

Youth Gun Culture in Caribbean Countries: Gender and Age Differences

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Presentation Outline

- Introduction
- Literature Review: Caribbean Youth and Gun Culture
- Methods
- Results
- Discussion



Introduction

- Role as Consultant
- Context of Work
- Location of Countries <https://en.wikipedia.org/wiki/Caribbean>
 - [Jamaica](#)
 - [Saint Lucia](#)
 - [St. Kitts](#)
 - [Antigua and Barbuda](#)
 - [Trinidad & Tobago](#)



Research Questions

- Do youth in Caribbean countries have **different perceptions of gun culture by their gender and age?**
- How do different aspects of youth gun culture **correlate with other risk and protective factors** at family and school levels?





Literature Review

- **Gender and age** - Predictors of victimization (Dixon et al., 2006)
 - Younger people more prone to victimization
 - Young men, specifically; also more likely to be committer
 - Bullying is a significant risk for youth, especially if in a social minority group
 - Risk of experiencing violent crime drops with age



Literature Review, cont'd. (2)

- *Individual* risk factors of violence in Caribbean & Latin America include:
 - Age, education, family, income, youth, male, gun ownership, etc. (Imbusch et al., 2011)
 - Caribbean youth (<21 y/o) commit unequally more crime (Pantin, 1996)
 - These factors “explain the correlates and causes of violent crime” (Imbusch, Misse, & Carrion, 2011)
 - In Caribbean use of guns in crime linked with drug-trafficking (UNODC & World Bank, 2007)
- *Family /Community* risk factors include:
 - High unemployment & residential mobility, poverty
 - Closeness to drug trade,
 - Inadequate or loose school policies,
 - Gender inequality {customs supporting male dominance and general violence}
 - Weak criminal justice system, access to weapons (Imbusch et al., 2011)



Literature Review, cont'd. (3)

- Youth crime and violence seeing constant growth in the Caribbean (Parra-Torrado, 2014; UNODC & World Bank, 2007)
- Guns and youth violence also are a surmounting issue (UNODC & World Bank, 2007)
- Economic costs of youth crime in certain Caribbean countries estimates between 3-4% of GDP (Parra-Torrado, 2014)



Methods: Sample

- 512 youth in five CARICOM member states:
 - Jamaica (n = 179, 34.9%)
 - Antigua and Barbuda (n = 110, 21.5%)
 - Trinidad and Tobago (n = 50, 9.8%)
 - Saint Lucia (n = 47, 9.2%)
 - St. Kitts (n = 26, 5.1%)



Methods: Data Collection

- Initial surveys were pilot-tested in Jamaica and revised for the final use in five CARICOM states
- The final paper-based surveys were administered to study participants during the summer of 2014
- The surveys included 51 items assessing:
 - Youth's violent behaviors developed by OJJDP
 - Risk and protective factors at individual, family, and school levels (e.g., PSSB instrument)



Methods: Measures

- Youth gun culture
 - **Community norms against gun carrying** measured by one item on a five-point scale: *Felt adults in your community would think it is wrong to take a weapon/gun to school*
 - **Easy access to guns** measured by one item on a five-point scale: *Felt it would be easy to get guns*
 - **Peer involvement in gun carrying** measured by one item on a five-point scale: *I have close friends who have carried a gun to school*
- Youth demographics
 - **Gender:** Males = 1; Females = 2
 - **Age groups:** 11-13 age = 1; 14-16 age = 2; 17-19 age = 3





Methods: Measures

- Family risk and protective factors
 - **The family history of violence and crimes** measured by three five-point items (*e.g., I lived with someone who was a problem drinker or abused drugs*)
 - **Family cohesion** measured by six five-point items (*e.g., I feel that my family loves me*)
- School risk and protective factors
 - **Exposure/witness to gang activity** measured by four five-point items (*e.g., I am able to list 5 or more incidents of gang activity in my school*)
 - **Being bullied** measured by two five-point items (*e.g., I am made fun of for failing in school*)
 - **Unsafe school environments** measured by four five-point items (*e.g., I am afraid of being a victim of a fight or other forms of violence in my school*)
 - **School bonding** measured by twelve five-point items reflecting four constructs: attachment, commitment, involvement, and belief





