
- (4) public disorder crimes (carrying a concealed weapon, hitchhiking, disorderly conduct, drunkenness, pan-

handling, making obscene phone calls, and marijuana use);

- (5) status crimes (runaway, sexual intercourse, alcohol use, and truancy);
- (6) hard drug use (amphetamines, barbituates, hallucinogens, heroin). (Elliot and Ageton, 1980:94)

Using an interview format, Elliot and Ageton asked each of their respondents to indicate how many times during the past year they had engaged in each activity. For those individuals indicating involvement in ten or more acts, interviewers asked the respondents to choose which of the following categories best described their frequencies of activity: (1) once a month, (2) once every 2-3 weeks, (3) once a week, (4) 2-3 times a week, (5) once a day, or (6) 2-3 times a day. (Elliot and Ageton, 1980:93).

During the pretesting of all instruments for the present investigation, two findings emerged. First, the overwhelming proportion of respondents of South Dakota youth (in excess of 96% for selected behaviors) did not engage in a minimum of 10, let alone more than 10, acts across the behavioral categories represented in the six subscales of Elliot and Ageton. Second, even when employing the six categories of frequency responses, pretest analysis did not reveal enough variation in behaviors to warrant direct replication of Elliot and Ageton's categories. Consequently, the following was developed and again pretested: (1) Never; (2) One time only; (3) Several times; (4) Once every several months; (5) Once every several weeks; (6) Several times a week; and (7) Once a day. Analysis of the pretest indicated the above sets of responses provided categories more realistic for the behaviors of youth in South Dakota. Also created was a separate vandalism scale developed from the work of Elliot and Ageton (Appendix E).

FINDINGS

Research findings are presented in three sections. Section One is descriptive and includes student characteristics.

Section Two presents data in which hypothesized differences between measures of self-concept and delinquency-prone activities are presented.

Section Three examines student plans and aspirations as they are related to self-reported behaviors.

STUDENT CHARACTERISTIC MEASURES

In addition to standard demographic data, measures of student educational aspirations, educational plans, occupational aspirations, and occupational plans were included for this analysis. All items were drawn from the South Dakota Youth and the Future project (Appendix C).

SAMPLE CHARACTERISTICS

Who were these 236 students in this study?

There were 129 males (56%) and 107 females (47%). Half of the 236 were 17 years old (118) with close to a quarter either 16 or 18 (54 and 56 respectively) years old. Two percent were either 19 or 20, and 1% failed to report their age.

Table 1.0 indicates the students' residential background.

Student home residence indicates about a quarter (23.8% of the sample could be classified as rural with the remainder falling under the general rubric of "small town." Perhaps the most useful national comparison may be found in the Bureau of Justice's, Sourcebook of Criminal Statistics For 1981. The Bureau employs eight residential categories: six for cities, a suburban, and a rural. Data in Table 1.0 fall within the Bureau's Group V

TABLE 1.0
STUDENT RESIDENCE

| <u>Category</u> | <u>Frequency</u> | <u>Percent</u> ** |
|-----------------|------------------|-------------------|
| Farm/Ranch | 27 | 11% |
| Open Country | 24 | 10% |
| Less than 2,500 | 4 | 2% |
| 2,500 - 4,999 | 9 | 4% |
| 5,000 - 9,999 | 0 | 0% |
| 10,000 - 14,999 | 26 | 11% |
| 15,000 and up | 141 | 60% |

* Numbers may not equal 100 due to rounding.
N = 236

(10,000-24,999), Group VI (under 10,000), and rural area designations. Bureau data indicates 11.0%, 10.3%, and 8.3% increases in offenses known to the police for the three residential groupings respectively (Sourcebook, 1982:311).

ASPIRATIONS AND PLANS

Tables 2.0 through 2.3 depict educational and occupational aspirations and plans.

As presented in Tables 2.0 and 2.1, there are substantial differences between the amount of education students would like to attain (aspirations) and the amount they plan to attain (expectations). In general, more students would like to attend four year colleges than realistically think they will. Correspondingly, many students expect to stop after high school or continue their education for a shorter period, presumably in a more immediately marketable field.

TABLE 2.0
STUDENT EDUCATIONAL ASPIRATIONS

| <u>Category</u> | <u>Frequency</u> | <u>Percent</u> ** |
|-----------------------------------|------------------|-------------------|
| Stop After High School | 22 | 9% |
| Vocational, Technical, Business | 68 | 29% |
| Go to Junior College | 7 | 3% |
| Go to Four Year College | 88 | 37% |
| Go to Grad or Professional School | 31 | 13% |
| Undecided | 20 | 9% |

* Numbers may not equal 100 due to rounding.
N = 236

TABLE 2.1
STUDENT EDUCATIONAL EXPECTATIONS

| Category | Frequency | Percent [*] |
|---------------------------------------|-----------|----------------------|
| Stop Now | 1 | 0.4% |
| Stop After High School | 44 | 19% |
| Vocational, Technical, Business | 79 | 34% |
| Go to Junior College | 14 | 6% |
| Go to Four Year College | 63 | 27% |
| Go to Graduate or Professional School | 7 | 3% |
| Undecided | 28 | 12% |

* Numbers may not equal 100 due to rounding.
N = 236

Findings presented in Tables 2.2 and 2.3 reveal the same patterns. Forty percent of the students aspired to professional occupations whereas only 24% actually expected to find themselves in such occupational slots. In

fact, almost twice as many students expected to find themselves in blue collar occupations as compared to those who aspired to the blue collar fields, 31% versus 60%, respectively.

TABLE 2.2
STUDENT OCCUPATIONAL ASPIRATIONS

| Category | Frequency | Percent [*] |
|-------------------|-----------|----------------------|
| Professional | 95 | 40% |
| Business | 50 | 21% |
| Clerical or Sales | 11 | 5% |
| Craftsman/Foreman | 24 | 10% |
| Operative | 1 | 0.4% |
| Service Worker | 21 | 9% |
| Rancher/Farmer | 15 | 6% |
| Ranch Farm Hand | 2 | 1% |
| Undecided | 17 | 7% |

* Numbers may not equal 100 due to rounding.
N = 236

TABLE 2.3
STUDENT OCCUPATIONAL EXPECTATIONS

| Category | Frequency | Percent** |
|-------------------|-----------|-----------|
| Professional | 57 | 24% |
| Business | 34 | 18% |
| Clerical or Sales | 18 | 8% |
| Craftsman/Foreman | 45 | 19% |
| Operative | 12 | 5% |
| Service Worker | 28 | 12% |
| Rancher/Farmer | 9 | 4% |
| Ranch Farm Hand | 2 | 11% |
| Undecided | 31 | 13% |

*Numbers may not equal 100 due to rounding.
N = 236

STUDENT SELF-CONCEPT CHARACTERISTICS

All raw frequencies for each self-concept scale are presented in Appendix A. Data which follows depicts the dichotomized frequencies across each of the five self-concept measures. A simi-

lar procedure is used for the data on delinquency-prone behaviors.

