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INTEGRATED CAUSAL PATH MODELS OF DELINQUENCY:
THE CASE OF SELECTED KOREAN HIGH SCHOOL BOYS

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YOON HO LEE

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Ph.D degree in CRIMINAL JUSTICE


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INTEGRATED CAUSAL PATH MODELS OF DELINQUENCY :
THE CASE OF SELECTED KOREAN HIGH SCHOOL BOYS

By

Yoon Ho Lee

A DISSERTATION

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ABSTRACT

INTEGRATED CAUSAL PATH MODELS OF DELINQUENCY : THE CASE OF SELECTED KOREAN HIGH SCHOOL BOYS

By

Yoon Ho Lee

It has been argued that any uncritical application or replication of American theories and studies of crime and delinquency is inappropriate abroad. Thus, socio-cultural specific explanation of delinquency was tested within the unique socio-cultural context of Korean society. In addition to this cross-cultural nature, this study was characterized by the integration of several theories into a single causal model, by drawing together the most useful and empirically tenable features of social control, social learning, and cultural deviance perspectives and incorporating them.

The primary data were collected by a self-administered questionnaire to 533 11th grade male students from 4 randomly selected high schools in Seoul, Korea. The data were cluster-analyzed and path-analyzed.

It was found that the proposed causal model based primarily on American theories and findings was not supported by the current data, suggesting the development of alternative model. According to the best alternative model supported by the data, the variable hang out had the greatest direct causal influence on delinquency. Delinquent associates, discontent with home/school, and detraditionalization also played a role in generating delinquency. Youth culture, attachment to parents, and

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intergenerational conflict were also important, but delinquent definitions played only a minor role in the overall causal model. In sum, attachment to school was the causal element where the delinquent causal paths were originated and youth culture was the most salient causal element while hang out was the most proximate predictor variable. In other words, delinquency was originated by the failure at the school and subsequent attachment to youth culture that accentuate their conflicting relationship with their parents, which in turn leads them to delinquency learning social situations.

Although it was assumed that the causal paths might be various across the subtypes of delinquency, the data showed no significant variation. In fact, both hedonistic and general delinquency models were virtually identical, while the serious delinquency model was somewhat different. These differences were assumed to be related to either or both the degree of individual criminality and seriousness of delinquent act.

If this dissertation means anything special,
it should be dedicated to my wife, Jin Sook
who has sacrificed everything for my study,
to my son, Chang Wook
who has always wanted me to play with him,
to the members of my family and family-in-law in Korea
who have provided me with everything for my
study abroad,
and to my second child who will be born in August, 1987.

Finally, I would like to express my sincere appreciation
each and every one of those who have helped me go through.

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I. INTRODUCTION

An enormous number of young people appear to be involved in some kind of delinquent acts during their adolescence. Indeed, a large proportion of youths are believed to have committed at least one delinquent act, although many of those offenses are relatively trivial. Apparently, they are responsible for a substantial part of total crime worldwide.

Korea is not an exception in this regard. With rapid economic growth and industrialization and subsequent social cultural changes in recent years, Korea has witnessed a steady increase of delinquency. According to Korean White Paper on Youths (1982), Korea has experienced a continuous increase in delinquency since the middle of the 60's when Korea had just launched its first 5 year economic development plan. In 1981, juvenile delinquency marked an increase of 6.2 percent compared to the previous year. In addition, it was reported that about 10.5 percent of total crime in Korea in 1981 was committed by juveniles.

As a result, some practitioners and scholars became interested in and concerned about this ever increasing problem. Unfortunately, however, their understanding of the problem is still at the stage of infancy. Scholars who study delinquency in Korea usually imitate American models and theories without any modifications or even any justifications or tests of applicability in Korea, despite the fact that most criminological works are "based almost entirely on research done in the United States and thus are primarily descriptive of American society" and therefore of

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American crime and delinquency (Clinard and Abbott, 1973). Criminological theories as dominated by Americans have emerged through times as culture-bound or culture-specific, dealing with individuals within the unique cultural context of American society. Unfortunately, such theories are mostly found to be inapplicable and inappropriate abroad (Friday, 1980). In the study in Argentina, DeFleur (1969) attacked the uncritical application of US based delinquency theories and proposed the development of culture-specific explanation. Downes (1966) was unable to support differential opportunity theory in the East of London and Friday (1972) found none of American theories to be applicable to Sweden. This potential inapplicability of American theories has been found in India (Robertson and Taylor, 1973) and generally in underdeveloped countries (Summer, 1982). Therefore, it is quite necessary to "seek verified theories that have maximum scope in both the substantive and spatio-temporal sense" (Wallace, 1974:107) in explaining this socio-cultural specific phenomena of delinquency. In other words, it is very desirable that any given propositions including delinquency theories should be tested in different cultural settings in order to increase their scope of generality and universal applicability (Shelly, 1981; Przeworsky and Teune, 1970; Warwick and Osherson, 1973; Newman, 1977; Blazicek and Janekesela, 1978; Beirne, 1984).

Despite the recent increased concern about the family and

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parental involvement in the prevention and treatment of delinquent in the United States, the role of family dynamics has received little attention in the 1960's, and has been neglected by American scholars and practitioners until recent years. However, it has occupied the minds of Korean counterparts. Sun (1984) explains the traditional nurturance for children in the Korean family and describes its importance to child's growth. Furthermore, Yu (1984) attributes the increase of juvenile delinquency in Korea to the chaos over standards and values among the Korean people due largely to a conflict between imported western values and traditional Confucian values. All this arguments suggests that those delinquency theories based mainly on the observation of the United States may or may not be fully relevant to or consistent with Korean delinquency. It is thus suggested that socio-culture specific explanation of delinquency be modeled and tested within the unique socio-cultural context of Korean society.