Participants' Demographics

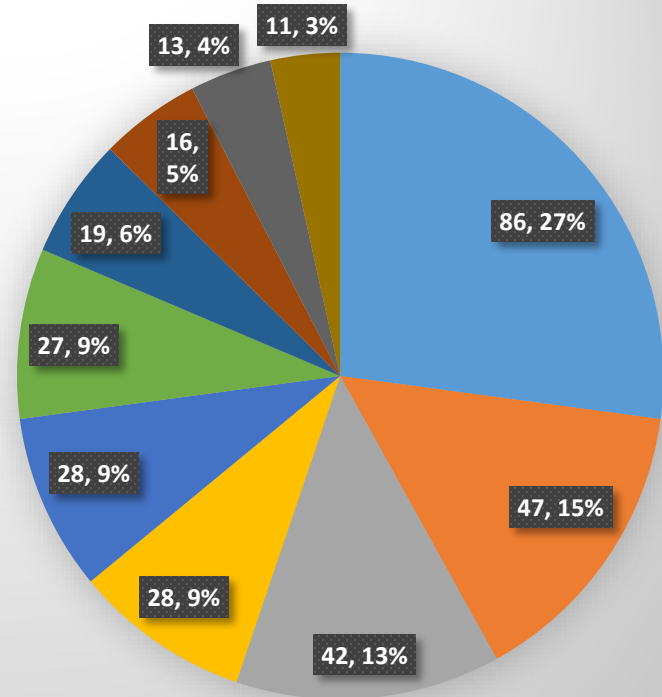
		Male	Female	Total
11-13	Count	45	72	117
	% within age	38.5%	61.5%	100.0%
	% within gender	20.1%	29.6%	25.1%
14-16	Count	149	155	304
	% within age	49.0%	51.0%	100.0%
	% within gender	66.5%	63.8%	65.1%
17-19	Count	30	16	46
	% within age	65.2%	34.8%	100.0%
	% within gender	13.4%	6.6%	9.9%
Total	Count	224	243	467
	% within age	48.0%	52.0%	100.0%
	% within gender	100.0%	100.0%	100.0%





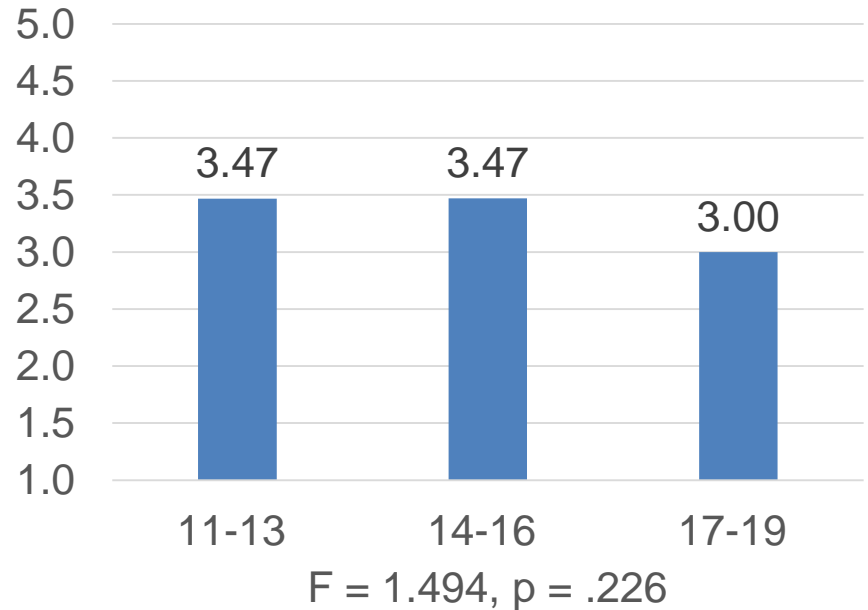
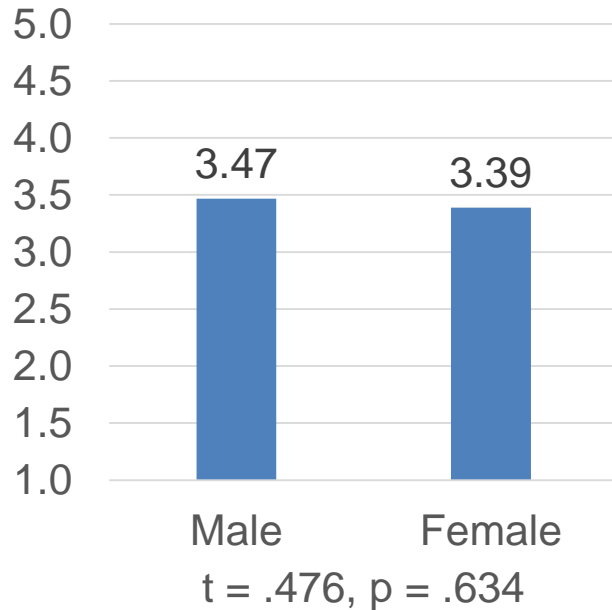
Perceived Causes of School Violence

- Gang members' moving to school/community
- Easy access to drugs and guns
- Lack of positive activities
- Family problems
- Need to feel love and belonging
- Problems in school/Boredom
- Other
- Un-caring teachers
- Power, protection, and money
- Poverty