Data presented in Tables 3.0 and 3.1 depict dichotomized student responses to the self-concept indices and the delinquency-prone index measures

TABLE 3.0
DICHOTOMIZED STUDENT RESPONSES TO SELF-CONCEPT INDEXES

| Index Type | Dichotomized Responses | | | |
|-------------------------------|--------------------------------|---------|-------------------------------|---------|
| | High Categorization of Self | | Low Categorization of Self | |
| | Frequency | Percent | Frequency | Percent |
| Stability of Self | 78 | (33%) | 158 | (67%) |
| Self-esteem | 154 | (65%) | 82 | (35%) |
| Perceived Parental Evaluation | 186 | (79%) | 50 | (21%) |
| Perceived Teacher Evaluation | 165 | (70%) | 71 | (30%) |
| Perceived Peer Evaluation | 157 | (66%) | 79 | (34%) |

N = 236

TABLE 3.1
DICHOTOMIZED STUDENT RESPONSES TO DELINQUENCY-PRONE INDEXES

| Index Type | Dichotomized Responses | | | |
|--------------------|------------------------|---------|----------------|---------|
| | High Conformity | | Low Conformity | |
| | Frequency | Percent | Frequency | Percent |
| Predatory Crimes , | 216 | (92%) | 20 | (8%) |
| Vandalism | 201 | (85%) | 35 | (15%) |
| Theft | 214 | (91%) | 22 | (9%) |
| Physical Violence | 209 | (89%) | 27 | (11%) |
| Status Crimes | 135 | (58%) | 100 | (42%) |
| Public Disorder | 165 | (70%) | 71 | (30%) |
| Illegal Services | 224 | (95%) | 12 | (5%) |
| School Behaviors | 183 | (78%) | 53 | (12%) |
| Drugs | 170 | (72%) | 66 | (28%) |

N = 236

respectively. Non-dichotomized responses are presented in Appendices A and B.

Data in Tables 3.0 and 3.1 suggest that students hold themselves in high esteem and perceive that others evaluate them highly. In addition, the sample indicated the students were highly conforming in their behaviors, the only two exceptions being in status crimes and public disorder behaviors. For these two categories the percentages of low conformers were 42% and 30%, respectively.

Examination of Table 4.0 reveals significant differences between high and low perceived self-esteem and high versus low conformity across seven out of nine delinquency-prone behaviors. Zero-order correlations for each set of significant relationships were modest, yet in predicted theoretical directions. The strongest such association found was between student self-esteem and vandalism, $r = .27$. In other

words, the relationship described indicates a tendency for students holding high levels of self-esteem to be high conformers with low levels of vandalistic behavior. No significant differences were found in the analysis of self-esteem and either school behavior or status crime.

As presented in Table 4.1, student perceptions of their parents' evaluations of themselves (students) is positively and significantly associated for all but one delinquency-prone behavior (school behavior). Again, the profile of all students, whether high or low on the parental dimension of self-concept, is that of high conformity. It is, however, noteworthy that for those students indicating low perceptions, the percent indicating delinquent-prone activities varied from 50% to 100% greater than the self-reported delinquent behaviors of students perceiving high parental esteem. Clearly, the extent to which students perceive posi-

TABLE 4.0
 PERCEIVED SELF-ESTEEM AND SELF-REPORTED DELINQUENT BEHAVIOR**

| Delinquent Behavior | Self-Esteem | | | |
|--------------------------------------|-------------|---------|-----------|---------|
| | High | | Low | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 147 | (96%) | 69 | (84%) |
| Conformity Low | 7 | (4%) | 13 | (16%) |
| (X ² =8.8, p<.05; r=.19) | | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 142 | (71%) | 12 | (34%) |
| Conformity Low | 59 | (29%) | 23 | (66%) |
| (X ² =17.4, p<.05; r=.27) | | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 147 | (96%) | 67 | (82%) |
| Conformity Low | 7 | (5%) | 14 | (18%) |
| (X ² =11.9, p<.05; r=.23) | | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 143 | (93%) | 66 | (80%) |
| Conformity Low | 11 | (7%) | 16 | (20%) |
| (X ² =8.08, p<.05; r=.19) | | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 91 | (59%) | 45 | (55%) |
| Conformity Low | 63 | (41%) | 37 | (45%) |
| (X ² =.39, p>.05; r=.04) | | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 114 | (74%) | 51 | (62%) |
| Conformity Low | 40 | (26%) | 31 | (38%) |
| (X ² =3.6, p<.05; r=.12) | | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 150 | (67%) | 4 | (33%) |
| Conformity Low | 74 | (33%) | 8 | (67%) |
| (X ² =5.7, p<.05; r=.04) | | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 116 | (75%) | 67 | (82%) |
| Conformity Low | 38 | (25%) | 15 | (18%) |
| (X ² =1.25, p>.05; r=.07) | | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 119 | (77%) | 51 | (62%) |
| Conformity Low | 35 | (23%) | 31 | (38%) |
| (X ² =6.0, p<.05; r=.16) | | | | |

** df = 1
 N = 236

TABLE 4.1
PERCEIVED PARENTAL EVALUATION AND SELF-REPORTED DELINQUENT BEHAVIOR**

| Delinquent Behavior | Perceived Parental Evaluation | | | |
|--------------------------------------|-------------------------------|---------|-----------|---------|
| | High | | Low | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 176 | (95%) | 40 | (80%) |
| Conformity Low | 10 | (5%) | 10 | (20%) |
| (X ² =10.9, p<.05; r=.21) | | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 163 | (88%) | 38 | (76%) |
| Conformity Low | 23 | (12%) | 12 | (24%) |
| (X ² =4.2, p<.05; r=.13) | | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 174 | (94%) | 40 | (80%) |
| Conformity Low | 12 | (6%) | 10 | (20%) |
| (X ² =8.6, p<.05; r=.19) | | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 172 | (93%) | 37 | (74%) |
| Conformity Low | 14 | (7%) | 13 | (26%) |
| (X ² =13.2, p<.05; r=.25) | | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 115 | (62%) | 21 | (42%) |
| Conformity Low | 71 | (38%) | 29 | (58%) |
| (X ² =6.3, p<.05; r=.16) | | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 139 | (75%) | 26 | (52%) |
| Conformity Low | 47 | (25%) | 24 | (48%) |
| (X ² =9.7, p<.05; r=.21) | | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 181 | (94%) | 43 | (86%) |
| Conformity Low | 5 | (7%) | 7 | (14%) |
| (X ² =10.4, p<.05; r=.21) | | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 148 | (80%) | 35 | (70%) |
| Conformity Low | 38 | (20%) | 15 | (30%) |
| (X ² =2.1, p>.05; r=.09) | | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 141 | (75%) | 29 | (58%) |
| Conformity Low | 45 | (24%) | 21 | (42%) |
| (X ² =6.2, p<.05; r=.16) | | | | |

** df = 1
N = 236

tive evaluations by their parents contributes to the students' behaviors. That may, in turn, serve as a feedback mechanism for subsequent assessments by the parents of their children.