In his recent work, Hoffman (1986) reports that family related variables are considered the most relevant to delinquency causation in Korea followed by some cultural factors. Through intensive personal interviews with professionals in the field and concerned parents, he finds that such variables as busy parents, broken family, improper child supervision, inability of parents to provide material needs of the child, parental inability to meet child's developmental needs, peers, fast cultural change, and improper sexual encounters of the child are considered

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important. Consequently, it becomes evident that most research done in the United States is limited in that the generality and applicability of the results and interpretations advanced by American studies are questionable in explaining Korean delinquency.

In addition to using data collected in Korea, the present study is characterized by the integration of several theories into single causal model which has been largely neglected by most sociological research on juvenile delinquency. Instead, most work on delinquency in particular and crime in general has drawn on just one limited set of variables in the search for an understanding of the problem. Researchers tend to set up each causal theory against the others to determine which is true in a given research setting. However, no one set of theories or single level of analysis is adequate in and of itself as an explanation of crime and delinquency. It is rather necessary to look at all levels of cause and the way in which each level affects delinquent behaviors (Friday and Hage, 1976). One of the reasons for the failure of delinquency research is therefore related to the unicausal theories of delinquency, since juvenile delinquency is rather complex to explain. The current competing explanations of delinquency are, thus, in need of further elaboration and integration (Sadoff, 1978; Earls, 1979; Fagan and Jones, 1984). This tendency of integration is based on the uncertainty to which theory comes closer to the true account of delinquency causation

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and the substantial confusion over which theory appears the most acceptable in explaining the variance. The uncertainty and confusion are derived mainly from the failure to consider the propositions of one theory with those of viable alternative theory (Aultman and Welford, 1978).

Instead, rather than viewing each theory as competing against each other, some contemporary researchers advocate an integration which employs variables from seemingly different causal models (Hirschi, 1969; Elliott et al., 1979; Johnson, 1979). Since each theory explains certain processes that play a role in explaining delinquency, they try to draw together the most useful and empirically tenable features of each theory and incorporate them into a single integrated causal model rather than set up each theory against the others (Johnson, 1979). The rationale behind this tendency of integration is that any pure theoretical statements are partial explanations and therefore, can be strengthened and enhanced by the integration (Elliott et al., 1985). Since an integration incorporates the relative strength of each theory, it is believed to increase its explanatory power (Shoemaker, 1984). Therefore, an integrated theory seems to be best able to provide a valid explanation by incorporating both empirical test of the various theoretical perspective as well as multiple facts and correlates specific to the target population (Fagan and Jones, 1984).

Consequently, the present study is intended to be a cross-cultural replication and partial extension of American

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theories of crime and delinquency. It aims to develop and examine the culture-specific causal model of Korean delinquency in terms of the directions and magnitudes of causal links in the path model. In order to further understand the factors and the processes involved in delinquency causation and further increase the explanatory power, an integrated model is developed by incorporating the various theoretical perspectives and the multiple factors and correlates into the model which is most relevant to Korean delinquency and provide the best explanation for Korean delinquency. The extent to which this integrated path model including variables derived from different theories explains Korean delinquency among high school boys is examined.

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II. THEORETICAL FRAMEWORKS

As discussed above in Chapter I, the recent tendency in criminological theory development has been to integrate different models of delinquency causation by incorporating the most useful features of each theoretical model in an attempt to improve our understanding of the etiological path leading to delinquency (Johnson, 1979; Segrave and Hastad, 1983). As a complex social phenomenon including interactional, individualistic, and environmental perspectives, deviant behavior in general and delinquent behavior in particular can be seen as the products of both internal and external properties of individuals (Sadoff, 1978; Earls, 1979). Furthermore, the current development in delinquency theory tends to move toward understanding deviant and delinquent behavior as an integrated, sequential process rather than simply conceptualizing separate explanations (Farrel and Nelson, 1978; Fagan and Jones, 1984). This integrated theoretical model expands and synthesizes variables associated with various theoretical perspectives into a single explanatory paradigm which takes into account multiple causal paths to sustained patterns of delinquency.

The most commonly integrated theoretical explanations of American delinquency have been some kind of combinations among social control theory, social learning theory, and cultural deviance theory (Akers et al., 1979; Jensen, 1972; Conger, 1976; Hepburn, 1977; Hawkins and Weis, 1980; Elliott et al., 1979; Matsueda, 1982; Johnson, 1979; Fagan and

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Jones, 1984, Elliott and Voss, 1974; Eve, 1978; Rankin, 1977; Cernkovich, 1978; Friday and Hage, 1976; Simons et al., 1980; Farrel and Nelson, 1978; Aultman, 1979). As Yu (1984) pointed out, the rapid increase of delinquency in Korea has been due in part to a conflict between imported western values and traditional, Confucian Korean values. Cernkovich (1978) and Segrave and Hastad (1983, 1985) found that subterranean value orientation operationalized by commitment to such youth culture value standards as short-run hedonism, excitement, trouble, and toughness tend to induce involvement in delinquent acts.

The further theoretical rationale for the integration of social learning, social control, and cultural deviance theories is that even though social control theory is currently the most widely employed and supported theory, it is far from complete. Social control theory can not explain how the dissatisfaction of youth with social control institutions occurs or what weakens the already established social control mechanisms. Fortunately, however, it is believed that cultural deviance perspectives explain why juveniles become disappointed at, dissatisfied with, and uncommitted and unattached to conventional social institutions such as parents and school. Unfortunately, however, neither social control nor cultural deviance can adequately and independently explain why a youth selects delinquent behaviors when he is dissatisfied with and unattached to those conventional social institutions. At

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this point, social learning perspective can be connected with social control and cultural deviance, because social learning perspectives provide the explanations for the choice of delinquent behavior by youths who are unattached to those conventional social institutions. In this regard, therefore, the proposed theoretical model in the present study attempts to integrate social control, social learning, and cultural deviance perspectives. It expands and synthesizes the various concepts and variables associated with these three theoretical orientations. This chapter reviews the causal models contained in those three theoretical perspectives.