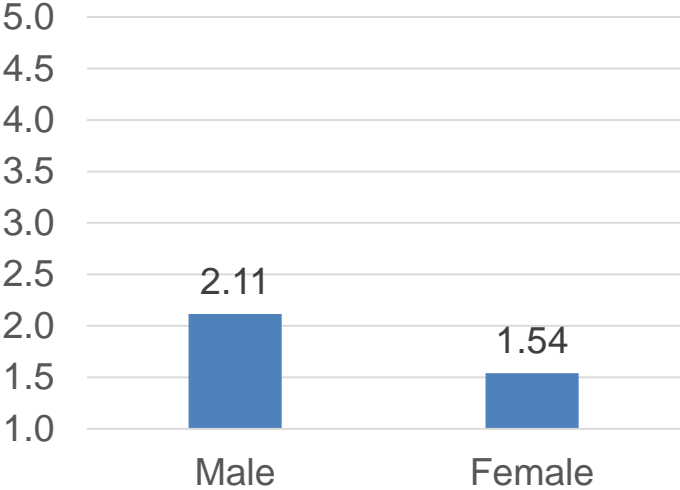


Community Norms against Weapon/Gun Carrying: Gender and Age Differences

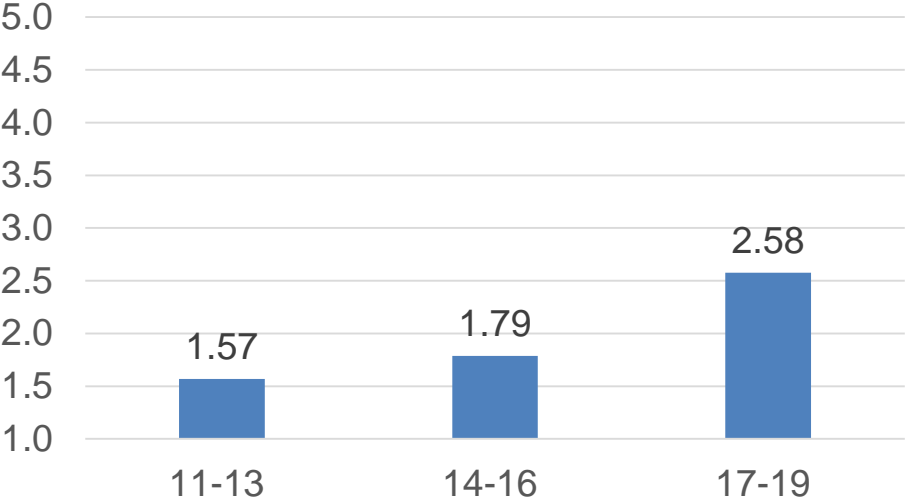




Easy Access to Guns: Gender and Age Differences



$t = 4.176, p < .001$

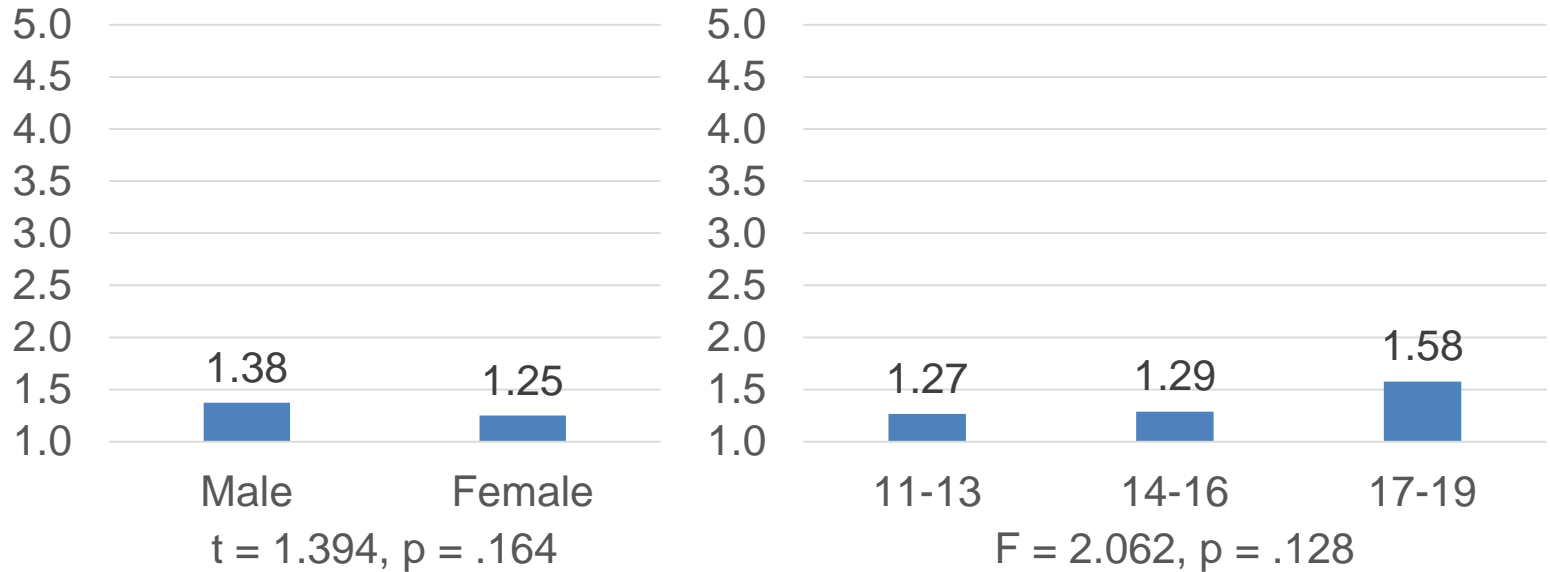


$F = 8.061, p < .001$
Post hoc Tukey's HSD: 11-13, 14-16 < 17-19



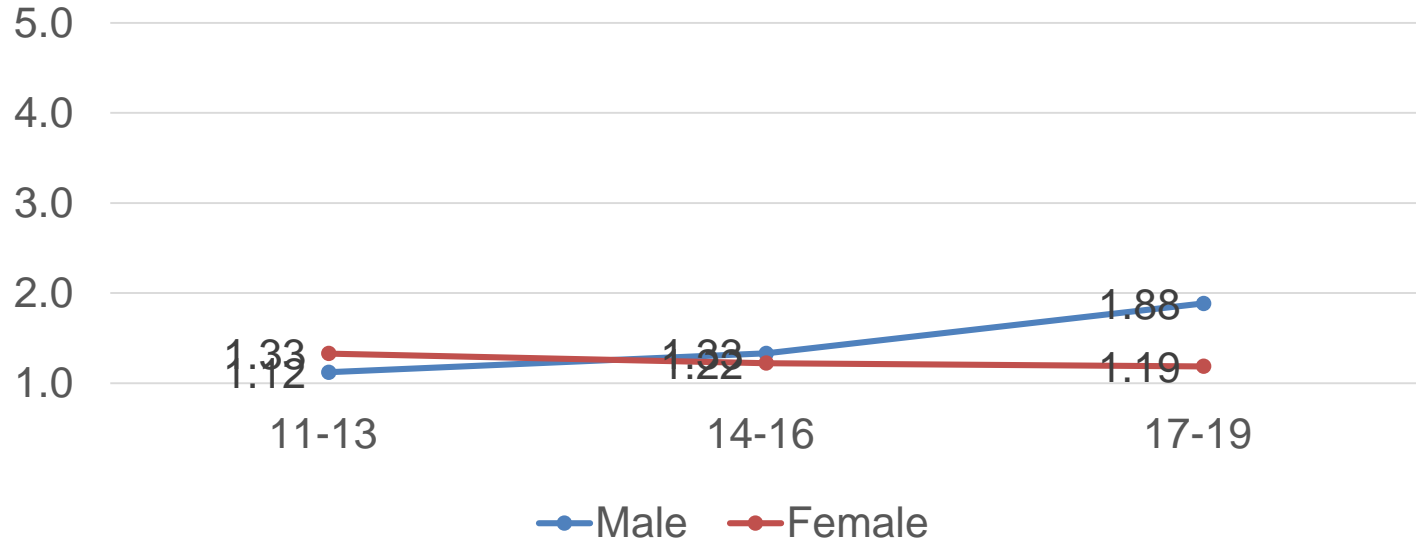


Peer Involvement in Gun Carrying: Gender and Age Differences





Peer Involvement in Gun Carrying: Interaction of Gender and Age



$F = 3.589, p < .05$





Correlations between Youth Gun Culture and Risk/Protective Factors

	Community norms against gun carrying	Easy access to guns	Peer involvement in gun carrying
Family Factors			
Family history of violence/crime	-.042	.278***	.296***
Family cohesion	.201**	-.100*	-.083
School factors			
Exposure/witness to gang activity	-.069	.188***	.160**
Being bullied	.046	.076	.155**
Unsafe school environments	-.117*	-.001	.087
School bonding	.196***	.108*	.068

Note. The numbers indicate Pearson correlation coefficients.

*p < .05, **p < .01, ***p < .001



Discussion

- Solutions to a societal issue must involve *gender analysis* – founded on fact, not expectations (Schalkwyk, 2000)
- Much of outcomes today begin early in school
- More specific research is needed
- Some limitations in sample size and 1st of its kind study



References

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