Data in Table 4.2 reveal student perceptions of how teachers evaluate them. Only in the areas of theft, physical violence, and school behavior did perceptions of teachers' assessments fail to separate high and low conformers. Two areas of traditional concern, vandalism and drug usage, indicated respectable and significant correlations with the teacher component of self-concept ($r=.19$; $p<.05$ for vandalism and drugs respectively). The teacher component of self was not significantly associated with high versus low conformity in school behaviors.

Based upon data presented in Table 4.3, it may be concluded that student perceptions of their peers' evaluations are not significantly associated with levels of self-reported delinquency-prone behaviors. Only in one instance, illegal services, did the hypothesized difference approach statistical significance. Moreover, the correlations between the indicator of self-concept and the self-reported behaviors were all very low (as well as not significant).

These findings suggest some rethinking of importance of peer evaluations on the actual behaviors of high school students. Certainly one's perceptions of the peer group's assessment may be important, and desirably high; however, whether these perceived evaluations actually translate into discrete influences upon personal behavior is open to question.

SUMMARY AND DISCUSSION OF FINDINGS ON DIMENSIONS OF SELF AND SELF-REPORTED DELINQUENCY-PRONE BEHAVIORS

ONE: Overall, students' perception of the assessments of themselves by the parents was found to statistically differentiate between high and low conforming students in the greatest number of behavioral categories (8).

Parental assessments were closely followed by the students' own self-esteem (7), then student perceptions of their teachers' assessments (5). Student perceptions of peer evaluations were not significant for any of the behavioral categories.

TWO: There were several interesting differences across the dimensions of self and most highly correlated self-reported behaviors. Self-esteem was most strongly related to vandalism. If vandalism is a form of classical non-utilitarian activity (Cohen), then students with high levels of self-esteem are high conformers, at least with respect to vandalistic activities; the validation of self through such non-utilitarian activities is not necessary.

Perceived parental evaluation was most strongly associated with physical violence. Closely following in order were the associations between perceived parental assessments of self and public disorder, illegal services, theft, drugs, status crimes, and vandalism. These data suggest perceived parental evaluation acts as both personal and exterior restraints on youthful behavior.

Though not as strongly nor as frequently associated as parental evaluations, perceived teacher evaluations do play a role in helping to insulate students against vandalism, status crimes, public disorder, illegal services, and, most notably, drugs. Interestingly, teacher evaluations of students, at least as the students perceive such evaluations, are not significantly associated with behavior within the school arena. About as many (percentage) students who perceive high teacher evaluations reported low conformity in school behaviors as did those reporting low teacher evaluations and low conformity. Apparently, for reasons beyond the scope of the present research, the insulating impact of perceived teacher evaluations extends effectively to ac-

TABLE 4.2
PERCEIVED TEACHER EVALUATION AND SELF-REPORTED DELINQUENT BEHAVIOR**

| Delinquent Behavior | Perceived Teacher Evaluation | | | |
|--------------------------------------|------------------------------|---------|-----------|---------|
| | High | | Low | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 153 | (93%) | 63 | (89%) |
| Conformity Low | 12 | (7%) | 8 | (11%) |
| (X ² =1.02, p>.05; r=.07) | | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 148 | (90%) | 53 | (74%) |
| Conformity Low | 17 | (10%) | 18 | (26%) |
| (X ² =8.9, p<.05; r=.19) | | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 148 | (90%) | 66 | (93%) |
| Conformity Low | 17 | (10%) | 5 | (7%) |
| (X ² =.62, p>.05; r=-.05) | | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 149 | (91%) | 60 | (84%) |
| Conformity Low | 15 | (9%) | 11 | (16%) |
| (X ² =1.65, p>.05; r=.08) | | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 105 | (64%) | 31 | (44%) |
| Conformity Low | 60 | (36%) | 40 | (56%) |
| (X ² =8.1, p<.05; r=.19) | | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 122 | (74%) | 43 | (61%) |
| Conformity Low | 43 | (26%) | 28 | (39%) |
| (X ² =4.2, p<.05; r=.14) | | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 160 | (97%) | 64 | (90%) |
| Conformity Low | 5 | (3%) | 7 | (10%) |
| (X ² =4.8, p<.05; r=.14) | | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 131 | (79%) | 52 | (73%) |
| Conformity Low | 34 | (21%) | 19 | (27%) |
| (X ² =1.08, p>.05; r=.07) | | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 128 | (78%) | 42 | (59%) |
| Conformity Low | 37 | (22%) | 29 | (41%) |
| (X ² =8.4, p<.05; r=.19) | | | | |

**df = 1
N = 236

TABLE 4.3
PERCEIVED PEER EVALUATION AND SELF-REPORTED DELINQUENT BEHAVIOR

| Delinquent Behavior | Perceived Peer Evaluation | | | |
|---|---------------------------|---------|-----------|---------|
| | High | | Low | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 146 | (95%) | 70 | (89%) |
| Conformity Low | 11 | (5%) | 9 | (11%) |
| (X ² =1.3, p>.05; r=.07) | | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 136 | (87%) | 65 | (82%) |
| Conformity Low | 21 | (13%) | 14 | (18%) |
| (X ² =.79, p>.05; r=.06) | | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 144 | (92%) | 70 | (88%) |
| Conformity Low | 13 | (8%) | 9 | (12%) |
| (X ² =.60, p>.05; r=.05) | | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 142 | (90%) | 67 | (85%) |
| Conformity Low | 15 | (10%) | 12 | (15%) |
| (X ² =1.65, p>.05; r=.08) | | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 87 | (55%) | 49 | (62%) |
| Conformity Low | 70 | (45%) | 30 | (35%) |
| (X ² =.94, p>.05; r=-.06) | | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 111 | (71%) | 54 | (68%) |
| Conformity Low | 46 | (29%) | 25 | (32%) |
| (X ² =.14, p>.05; r=.02) | | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 152 | (97%) | 72 | (91%) |
| Conformity Low | 5 | (3%) | 7 | (9%) |
| (X ² =3.5, p>.05; r=.12) | | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 120 | (76%) | 63 | (80%) |
| Conformity Low | 37 | (24%) | 16 | (20%) |
| (X ² =.332, p>.05; r=-.04) | | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 113 | (72%) | 57 | (72%) |
| Conformity Low | 44 | (28%) | 22 | (28%) |
| (X ² =.0008, p>.05; r=-.002) | | | | |

*df = 1
N = 236

tivities outside the immediacy of the school environment.