1). SOCIAL CONTROL PERSPECTIVES

Most theories of crime and delinquency suggest that some special forces drive people to commit crime. They mostly try to explain what factors drive people to commit crime. For them, their main question is "Why does people commit crime?". Social control theory, on the contrary, takes the opposite stand. Social control theorists try to answer the question of "Why don't all the people commit crime?". Their explanation is that it is an individual's bonds to society that make the differences. They firmly believe that people commit crime because of weakened forces restraining them from doing so, but not because of the forces driving them to do so. Their beliefs are based mainly on the assumption that for the delinquency tendency to be repressed or restricted, human beings should be held in check or controlled, because the tendency of delinquency or

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deviance is universal. That is, all human beings are animal and all capable of committing crime (Hirschi, 1969; Conklin, 1981; Shoemaker, 1984). Furthermore, their second assumption is that delinquency is the result of a deficiency or absence of working control mechanism and there is always a general societal consensus concerning conventional beliefs and norms. According to Hirschi (1969), we all are bonded to society throughout attachment, commitment, belief, and involvement with conventional elements of society. To the extent that this bond is weakened, we are free to deviate. We in the society are all tied together by a common value system. Our behavior is due to natural human impulses which remain unconstrained by a strong and lasting bond to the norms of a united society. Delinquency is not caused by beliefs that require delinquency but by the absence of effective beliefs that forbid delinquency. Therefore, delinquent boys do not hold the norms that require delinquency but lack the norms that strongly oppose such behavior. Hirschi (1969) argues that the absence of such proscriptive norms is related to the lack of attachment to conventional social institutions such as family and school. Even though the motive to deviate is relatively constant across individuals, the strength of bonds that an individual has to the conventional society varies (Hirschi, 1969; Kornhauser, 1978; Empey, 1982). According to Hirschi(1969), it varies in the degree to which individuals respond to the opinions and expectations of others (Attachment), in the

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payoffs individuals receive from their involvement in the conventional lines of actions (Commitment), and in the context to which individuals subscribe to the prevailing social norms (Beliefs). Those who engage in delinquent behaviors are free of intimate attachment and short of commitment that bind them to a law-abiding life. Delinquents are not so much forced into delinquency as they are free to commit delinquent acts because they lack ties to the conventional orders.

However, some critiques argue that social control theory should be modified. The assumption that social control theory makes about human nature and social order are open to other interpretations and many questions remain unanswered about the role of subcultural and peer group influence, even though the family and the school and the overall effects of social change require consideration (Empey, 1982; Rutter and Giller, 1983). Although the fact that people commit crime because of their weakened ties or bonds to the conventional society may be true, social control theory does not indicate what type of conventional ties best inhibit criminality but only addresses the problem of interaction of ties to both conventional and unconventional persons (Linden and Hackler, 1973; Shelly, 1983, 1985). Furthermore, the weakened bonds and the lack of restraint can not account for the specific form or content of behavior. It should include the concept that delinquent acts have the social meaning which is rewarded in some way by the social groups in which it occurs (Elliott et al., 1979).

In other words, the assumption of social control theory that delinquents are the unsocialized predators underestimates the role of peers in generating supports for delinquent conduct but overestimates the importance of acquired beliefs as the barrier to delinquent behavior (Empey, 1982).

According to Conger (1980), social control theory fails to provide some additional impetus to deviate and is limited to the concept of behavioral restraint. In other words, social control theory does not specify the motivations that give rise to the violations of the law but rather looks at some institutions that creates the barriers to the expression of the deviant motivations (Conklin, 1981). The freedom to deviate does not cause deviance to occur. Therefore, there must be something that motivates a person to use this freedom to deviate in order for the deviant acts occur. In this regard, social learning theory provides us with the explanations for the motivations to deviate in terms of peer group influences.

2). SOCIAL LEARNING PERSPECTIVES

While social control theory assumes that human nature is inherently antisocial, social learning theory argues that human nature is plastic and subject to change. Human behavior is also flexible and changes according to the circumstances and situations. Human self is seen as nothing more than a process that undergoes constant change and modification (Empey, 1982; Shoemaker, 1984).

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According to social learning theorists, society is not organized by a set of universal consensus or conventional values but some people hold contradictory values, which is entirely opposite to the social control assumption. People are exposed to both deviant and conforming traditions of value system. The society where a delinquent lives is not necessarily deviant but delinquency arises from the same social conditions as does nondelinquent behavior. Whether or not an individual becomes delinquent depends largely on the kind of group in which he participates (Empey, 1982; Shoemaker, 1984). Based on the assumption that most delinquency is committed in a group, they argue that it is the ongoing process of interaction but not the permanent antisocial impetus that motivates people to deviate. People are not born with the repertoires of deviance but they learn it by the observation and reinforcement through their intimate association with people who are deviant (Bandura, 1977).

The social learning theory of delinquency, therefore, aims at understanding how people acquire a certain type of delinquent behavior. According to the general social learning theory, any behavior is acquired by the observation of what others do and the outcomes their acts produce for them. Through their observations, individuals are more likely to perform those behaviors that are socially rewarded by significant others while avoiding those behaviors that are punished (Bandura, 1977). In other words, social behavior is learned by conditioning in which

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behavior is shaped by the consequences of behaviors. The occurrence of any behavior is, therefore, determined by the balance of rewards and punishments attached to the different behaviors.

Derived mainly from this assumption of broad and general social learning theory, Sutherland and Cressey (1974) explained the process by which the criminal values and behaviors are learned and enacted by employing their theory of differential association. Their major arguments are that delinquent behavior is learned through the collective experience as well as the specific situational events within the small, informal, intimate groups. In other words, the primary groups provide the major social context in which all the social learning variables operate. In sum, delinquency is the response to the excess of definitions favoring the violations of law or norms attained in association with others of intimate groups.