THREE: Among the indicators of self-concept traditionally appearing in the literature and utilized in this investigation, only students' perception of the evaluations of their peers was found to be consistently correlated ($p < .05$) to self-reported activities. Interestingly, the counter hypothesis of perceived high peer evaluation associated with low levels of conformity was not supported nor was high peer evaluation associated with high conformity. Stated simply, there were no statistical differences.

FINDINGS ON STUDENT EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

Data presented in Table 5.0 show statistically significant differences between high and low educational aspirations across seven of the nine delinquency-prone behaviors. All positive correlations were in predicted directions. The two areas in which there were no differences between college aspiring and non-college aspiring young persons were status crimes and drugs.

In Table 5.1, the same behaviors are examined relative to actual expectations (i.e., plans) for completion of college. Again, there were broad areas of difference, with seven out of nine categories indicating differences in reported behavior based upon educational plans. This time the two areas of no difference were illegal services and theft. Given the small numbers of students actually reporting low conformity in illegal services (12) and theft (22) out of the total of 236, one hesitates to infer much beyond the observation that few students are engaging in theft or illegal services and that among those few, educational plans have no statistical bearing on their behavior.

If educational plans are a more realistic objective of young persons than are their aspirations, it might be instructive to briefly examine specific

self-reported behaviors which are differentiated by educational plans. With one exception (status crimes), data in Table 5.1 reveal at least twice as great a delinquency proneness among students holding low educational plans versus high. In certain instances the differences are 5 to 21 times as great.

Tables 5.2 and 5.3 present findings about conformity relative to occupational aspirations and occupational plans. Significant differences in reported behavior between those aspiring to professional versus non-professional occupations are found in all cases except school behaviors. Students' more realistic appraisals of where they will be occupationally as opposed to where they might hope to be are not as consistent a differentiating factor. For example, in Table 5.3 data reveal no differences in conformity for predatory crimes, theft, public disorder, and school behavior between those who expect to be in professional as compared to non-professional jobs.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Students' overall responses indicated substantially high conformity and low involvement in delinquency-prone activities. There were, however, several areas of concern, most notably the 28% of students reporting low conformity in the area of drug-related activities; the 30% reporting involvement in public disorder activities; and, the 42% reporting involvement in status types of non-conforming behavior (Table 3.1).

On the positive side, close to 90% of the young persons reported no involvement with what might be considered as the more serious forms of behavior--predatory crimes, theft, and physical violence. Interestingly, 15% of the students reported low conformity across the seven activities comprising the vandalism index. Given the importance of vandalism as a major dollar and time loss crime within South Dakota, these findings of 15% low conformers are in-

TABLE 5.0
STUDENT EDUCATIONAL ASPIRATIONS AND SELF-REPORTED BEHAVIOR**

| Delinquent Behavior | Educational Aspirations | | | |
|---------------------------|---------------------------------------|---------|------------|---------|
| | College Degree | | Non-Degree | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 114 | (96%) | 102 | (87%) |
| Conformity Low | 5 | (4%) | 15 | (13%) |
| | (X ² =5.65, p<.05; r=.16) | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 111 | (93%) | 90 | (77%) |
| Conformity Low | 8 | (7%) | 27 | (23%) |
| | (X ² =12.5, p<.05; r=.23) | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 113 | (95%) | 101 | (86%) |
| Conformity Low | 6 | (5%) | 16 | (14%) |
| | (X ² =5.2, p<.05; r=.15) | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 113 | (95%) | 96 | (82%) |
| Conformity Low | 6 | (5%) | 21 | (18%) |
| | (X ² =10.0, p<.05; r=.20) | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 75 | (63%) | 61 | (52%) |
| Conformity Low | 44 | (37%) | 56 | (48%) |
| | (X ² =2.9, p>.05; r=.11) | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 97 | (82%) | 68 | (58%) |
| Conformity Low | 22 | (18%) | 49 | (42%) |
| | (X ² =15.4, p<.05; r=.26) | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 117 | (98%) | 107 | (91%) |
| Conformity Low | 2 | (2%) | 10 | (9%) |
| | (X ² =5.8, p<.05; r=.16) | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 99 | (83%) | 84 | (72%) |
| Conformity Low | 20 | (17%) | 33 | (28%) |
| | (X ² =4.4, p<.05; r=.14) | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 92 | (77%) | 78 | (67%) |
| Conformity Low | 27 | (23%) | 39 | (33%) |
| | (X ² =3.32, p>.05; r=-.12) | | | |

** df = 1
N = 236

TABLE 5.1
STUDENT EDUCATIONAL EXPECTATIONS AND SELF-REPORTED BEHAVIOR*

| Delinquent Behavior | Educational Plans | | | |
|---------------------------|--------------------------------------|---------|-----------|---------|
| | College Degree | | No Degree | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 68 | (98%) | 148 | (89%) |
| Conformity Low | 2 | (2%) | 18 | (11%) |
| | (X ² =4.05, p<.05; r=.13) | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 70 | (100%) | 131 | (79%) |
| Conformity Low | 0 | (0%) | 35 | (21%) |
| | (X ² =17.3, p<.05; r=.27) | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 67 | (96%) | 147 | (89%) |
| Conformity Low | 3 | (4%) | 19 | (11%) |
| | (X ² =3.0, p>.05; r=.11) | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 67 | (96%) | 142 | (85%) |
| Conformity Low | 3 | (4%) | 24 | (15%) |
| | (X ² =5.01, p<.05; r=.15) | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 49 | (70%) | 87 | (52%) |
| Conformity Low | 21 | (30%) | 79 | (48%) |
| | (X ² =6.24, p<.05; r=.16) | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 59 | (84%) | 106 | (64%) |
| Conformity Low | 11 | (16%) | 60 | (36%) |
| | (X ² =9.8, p<.05; r=.20) | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 69 | (99%) | 155 | (93%) |
| Conformity Low | 1 | (1%) | 11 | (7%) |
| | (X ² =2.8, p>.05; r=.11) | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 60 | (86%) | 123 | (74%) |
| Conformity Low | 10 | (14%) | 43 | (26%) |
| | (X ² =3.82, p<.05; r=.13) | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 60 | (86%) | 110 | (66%) |
| Conformity Low | 10 | (14%) | 56 | (34%) |
| | (X ² =9.2, p<.05; r=.20) | | | |