Human beings are not predisposed to the delinquent behavior but they violate the law because they have learned to do so. It is the symbolic learning of deviant values, attitudes, norms, and techniques that lead people to commit delinquent behaviors. Since the delinquent behavior is the property of groups but not of individuals, however, delinquent ideas are not carried out unless they receive the necessary supports from the intimate group of associates. Therefore, whether or not an individual becomes delinquent depends largely on what he learns from the

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groups he encounters and how the groups define the legal codes. He becomes delinquent if his contacts with the delinquent patterns exceed his contacts with the nondelinquent patterns.

In sum, we all are confronted with the contradictory standards for behavior. Whether or not we become delinquent depends mainly on the groups with which we associate. The intimate contacts with a group of delinquent companions may lead to the excessive definitions favorable to the violations of law. Through the associations, we learn the techniques for committing crimes and acquire the necessary motivations and rationalizations by which delinquent behavior is made possible. Delinquent behavior presupposes a pattern of social relationships through which motives, rationalizations, techniques, and rewards can be learned and maintained (Burgess and Akers, 1966; Akers, 1977; Bandura, 1973). Therefore, delinquent behavior is seen as the behavior which has social meaning and must be supported and rewarded by the significant social groups.

While social learning theories in general and differential association theory in particular with regard to the crime and delinquency stress the fact that criminal behavior is learned, they do not explain the processes by which an individual becomes delinquent, despite the assumption that delinquency results from a series of sequential processes. They lack the specificity on just how the antisocial behavior is acquired and why there are such individual differences in behavior (Empey, 1982). In detail,

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they can not explain the sequential series of events: how the membership in the delinquent groups occurs, how the delinquent behaviors are learned and reinforced, and at what point the definitions favorable to the violations of law exceed the definitions unfavorable to it (Hirschi and Godfredson, 1980; Liska, 1978).

In addition, there remain the unanswered questions about what accounts for the learned positive definitions of the law violations or in what situations those definitions come into play and what causes individuals to act in accord with the beliefs (Shelly, 1985). They suggest that the beliefs, attitudes, and rationalizations provide the motive for delinquent behavior. But Deutscher (1966) argues that attitudes are poor predictors of actual human behavior. Even though social learning theory may identify the mechanisms by which criminal behavior is learned, it can not explain the distributions of definitions and behaviors throughout the society. Therefore, it ignores the major structural variables. In addition, the fact that the concept of differential social organizations accounts for some variations in association is totally lost (Shelly, 1985; Shoemaker, 1984).

3) CULTURAL DEVIANCE PERSPECTIVES

Cultural deviance perspectives assume that human nature is inherently social. Delinquent behavior is a universal tendency to behave in accordance with the values and beliefs of one's own culture. Thus, delinquency is the

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normal behavior for the particular subculture and learned in the same way as any other form of social behavior (Empey, 1982). Most cultural deviance theorists recognize that some forms of delinquent behavior constitute an accepted part of social activities of adolescents (Rutter and Giller, 1983). While human nature is essentially good, the social order is disrupted if the compelling cultures are formed in it (Sellin, 1938). Delinquents are socialized into the cultural settings which justify, make attractive, and eventually require delinquent behavior. However, the various versions of cultural deviance perspectives differ in indicating the source of delinquent traditions.

Based on the assumptions that most law violating behaviors among adolescents are committed in groups and there are some discontinuities between the generations, most cultural deviance theorists suggest that delinquent behavior is the result of adolescents' conformity to the norms which are in conflict with the conventional norms. According to Eve (1975), adolescents maintain a separate and distinctive set of values and norms from adults. These youth cultural norms and values stand in the basic opposition to adult cultural norms and values and this conflict may lead youths to delinquency. Parsons (1964) sees the youth culture as integrated into the modern society and argues that the transition from the family to the adult world induces the tension in the adolescents. One of the functions of youth culture is to allow a psychological outlet for the tension through the rebellious behaviors.

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According to England (1960), cultural deviance among the youths begins with the ill-defined status of adolescents in industrialized and developing societies. Due largely to the lengthened period of compulsory education, the youths are granted even longer adolescent periods (Flack, 1971). This extension of adolescent periods deactivates the youths without clearly defining their status and function and diminishes their contacts with the adult world (Coleman, 1961). Thus, they do not possess a clearcut and responsible position in the society (Coleman, 1974). With this separation from the adult world, they perceive themselves a kind of minority. It eventually becomes intolerant for them to be different from their peers (Parsons, 1951). They develop a shared set of definitions of proper conduct, common values, and other characteristics of a relatively separate culture from prevailing adult cultural patterns. The more they interact exclusively with each other, the more their culture becomes different from adult culture (Glaser, 1971; Coleman, 1974). So extreme is the gap between the generations that parents and their adolescent children represent different subcultures.

Despite the disagreements over the uniqueness of youth culture, most concerned theorists agree that this youth subculture produces an adolescent world of hedonism and irresponsibility, and that the more they are involved in their subculture, the more likely they are to become delinquent (Empey, 1982).

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However, an ethos of irresponsible hedonism is not in itself productive of delinquent motivations. Since youths accomplish their needs for status affirmation by their subculture, they reject influences from adults but accept influences supporting their own culture. The only reason the youth subculture leads the youths to delinquent behavior is the adoptive process in which the youths would extract from the adult world the values of strong hedonism and irresponsibility and the consequent result that these values of youth subculture consist of the distorted and caricatured fragments from adult culture (England, 1960). Those highly selected and altered values motivate and give the directions to the youths. However, most adult culture not only can not understand but also is baffled and annoyed by the youth subculture. Nearly all youth behavior of an eccentric kind tends to be regarded by the adults as delinquent. Such a wholesale condemnation helps produce and maintain the type of rebellion against the already established order (Gibbens and Ahrenfeldt, 1971).

According to cultural deviance perspectives, it would be the exceptional adolescent who is not programmed to follow the hedonistic nature of adolescent subculture. There exist difference between the generations, although the values, norms, and practices of adolescents are neither uniformly hedonistic and irresponsible nor uniformly conforming and responsible. Furthermore, most cultural deviance theorists agree that the more adolescents are involved in their subculture, the more likely they are to become delinquent ,

based on the assumption that delinquency is a group phenomenon and peers play an important role. However, it is an oversimplification to assume that the single most important source of direction and acceptance for adolescent is that afforded by peers, because conventional adults and institutions can also perform a socializing role. Therefore, it is necessary to specify the conditions under which some adolescents resist the temptations from the youth subculture but remain attached to the conventional culture while others accept the youth subcultural temptations but reject the conventional alternatives.

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III. INTEGRATING THEORIES

Through the review and critique of each theoretical perspective in Chapter II, it has become apparent that no one theory can explain all delinquency or even certain types of delinquency. The most recent tendency in the development of delinquency research is an attempt to synthesize or integrate the various concepts and approaches that may be different but complementary because each approach may explain a different aspect of the same problem, delinquency (Shoemaker, 1984).

The most notable example of this tendency is to integrate the social control approach with cultural deviance and social learning approaches. This chapter is assigned to integrate these three theoretical perspectives into a single paradigm that accounts for delinquency. To do this, however, the strong points of each approach and the interconnection between each should be noted because they are not necessarily mutually exclusive but complementary. The integration is attempted at the individual level (Cohen and Short, 1976; Short, 1979). Furthermore, since it is necessary to reconcile the different basic assumptions and clarify the key theoretical concepts (Elliott, 1985), the integration of multiple theories may require some modifications and extensions of original theoretical perspectives being integrated. In any case, however, any original theoretical perspectives can be seen as the partial explanations that can be strengthened and enhanced by the integrations.

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The proposed integration centers around the social control explanations. However, this social control approach alone is far less than sufficient to account for all delinquency. Since there exist the multiple correlates and causes of delinquency operating within the delinquency producing social processes (Hawkins and Weis, 1980). social control theory alone can not explain this complex phenomenon of delinquency. In other words, we can not explain delinquency only by considering the factors that restrain delinquency, but we must also locate those factors that facilitate the occurrence of delinquency at the same time (Shoemaker, 1984). The weak conventional bond itself is not sufficient enough to cause delinquency rather it is the joint occurrence of weak conventional bonds and strong delinquent bonds. An absence of restraints on behavior by itself can not account for any resulting behavioral adaptation. It just fails to account for the variations in delinquent behaviors among those who have the weak conventional bonds. Only those with the weak conventional bonds who are also bonded to the groups that reinforce delinquency are expected to adopt a delinquent pattern of behavior.

One of the most serious criticisms of the social control theory is that it does not deal with any factors that may vary the motives to deviate (Kornhauser, 1978). It simply assumes the constant motive for the deviance across individuals even though the motivations of deviance are not

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the same for all human beings and deviant behaviors. Social control theory just does not explain why an individual commits delinquent behavior and what motivates him to do so (Conger, 1980; Shoemaker, 1984). That is, social control theory can not explain why an individual selects delinquency when he is unattached to the conventional persons and institutions. Furthermore, the freedom to deviate does not always cause the deviance to occur. Even though an individual is free to deviate since he is unattached to the conventional society, still he must be motivated to use his freedom to deviate (Gibbs, 1975).

At this point, however, social learning perspectives may enable us to explain the factors that social control theory failed to explain. According to social learning approaches, an individual may become attached to either conventional or unconventional persons and institutions. Therefore, he may receive the meaningful social reinforcements for either conventional or unconventional behavior. Since delinquent motives, techniques, and rationalizations are learned only through meaningful social relationships, only those who are attached to those groups that provide meaningful social rewards and reinforcements for delinquent behaviors would become delinquent. In other words, since a person does not always perform all the behaviors he has learned, any behaviors including delinquent behavior should have important social meaning and be supported and rewarded by significant social groups (Elliott et al., 1979).

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socialized into the unconventional social groups as a result of their weak conventional bonds and consequent weak conventional restraints, developed the stronger bonds to delinquent groups, and thus learned that their anticipated social rewards for delinquency outweigh the anticipated costs. In this sense, social learning perspectives enable us to explain the choice of delinquency by the unattached and uncommitted youths.

Since there is the variation in both the motivation for delinquency (social learning approach) and the restraints on normative behaviors (social control approach), the actual performance of delinquent behavior is contingent upon the attenuation of individuals' commitment to the conventional society and participation in the prodelinquent social group contexts. Therefore, the youth most vulnerable to delinquency are those who are characterized by the combination of high motivation for but weak restraints for delinquency. Those who have high motivations but weak restraints for delinquency are most likely to commit delinquent acts.

At this point, we should be able to explain the processes by which an individual becomes delinquent or his motivation for committing delinquent acts (through social learning approaches) and why he has the association he has right now or why he has weak restraints on his behavior (through social control approaches) by integrating both social control and social learning approaches together. Since

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individuals' bonds to conventional institutions and persons are determined prior to their exposure to delinquent influences in their peer groups and the strengths of these bonds may have an effect on individuals' selection of their companions, their bonds to delinquent peers are conditioned by the strengths of their prior bonds to conventional society. Therefore, it is assumed that those who are uncommitted or unattached to conventional society are believed to be socialized into delinquent peer groups and thus expected to commit delinquent acts. Neither social control nor social learning approaches, however, can explain how and why individuals become unattached to conventional society (Shoemaker, 1984), which is necessary condition for delinquency to occur. In this regard, however, we are fortunate to have cultural deviance perspectives here, simply because it seems that cultural deviance approaches can explain how and why individual youths become unattached or uncommitted to conventional society.