*df = 1
N = 236

TABLE 5.2
STUDENT OCCUPATIONAL ASPIRATIONS AND SELF-REPORTED BEHAVIOR*

| Delinquent Behavior | Occupational Aspirations | | | |
|---------------------------|---------------------------------------|---------|------------------|---------|
| | Professional | | Non-Professional | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 92 | (97%) | 124 | (88%) |
| Conformity Low | 3 | (3%) | 17 | (12%) |
| | (X ² =5.8, p<.05; r=.16) | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 92 | (97%) | 109 | (77%) |
| Conformity Low | 3 | (3%) | 32 | (23%) |
| | (X ² =17.15, p<.05; r=.27) | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 91 | (4%) | 123 | (87%) |
| Conformity Low | 4 | (96%) | 18 | (13%) |
| | (X ² =4.9, p<.05; r=.14) | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 94 | (99%) | 115 | (82%) |
| Conformity Low | 1 | (1%) | 26 | (18%) |
| | (X ² =17.0, p<.05; r=.27) | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 62 | (65%) | 74 | (54%) |
| Conformity Low | 33 | (35%) | 67 | (46%) |
| | (X ² =3.8, p<.05; r=.13) | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 79 | (83%) | 86 | (61%) |
| Conformity Low | 16 | (17%) | 55 | (39%) |
| | (X ² =13.3, p<.05; r=.24) | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 94 | (99%) | 130 | (92%) |
| Conformity Low | 1 | (1%) | 11 | (8%) |
| | (X ² =5.4, p<.05; r=.15) | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 74 | (77%) | 109 | (77%) |
| Conformity Low | 21 | (23%) | 32 | (23%) |
| | (X ² =.01, p>.05; r=.007) | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 77 | (81%) | 93 | (66%) |
| Conformity Low | 18 | (19%) | 48 | (34%) |
| | (X ² =6.4, p<.05; r=.17) | | | |

*df = 1
N = 236

TABLE 5.3
STUDENT OCCUPATIONAL EXPECTATIONS AND SELF-REPORTED BEHAVIOR**

| Delinquent Behavior | Occupational Expectations | | | |
|--------------------------------------|---------------------------|---------|------------------|---------|
| | Professional | | Non-Professional | |
| | Frequency | Percent | Frequency | Percent |
| <u>Predatory Crimes:</u> | | | | |
| Conformity High | 54 | (95%) | 158 | (90%) |
| Conformity Low | 3 | (5%) | 17 | (10%) |
| (X ² =1.08, p>.05; r=.07) | | | | |
| <u>Vandalism:</u> | | | | |
| Conformity High | 55 | (97%) | 144 | (82%) |
| Conformity Low | 2 | (3%) | 31 | (18%) |
| (X ² =7.15, p<.05; r=.18) | | | | |
| <u>Theft:</u> | | | | |
| Conformity High | 53 | (93%) | 157 | (88%) |
| Conformity Low | 4 | (7%) | 18 | (12%) |
| (X ² =.54, p>.05; r=.05) | | | | |
| <u>Physical Violence:</u> | | | | |
| Conformity High | 56 | (98%) | 151 | (73%) |
| Conformity Low | 1 | (2%) | 24 | (27%) |
| (X ² =6.4, p<.05; r=.17) | | | | |
| <u>Status Crimes:</u> | | | | |
| Conformity High | 39 | (68%) | 93 | (53%) |
| Conformity Low | 18 | (32%) | 82 | (47%) |
| (X ² =4.09, p<.05; r=.13) | | | | |
| <u>Public Disorder:</u> | | | | |
| Conformity High | 44 | (77%) | 119 | (68%) |
| Conformity Low | 13 | (23%) | 56 | (32%) |
| (X ² =1.7, p>.05; r=.08) | | | | |
| <u>Illegal Services:</u> | | | | |
| Conformity High | 57 | (100%) | 163 | (93%) |
| Conformity Low | 0 | (0%) | 12 | (7%) |
| (X ² =4.12, p<.05; r=.13) | | | | |
| <u>School Behavior:</u> | | | | |
| Conformity High | 47 | (83%) | 132 | (75%) |
| Conformity Low | 10 | (17%) | 43 | (25%) |
| (X ² =1.2, p>.05; r=.07) | | | | |
| <u>Drugs:</u> | | | | |
| Conformity High | 48 | (84%) | 120 | (69%) |
| Conformity Low | 9 | (16%) | 55 | (31%) |
| (X ² =5.26, p<.05; r=.15) | | | | |

*df = 1
N = 236

dicative of areas for future community concern.

Preliminary analysis of additional data suggest positive and significant correlations across the nine indexes of delinquency-prone behaviors. In other words, although a relatively small number of young persons are involved in the more serious activities, it appears that these same young persons are active in a variety of detrimental activities. Thus, the 15% active in vandalism are likely to be the same persons involved in theft, physical violence, and other predatory crimes. Those young persons would provide an ideal target group for educational, community, and law enforcement persons.

Among the students in this study, there was a consistent association between self-concept and conformity. In essence, the stronger the young person's conception of self, the less likely the involvement in delinquency-prone activities and correspondingly, the greater the nominal conformity.

This of course is consistent with the theoretical perspective of Reckless, et. al. (1956) who view a positive self-image as an internal insu-

lator against delinquency. Within the multiple dimensions of self, findings revealed some dimensions more important than others. Parents, at least as students perceive them, are a more important source of self-concept input than the peer group.

A second and important source of student self-concept are teachers. Taken together, parents and teachers would seem the likely participants in any effort directed at the target group. Moreover, as the data indicate, it is necessary to develop a program expressly involving both sets of adults. Reliance on "either-or" programs within the home or school is not likely to be effective.

Finally, students' educational as well as occupational aspirations and expectations were found to be positively associated with behaviors. It would appear that just as self-esteem and perceived evaluations of others function as a source of internal containment, so too do the life goals and aspirations of young persons. Those young people who want or who expect to reach high goals resist becoming involved in delinquent activities. Subsequent research will explore these concepts more fully.

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APPENDIX A
 SELF-CONCEPT ITEMS AND FREQUENCIES

How sure are you that you know what kind of person you really are?

| absolutely sure | | | | | not sure at all | |
|-----------------|-----|----|----|----|-----------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34 | 108 | 56 | 22 | 15 | 1 | 0 |

How often do you feel mixed up about yourself, about what you are really like?

| always | | | | | never | |
|--------|----|----|----|----|-------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | 17 | 33 | 53 | 57 | 65 | 6 |

Do you feel like this: "I know just what I'm like. I'm really sure about it."

| yes, definitely | | | | | definitely not | |
|-----------------|----|----|----|----|----------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | 47 | 55 | 54 | 32 | 22 | 13 |

0 = 10*

"Some days I like the way I am. Some days I do not like the way I am." Do your feelings change like this?

| yes, definitely | | | | | definitely not | |
|-----------------|----|----|----|----|----------------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63 | 38 | 40 | 39 | 16 | 26 | 14 |

Everybody has some things about him which are good and some things about him which are bad. Are more of the things about you:

| very good | | | | | very bad | |
|-----------|----|----|----|----|----------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | 12 | 59 | 87 | 66 | 9 | 1 |

"I am no good." Do you ever feel like this?

| always | | | | | never | |
|--------|----|----|----|----|-------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | 10 | 30 | 40 | 29 | 76 | 49 |

"There's a lot wrong with me." Do you ever feel like this?

| always | | | | | never | |
|--------|----|----|----|----|-------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | 20 | 25 | 36 | 52 | 72 | 26 |

0 = 1

"I think I am no good at all." Do you ever feel like this?

| always | | | | | | | never |
|--------|----|----|----|----|----|----|-------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 2 | 12 | 19 | 32 | 26 | 61 | 83 | |

0 = 1

How happy are you with the kind of person you are?

| very happy | | | | | | | very unhappy |
|------------|----|----|----|----|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 32 | 90 | 69 | 23 | 11 | 4 | 2 | |

0 = 5

What kind of person would you say your mother thinks you are?

| very nice | | | | | | | not nice |
|-----------|----|----|----|----|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 48 | 97 | 48 | 22 | 11 | 1 | 8 | |

0 = 1

What kind of person would you say your father thinks you are?

| very nice | | | | | | | not nice |
|-----------|----|----|----|----|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 40 | 93 | 46 | 27 | 20 | 3 | 2 | |

0 = 5

If your parents were to tell someone all about you, what type of comments would they make?

| very favorable | | | | | | | very unfavorable |
|----------------|----|----|----|---|---|---|------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 68 | 87 | 50 | 25 | 5 | 1 | 0 | |

What kind of person would you say your teachers think you are?

| very nice | | | | | | | not nice |
|-----------|----|----|----|----|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 38 | 60 | 82 | 43 | 12 | 1 | 0 | |

If your teachers were to tell someone all about you, what type of comments would they make?

| very favorable | | | | | | | very unfavorable |
|----------------|----|----|----|----|---|---|------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 26 | 66 | 81 | 43 | 13 | 3 | 4 | |

How much do boys like you?

| great deal | | | | | | not at | 7 |
|------------|----|----|----|----|---|--------|---|
| | | | | | | all | |
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 24 | 58 | 84 | 49 | 16 | 1 | | 1 |

0 = 3

How much do girls like you?

| great deal | | | | | | not at | 7 |
|------------|----|----|----|----|---|--------|---|
| | | | | | | all | |
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 11 | 74 | 79 | 59 | 11 | 2 | | 0 |

How would you characterize your family in terms of how everyone gets along with each other?

| never any conflict | | | | | | always | 7 |
|--------------------|----|----|----|----|----|----------|---|
| | | | | | | conflict | |
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 8 | 51 | 81 | 46 | 31 | 16 | | 3 |

Do you feel your parents are interested in how well you do in school?

| very much so | | | | | | not at | 7 |
|--------------|----|----|----|----|---|--------|---|
| | | | | | | all | |
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 106 | 60 | 29 | 21 | 18 | 0 | | 1 |

0 = 1

How often do your parents attend school activities (sporting events, parent-teacher conferences, etc.)?

| always | | | | | | never | 7 |
|--------|----|----|----|----|----|-------|----|
| | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 21 | 43 | 32 | 28 | 36 | 49 | | 27 |

*"0 = X" is the number not responding to the question.

APPENDIX B
 DELINQUENCY-PRONE ITEMS AND FREQUENCIES

ANSWER KEY: (4) Once every several months
 (1) Never (5) Once every several weeks
 (2) One time only (6) Several times a week
 (3) Several times (7) Once a day

HOW MANY TIMES IN THE LAST YEAR HAVE YOU:

Purposely damaged or destroyed property belonging to your parents or other family members.

| | | | | | | |
|-----|----|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 167 | 43 | 11 | 12 | 3 | 0 | 0 |

Purposely damaged or destroyed property belonging to a school.

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 166 | 41 | 20 | 7 | 1 | 1 | 0 |

Purposely damaged or destroyed property that did not belong to you (not counting family or school property).

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 138 | 56 | 34 | 3 | 2 | 3 | 0 |

Knowingly bought stolen goods (or tried to buy them).

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 201 | 16 | 16 | 3 | 0 | 0 | 0 |

Stolen (or tried to steal) something worth more than \$50.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 208 | 19 | 7 | 2 | 0 | 0 | 0 |

Knowingly sold stolen goods (or tried to sell them).

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 208 | 15 | 5 | 6 | 2 | 0 | 0 |

Thrown objects (such as rocks, snowballs, or bottles) at cars.

| | | | | | | |
|----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 86 | 51 | 76 | 6 | 9 | 5 | 3 |

Run away from home.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 200 | 26 | 8 | 2 | 0 | 0 | 0 |

Lied about your age to gain entrance or to purchase something; for example, lying about your age to buy liquor or get into a movie.

| | | | | | | |
|----|----|----|----|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66 | 28 | 90 | 16 | 24 | 9 | 3 |

Carried a hidden weapon other than a plain pocket knife.

| | | | | | | |
|-----|---|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 215 | 0 | 13 | 0 | 4 | 2 | 2 |

Stolen (or tried to steal) things worth \$5 or less.

| | | | | | | |
|-----|----|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 139 | 48 | 37 | 11 | 1 | 0 | 0 |

Attacked someone with the idea of seriously injuring him/her.

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 188 | 24 | 15 | 2 | 5 | 0 | 2 |

Been involved in gang fights.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 202 | 21 | 7 | 3 | 3 | 0 | 0 |

Sold marijuana or hashish ("pot", "grass", "hash").

| | | | | | | |
|-----|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 224 | 7 | 1 | 2 | 1 | 1 | 0 |

Sold hard drugs, such as heroin, cocaine, and LSD.

| | | | | | | |
|-----|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 229 | 4 | 1 | 2 | 0 | 0 | 0 |

Cheated on school tests.

| | | | | | | |
|----|----|----|----|----|----|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40 | 57 | 84 | 21 | 14 | 13 | 7 |

Hitchhiked where it was illegal to do so.

| | | | | | | |
|-----|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 228 | 3 | 0 | 0 | 4 | 1 | 0 |

Stolen money or other things from your parents or other members of your family.