Empey (1978) argues that a part of delinquent behavior is due to the ambiguous status of adolescents. It is the expression of their ambiguous status and of attempt to establish themselves in our social context in which their status became ambiguous. According to England (1960), this ambiguous, uncertain, or even confused status of youths is due mainly to the existence of youth subcultures characterized as hedonistic and irresponsible. Since these hedonistic and irresponsible values and activities of youth subculture are against those of adults, the gap or conflict

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between the youths and conventional adults are easily expected. As a result, youths become unattached or uncommitted to their conventional social contexts. In fact, since Korea has been rapidly westernized during the past few years, most Korean youths have been heavily exposed to and mostly adopted a variety of western cultures and values which are somehow different and even contradictory to our traditional Confucian cultures that most adult Koreans still live by. In addition, high school students who are the target populations in this study are most exposed to culture and most likely to adopt this western influences because of their easy and frequent access to the western culture in their western style education and English ability. In this sense, cultural deviance approaches can be connected with social control and social learning approaches.

As a whole, the integration of social control, social learning, and cultural deviance approaches, therefore, provides us with the opportunities to understand the causes of delinquency via social control approach and the manner in which those causes operate in the context of socialization via social learning and cultural deviance approaches. The integration of social control and social learning describes the processes that govern both the socialization and development of delinquent behavior (Hawkins and Weis, 1980) and specifies the motivational components (Conger, 1980), while cultural deviance explains the processes or specific

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conditions that strengthen or weaken conventional bonds. That is, cultural deviance is apparently an exogenous variable which affects the development of weakened social controls. Those who become unattached to their conventional society are free to associate with and be influenced by their delinquent peers, which is the most proximate cause of delinquency (Wiatrowski et al., 1981). Therefore, the factors associated with cultural deviance are seen as the primary causes of weak conventional bonds. This weakened conventional bond leads some youths to seek out and become bonded to their peer groups that provide the meaningful social reinforcements and rewards for and modeling of delinquent behavior. This delinquent bond leads to a high probability of delinquency involvement.

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IV. IDENTIFYING VARIABLES

1) CULTURAL DEVIANCE VARIABLES

Despite the fact that some theorists argue that certain cultural deviance variables such as youth culture may have a direct effect on delinquency (England, 1960; Vaz, 1967), two additional variables concerning cultural deviance perspectives such as detraditionalization and intergenerational conflict seem to be more like intervening than determinant variables in this study. Both variables are believed to have some indirect effects on delinquency through social control and social learning. Specifically, both variables are seen as the primary causes of weak conventional bonds leading to delinquent association and delinquent behavior. Cultural deviance variables are summed to provide some supports in explaining why an individual becomes unattached. Therefore, these variables will be considered as intervening or mediating rather than determinant variables of delinquency in this study.

DETRADITIONALIZATION: The Cavans (1968) hypothesized that the greater the degree of industrialization, modernization, and urbanization, the higher the rates of delinquency and criminality. In their study of delinquency among Eskimos, they also found that with the increase of social contact with non-Eskimos and consequent breakdown of traditional social structure, delinquency among Eskimo youths increased. Similarly, Rahav (1981) found that urbanization which involves cultural changes contributes the most to the rates of delinquency in Israel.

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In Taiwan, Lin (1958) defined the two types of delinquent groups, Liu-mang and Tai-pau. According to Lin, Tai-pau is caused mainly by the existence of subculture which have been brought about by modernization and subsequent contacts with modern western cultures. Therefore, Tai-pau is seen as modern, westernized, and uprooted delinquent group. They prefer western dress and style, have no interest in traditional affairs but in modern recreations, and manifest the westernization of society. Lin regarded this Tai-pau as a sign of the growing modern and western subcultures due mainly to the rapid industrialization, urbanization, and modernization.

By the same token, Yu (1984) attributes the increase of delinquency in Korea to the chaos over the standards and values among Korean youths and sees it as a conflict between the recently imported western cultural values through modernization and industrialization and the traditional Confucian Korean cultural values such as humanism and collectivism. Since World War II and consequent liberation from Japanese occupation in 1945, the United States has been most visible in Korea in terms of military, economic, social, cultural, and political influences and exchanges. Such US presence coupled with the recent industrialization and subsequent urbanization, modernization, and westernization has affected the traditional Korean value systems. Yu (1984), therefore, relates the problem of this value confusion to the West.

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According to him, this western influence has offered the opportunities and made the demands for diverse social changes. In addition, in his recent study through intensive personal interviews with concerned professionals and parents, Hoffman (1986) found that the fast cultural change is one of most influential variables associated with delinquency in Korea.

YOUTH CULTURE: According to cultural deviance theorists, delinquent behavior is the expression of conformity to the cultural values and expectations that run counter to those of larger society (Empey, 1978). Delinquents are just behaving in accordance with the values and norms of their own particular groups.

The recent social and economic changes gave rise to an affluent but highly institutionalized society. As a result, the status of youths becomes more and more uncertain and ambiguous. This uncertain and ambiguous position of youth in our contemporary society separates the youths from the adult world. This ill-defined youth status has been lengthened by the longer periods of compulsory education. This lengthened periods of ill-defined youth status has further diminished the contacts of youths with the adult world (Flacks, 1971; Vaz, 1969; Empey, 1982; England, 1960; Coleman, 1961). This separation of youths from the adult world has made the youths easily available to one another and forstered the proliferation of peer groups and cultures (Vaz and Casparis, 1971). Along with the influence of mass media, the increased discretionary purchasing power of the youths and the

material wealths of an affluent society due to the industrialization and consequent economic development has contributed much to the development of the distinctive features of youth culture (England, 1960; Vaz and Casparis, 1971).