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 146 | 36 | 41 | 7 | 4 | 2 | 0 |

Hit (or threatened to hit) a teacher or other adult at school.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 212 | 15 | 8 | 1 | 0 | 0 | 0 |

Hit (or threatened to hit) other students.

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 118 | 48 | 53 | 5 | 6 | 2 | 4 |

Hit (or threatened to hit) one of your parents.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 200 | 19 | 9 | 8 | 0 | 0 | 0 |

Been loud, rowdy, or unruly in a public place (disorderly conduct).

| | | | | | | |
|----|----|----|----|----|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 92 | 46 | 56 | 17 | 14 | 7 | 4 |

Taken a vehicle for a ride (drive) without the owner's permission.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 198 | 27 | 6 | 1 | 2 | 2 | 0 |

Bought or provided liquor for a minor.

| | | | | | | |
|-----|----|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 160 | 16 | 38 | 13 | 5 | 2 | 0 |

0 = 2*

Used force (strong-arm methods) to get money or things from other students.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 219 | 10 | 4 | 1 | 2 | 0 | 0 |

Avoided paying for such things as movies, bus rides, and food.

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 169 | 25 | 33 | 4 | 5 | 0 | 0 |

Been drunk in a public place.

| | | | | | | |
|----|----|----|----|----|----|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71 | 43 | 77 | 10 | 21 | 12 | 1 |

0 = 1

Stolen (or tried to steal) things worth between \$5 and \$50.

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 186 | 30 | 15 | 2 | 0 | 0 | 0 |

0 = 3

Stolen (or tried to steal) something at school, such as someone's coat or gym shoes from a classroom, locker, or cafeteria, or a book from the library.

| | | | | | | |
|-----|----|---|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 194 | 22 | 9 | 10 | 1 | 0 | 0 |

Broken into a building or vehicle (or tried to break in) to steal something or just to look around.

| | | | | | | |
|-----|----|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 199 | 17 | 13 | 4 | 3 | 0 | 0 |

Skipped classes without an excuse.

| | | | | | | |
|----|----|----|----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 95 | 36 | 76 | 14 | 9 | 6 | 0 |

Been suspended from school.

| | | | | | | |
|-----|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 217 | 11 | 6 | 2 | 0 | 0 | 0 |

Made obscene telephone calls, such as calling someone and saying dirty things.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|----|----|---|---|---|---|
| 170 | 32 | 25 | 3 | 5 | 1 | 0 |

Broken into equipment sheds or other farm buildings on someone else's property.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|----|---|---|---|---|---|
| 210 | 14 | 9 | 0 | 2 | 0 | 0 |

0 = 1

Vandalized (destroyed for the heck of it) buildings, equipment, fences, etc. on someone else's land.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|----|----|---|---|---|---|
| 187 | 29 | 14 | 5 | 0 | 0 | 0 |

0 = 1

Used alcoholic beverages (beer, wine or hard liquor).

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|----|----|----|----|----|---|
| 21 | 20 | 92 | 16 | 47 | 37 | 3 |

Used marijuana ("grass", "pot", "hash").

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|----|----|----|---|---|---|
| 187 | 18 | 15 | 11 | 3 | 1 | 1 |

Used "hard drugs" (cocaine, "coke"; heroin, "smack, horse"; LSD or other hallucinogens).

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|---|---|---|---|---|---|
| 223 | 7 | 5 | 1 | 0 | 0 | 0 |

Used amphetamines ("uppers") or barbituates ("downers").

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|---|---|---|---|---|---|
| 216 | 7 | 6 | 4 | 2 | 1 | 0 |

Taken library or school books without checking them out.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|----|----|---|---|---|---|
| 179 | 36 | 12 | 2 | 2 | 1 | 1 |

0 = 3

Stolen money from others at school.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|---|---|---|---|---|---|
| 222 | 6 | 2 | 3 | 0 | 0 | 0 |

0 = 3

So far this year, would you say that your grades are averaging about:

0 = 3, A = 13, B = 92, C = 107, D = 21

*"0 = X" is the number not responding to the question.

APPENDIX C
SOUTH DAKOTA YOUTH AND THE FUTURE ITEMS

Gender:

Male _____ Female _____

Residence:

- _____ On a farm or ranch.
- _____ In the country, but not on a farm or ranch.
- _____ In a small town or village (less than 2,500 people).
- _____ In a city or town (2,500 - 4,999 people).
- _____ In a city or town (5,000 - 9,999 people).
- _____ In a city or town (10,000 - 14,999).
- _____ In a city or town (15,000 or more people).

Occupational Aspirations

Suppose you had the necessary abilities, grades, financial resources, etc. what kind of work would you really like to do? (Please check only one category.)

- _____ Professional (teacher, lawyer, doctor, social worker, etc.)
- _____ Business owner, manager or executive (merchant, banker, store owner, agribusiness manager, etc.)
- _____ Clerical or sales worker (office worker, salesclerk, etc.)
- _____ Craftsman or foreman (carpenter, electrician, machinist, mechanic, etc.)
- _____ Operative (truck driver, welder, deliveryman, etc.)
- _____ Service worker (policeman, barber, beautician, waiter or waitress, etc.)
- _____ Rancher or farmer.
- _____ Ranch hand or farm worker.
- _____ Don't know.
- _____ Other (if you don't see the kind of work which you really expect to do above, write it in here) _____

Occupational Expectations

Considering your abilities, grades, financial resources, etc., what kind of work to do you really expect to do? (Please check only one category.)

- _____ Professional (teacher, lawyer, doctor, social worker, etc.)
- _____ Business owner, manager or executive (merchant, banker, store owner, agribusiness manager, etc.)
- _____ Clerical or sales worker (office worker, salesclerk, etc.)
- _____ Craftsman or foreman (carpenter, electrician, machinist, mechanic, etc.)
- _____ Operative (truck driver, welder, deliveryman, etc.)
- _____ Service worker (policeman, barber, beautician, waiter or waitress, etc.)
- _____ Rancher or farmer.
- _____ Ranch hand or farm worker.
- _____ Don't know.
- _____ Other (if you don't see the kind of work which you really expect to do above, write it in here) _____

Educational Aspirations

Suppose you had the necessary abilities, grades, financial resources, etc., how far would you really like to go in school? (Please check just one.)

- _____ I would like to stop school now, before high school graduation.
- _____ I would like to stop school after high school graduation.
- _____ I would like to go to a technical, vocational or business school after high school graduation.
- _____ I would like to go to a junior college after high school.
- _____ I would like to go to a four-year college or university after high school.
- _____ I would like to go to graduate or professional school after graduating from college.
- _____ I am undecided.

Educational Expectations

Considering your abilities, grades, financial resources, etc., how far do you think you really expect to go in school? (Please check just one.)

- _____ I will probably stop school before high school graduation.
- _____ I will probably graduate from high school, but go no further.
- _____ I will probably go to a technical, vocational or business school after high school graduation.
- _____ I will probably go to a junior college after high school.

_____ I will probably go to a four-year college or university after high school.

_____ I will probably go to graduate or professional school after graduating from college.

_____ I really don't know.

APPENDIX D
SELF-CONCEPT INDEXES AND INDEX ITEMS

Self-Esteem (5 items)

Everybody has some things about him which are good and some things about him which are bad. Are more of the things about you:

| | | | | | | | |
|--------------|---|---|---|---|---|---|-------------|
| very good | | | | | | | very bad |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

"I am no good." Do you ever feel like this?

| | | | | | | | |
|--------|---|---|---|---|---|---|-------|
| always | | | | | | | never |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

"There's a lot wrong with me." Do you ever feel like this?

| | | | | | | | |
|--------|---|---|---|---|---|---|-------|
| always | | | | | | | never |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

"I think I am no good at all." Do you ever feel like this?

| | | | | | | | |
|--------|---|---|---|---|---|---|-------|
| always | | | | | | | never |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

How happy are you with the kind of person you are?

| | | | | | | | |
|---------------|---|---|---|---|---|---|-----------------|
| very happy | | | | | | | very unhappy |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

Perceived Parental Evaluation (3 items)

What kind of person would you say your mother thinks you are?

| | | | | | | | |
|--------------|---|---|---|---|---|---|-------------|
| very nice | | | | | | | not nice |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

What kind of person would you say your father thinks you are?

| | | | | | | | |
|--------------|---|---|---|---|---|---|-------------|
| very nice | | | | | | | not nice |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

If your parents were to tell someone all about you, what type of comments would they make?

| | | | | | | | |
|-------------------|---|---|---|---|---|---|---------------------|
| very favorable | | | | | | | very unfavorable |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

Perceived Teacher Evaluation (2 items)

What kind of person would you say your teachers think you are?

very
nice

1 2 3 4 5 6 7

not
nice

If your teachers were to tell someone all about you, what type of comments would they make?

very
favorable

1 2 3 4 5 6 7

very
unfavorable

Perceived Peer Evaluation (2 items)

How much do boys like you?

great
deal

1 2 3 4 5 6 7

not at
all

How much do girls like you?

great
deal

1 2 3 4 5 6 7

not at
all

APPENDIX E
DELINQUENCY-PRONE INDEXES AND INDEX ITEMS

ANSWER KEY:

| | |
|-------------------|-------------------------------|
| (1) Never | (4) Once every several months |
| (2) One time only | (5) Once every several weeks |
| (3) Several times | (6) Several times a week |
| | (7) Once a day |

HOW MANY TIMES IN THE LAST YEAR HAVE YOU:

Predatory Crimes (18 Items)

Purposely damaged or destroyed property belonging to your parents or other family members.

Purposely damaged or destroyed property belonging to a school.

Purposely damaged or destroyed property that did not belong to you (not counting family or school property).

Knowingly bought stolen goods (or tried to buy them).

Stolen (or tried to steal) something worth more than \$50.

Knowingly sold stolen goods (or tried to sell them).

Thrown objects (such as rocks, snowballs, or bottles) at cars.

Stolen money or other things from your parents or other members of your family.

Taken library or school books without checking them out.

Stolen money from others at school.

Stolen (or tried to steal) things worth \$5 or less.

Broken into equipment sheds or other farm buildings on someone else's property.

Vandalized (destroyed for the heck of it) buildings, equipment, fences, etc. on someone else's land.

Avoided paying for such things as movies, bus rides, and food.

Taken a vehicle for a ride (drive) without the owner's permission.

Stolen (or tried to steal) things worth between \$5 and \$50.

Stolen (or tried to steal) something at school, such as someone's coat or gym shoes from a classroom, locker, or cafeteria, or a book from the library.

Broken into a building or vehicle (or tried to break in) to steal something or just to look around.

Vandalism (7 Items)

Broken into equipment sheds or other farm buildings on someone else's property.

Vandalized (destroyed for the heck of it) buildings, equipment, fences, etc. on someone else's land.

Purposely damaged or destroyed property belonging to your parents or other family members.

Purposely damaged or destroyed property belonging to a school.

Purposely damaged or destroyed property that did not belong to you (not counting family or school property).

Thrown objects (such as rocks, snowballs, or bottles) at cars.

Broken into a building or vehicle (or tried to break in) to steal something or just to look around.

Theft (6 Items)

Stolen (or tried to steal) things worth between \$5 and \$50.

Stolen (or tried to steal) something at school, such as someone's coat or gym shoes from a classroom, locker, or cafeteria, or a book from the library.

Stolen (or tried to steal) something worth more than \$50.

Stolen money from others at school.

Stolen (or tried to steal) things worth \$5 or less.

Stolen money or other things from your parents or other members of your family.

Physical Violence (6 Items)

Hit (or threatened to hit) a teacher or other adult at school.

Hit (or threatened to hit) other students.

Hit (or threatened to hit) one of your parents.

Been involved in gang fights.

Attacked someone with the idea of seriously injuring him/her.

Used force (strong-arm methods) to get money or things from other students.

Status Crimes (3 Items)

Run away from home.

Lied about your age to gain entrance or to purchase something; for example, lying about your age to buy liquor or get into a movie.

Skipped classes without an excuse.

Public Disorder (4 Items)

Made obscene telephone calls, such as calling someone and saying dirty things.

Been loud, rowdy, or unruly in a public place (disorderly conduct).

Carried a hidden weapon other than a plain pocket knife.

Been drunk in a public place.

Illegal Services (5 Items)

Sold marijuana or hashish ("pot", "grass", "hash").

Sold hard drugs, such as heroin, cocaine, and LSD.

Bought or provided liquor for a minor.

Knowingly sold stolen goods (or tried to sell them).

Knowingly bought stolen goods (or tried to buy them).

School Behavior (5 Items)

Cheated on school tests.

Taken library or school books without checking them out.

Been suspended from school.

Stolen money from others at school.

Skipped classes without an excuse.

Drugs (4 Items)

Used alcoholic beverages (beer, wine or hard liquor).

Used marijuana ("grass", "pot", "hash").

Used "hard drugs" (cocaine, "coke"; heroin, "smack, horse"; LSD or other hallucinogens).

Used amphetamines ("uppers") or barbituates ("downers").