The values of this distinctive culture, however, center around the short-run, hedonistic, irresponsible pursuit of fun and pleasure in the company of peers. Most youth culture activities on the part of inexperienced, immature youths often have the potential to develop into delinquency (Gibbons, 1981), since the youth culture emphasis on the irresponsible hedonism results in the transformation of adult values by the youths. These transformed values serve to motivate and give the direction to the youths in ways that adults define as delinquent (England, 1960; Coleman, 1961; Glaser, 1971). In short, the more the youths interact exclusively with each other, the more their values and norms become different from those of adults (Glaser, 1971). The more they conform to these values and norms of their own culture, the more likely they are to become delinquent by the hedonistic, irresponsible characteristics of youth culture.

Wiatrowski et al. (1981) noted that dating was strongly related to delinquency, by reporting that those boys who dated more often were involved in a greater extent with delinquency. Agnew (1984) also found that the frequency of dating and smoking had an significant relationship to

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delinquency, meaning that those who date more often and smoke more cigarettes are more likely to become delinquent. Austin (1980) provides an additional support for this assertion by reporting that smoking cigarettes, drinking alcoholic beverages, dating, and riding around in cars had significant Gamma coefficients with delinquency. In addition, West and Farrington (1977) reported that the heavy smoker, drinker, gambler, drug abuser, and those who are more sexually active were more likely to become delinquent than their respective counterparts. Elliott and Morse (1985) also reported the relationships between sexual activity and delinquency, meaning that those who are more sexually active are more likely to become delinquent. All these findings suggest that some features of youth culture such as smoking, dating, and drinking are significantly associated with delinquency.

INTERGENERATIONAL CONFLICT: As described above, the social separation of the youth from the adult world for the various reasons results in the cultural differentiation among the two groups (Glaser, 1971). Youths come to interact exclusively with each other, reject the adult standards, press for their autonomy, and develop unusual regards for the underdog (Coleman, 1974). They eventually develop a separate set of their own cultural values and norms. Although they are still under the constant control of and influenced by the demands and expectations of their adults, the youth culture itself is such as to create the frictions and tensions between the youths and the adults such as the

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generation gap in which parents and adults represent different subcultures once the youths develop and involve in their own subculture (Gibbons, 1970). Since the dominant types of youth culture activities such as drinking, staying out late, gambling, smoking, and engaging in sex are things that were somewhat unknown to the adult generations in the hedonistic moments of their own adolescent periods (Empey, 1978), the adult generations can not understand those youth cultural activities. In this sense, the generation gap is produced by the effective socialization of the next generation into a new value system, since there exist the conflicts between preserving the traditional culture and preparing the emerging culture (Acock, 1984).

According to Sellin (1938), some behaviors considered normative by one culture sometimes constitute deviant behaviors when viewed from the other culture. The divergency between different cultures constitutes the contributing factors concerning delinquency among some subcultural populations (French, 1977). For instance, some adolescent behaviors are considered deviant just because adults simply do not approve of those behaviors (Hoffman, 1984).

Most developing countries including Korea have experienced the rapid increase in youth crime. Gibbons and Ahrenfeldt (1971) attributed this increase in delinquency in both Taiwan and Japan to the social tension between the generations as affected by the importation of foreign ideas and customs from the west. Coupled with the influence of

mass media, the better education and subsequent better English ability and better economic conditions for the youths produce the groups of western oriented youths. Furthermore, in general, the youths are quick to accept the new cultures while the adults are slow to accept them and even reluctant to change at all. The youths with western stereotypes may be in a state of rebellion against or at least conflict with their traditional parents.

2) SOCIAL CONTROL VARIABLES

As discussed in previous chapters, delinquency occurs only when both the freedom to deviate and the motivation to commit delinquent acts are simultaneously combined together. The freedom to deviate is one of the critical elements of delinquency producing processes. That is, the freedom to deviate is a necessary though insufficient condition for delinquency to occur. It is assumed that delinquency begins with this freedom to deviate. Without this freedom to deviate, an individual can never commit delinquent acts no matter how much he is motivated to commit delinquent acts. This freedom to deviate is hypothesized to result primarily from social control variables. According to social control theory, this freedom to deviate is made possible or obtained by the absence or at least lack of restraints on individual's behaviors, which become available by the weakened or loosened attachment to conventional institutions such as family and school.

INADEQUATE FAMILY ENVIRONMENT: The theoretical literature on the relationships between the family and

delinquency focuses on how problematic characteristics of the family are causally related to delinquency. The evidence that the family plays a critical role in delinquency is one of the strongest and most frequently replicated findings in delinquency research (Gove and Clutchfield, 1982). Since it is believed that the family is the most important socializing agency for the youths, most researchers consider its structure, dynamics, and characteristics as significant causal variables (Gibbons, 1976; Sandhu, 1977; Trojanowicz, 1978). Like many other studies which focus on multiple influences of family variables on delinquency (McCord, 1979; Johnstone, 1978, 1980; Canter, 1982), inadequate family environment in this study reflects such family elements as family integration or cohesiveness, family normlessness or criminality, broken home, and socioeconomic disadvantages of family.

According to DeVoss (1980), family interaction is a very telling differentiation in terms of relationship between the family and delinquency. Regardless of economic circumstances or other difficulties, strong family cohesion leads to the expression of affection toward the children and more proper forms of discipline and supervision, which all are the most critical factors associated with delinquency. In the case that a boy finds the sufficient capacity to draw the strength from his family relationship, he will not tend to develop either negative, hostile or antisocial attitudes or deviant behaviors. Based on his studies in Japan and Italy,

DeVoss (1980) empirically supports his above mentioned arguments. In Japan, none of nondelinquent families but 35 percent of delinquent families were rated as unintegrated or lacking in cohesion. In Italy, 31 out of 45 delinquent families but one nondelinquent family showed noncohesion.

In his research, Rutter (1977) argues that tension and disagreement among family members lead to more negative feelings which in turn leads to the conflict between family members. In summarizing the relationships between the family and delinquency, Rutter and Giller (1983) note that frequent and prolonged quarreling, family discord, expressed hostility and negative feelings between family members, and rejecting attitudes toward children all contribute to delinquency. However, of more importance is negative and unpleasant family atmosphere. According to DeVoss (1980), delinquency is inversely related to the bonds or attachments within the family and to the ties to the family. In sum, it seems that the internal pattern of family interaction is more important than family structure.

In addition, some consider both the lack of joint family leisure activities and the lack of intimate communication as contributing to delinquency. Gold (1963), Johnstone (1978, 1980), and West and Farrington (1973) related the family that is not sharing in joint activities during their leisure time to delinquency. Some others indicate the lack of intimate communication between child and parents as another contributing factor. According to this argument, children may not talk over their plans or problems with their

parents (Hirschi, 1969; Rutter et al., 1976). Or their parents may not typically explain the rules or help their children to understand things questioned. Consequently, parents feel that they can not get through to their children and children feel that they are not a part of their family.

As far as family normlessness or criminality is concerned, the focal concerns are such social difficulties as excessive drinking and criminality among family members. It is believed that families with such problems provide less satisfactory pattern of upbringing and manifest a model of delinquent behavior. Canter (1982) provides an empirical support for this line of argument, by reporting that family normlessness has the highest correlation of a number of family variables with all types of delinquent acts across sex.

Almost every empirical study on this subject indicates that boys with criminal father acquire more delinquency records than boys with noncriminal father (West and Farrington, 1973). They claimed that criminality in either parents much increased the risk of delinquency in children. In their study, Robins et al. (1975) also confirmed this finding by reporting that 45 percent of the sons of criminal fathers but only 9 percent of the sons of noncriminal fathers were delinquents. Farrington et al. (1975) also found that among their sample of white working class urban families, 39.5 percent of the sons of fathers with more than two convictions but only 8.4 percent of the sons of father

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with no conviction were recidivists. In addition to family criminality, negative parental behavior (Gordon, 1979), physically aggressive parents (Walters and Grusec, 1977), and alcohol abuse (DeVoss, 1980) also attributed to delinquency in children. Therefore, it is not only family criminality but also persistent social difficulties, pathological behaviors, and incompetence in social and institutional behaviors that are significantly associated with delinquency.

Based on the assumption that physical separation of parents is related to the expression of love and family cohesion and to some forms of negative social attitudes of offsprings, a number of study indicated that broken home is the most significant predictor of delinquency since the Gluecks (1950). Broken home, defined mostly as a home with single parent is associated with the higher rate of delinquency. The reason that this is the most consistent finding is because it is true for official delinquency research (Glueck and Glueck, 1950; Rosen, 1970; Datesman and Scarpetti, 1975; Norland et al., 1979), for unofficial delinquency research (Nye, 1958; Berger and Simon, 1974), and for official and unofficial combined delinquency research (Empey and Lubeck, 1971). Many theorists assume that the actual breaking up of the home is preceded by other family variables associated with delinquency such as disruption, disorganization, and tension. The break up of family, therefore, is associated with delinquency (Porter and O'Leary, 1980; Hetherington et al., 1979; Hess and

Camera, 1979; Walterstein and Kelly, 1980). After the Gluecks found that the higher proportion of delinquents are from homes typified by parental separation, numerous studies compared broken homes vs intact homes in terms of delinquency rate (Andrew, 1976; Datesman and Scarpetti, 1975). Recently, Canter (1982), and Gove and Clutchfield (1982) provided additional empirical supports in their respective studies. According to them, broken homes are necessarily followed by economic hardship, loss of some affections, loss of proper role models necessary for socialization, and fewer barriers to the development of friendship with delinquents. According to Canter (1982), youths from broken homes engage in significantly more delinquent acts. Gove and Clutchfield (1982) also note that boys from broken homes or homes with poor marital relationship exhibit higher rates of delinquency. After reviewing 15 studies done between 1932 and 1975 in the same field, Rosen and Neilson (1978) noted the association between the broken home and male delinquency.

Since the early days of delinquency research, there has been widespread controversy about the relationship between social class and delinquency. Many self-reported studies have found that delinquency is unrelated or very slightly related to one's social class position (Berger and Simon, 1974; Williams and Gold, 1972; Kelly and Pink, 1973; Frease, 1973; Gold and Reimer, 1974; Elliott and Voss, 1974; Hirschi, 1969; Backman et al., 1978; Johnson, 1979; Krohn et

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al., 1980), while recent British data shows some association between social status and delinquency (Wadsworth, 1979)

Tittle et al. (1978), in their review of earlier published findings on the relationship between social class and delinquency from 1941 to 1977, found only a slight negative association between the two and concluded that the purported inverse relationship between the two variables is a myth. However, Braithwaite (1981), reviewing the same field, argued that most studies have found some link between social class and delinquency, even though the link has been less strong than expected.

Despite the controversy, evidence suggests that the difference in delinquency rate may apply to the extremes of social class distributions (Wadsworth, 1979; Elliott and Ageton, 1980). That is, there is a modest association between low social status and delinquency, which applies mainly at the extremes of social scale. Even though the association is moderate, it is meaningful in terms that social status measures may overlap greatly with other family dimensions such as parental or family characteristics which are associated with delinquency (Rutter et al., 1982; West, 1982; Wilson and Herbert, 1978). Social class status predisposes to delinquency mainly because of its adverse effects on the parents (Farrington, 1979), such that parental disorders and difficulties are more likely to develop and that good parenting is impeded (Rutter and Giller, 1983). Therefore, it is assumed that most of this modest association between social class and delinquency is

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due in part to the parental and family problems associated with low social status rather than to low social status per se. There is a chain of adversities which leads to child through parents.

ATTACHMENT TO PARENTS: According to social control theorists, a lack of attachment to conventional others means that youths are isolated from or unable to obtain sufficient rewards for conformity in socializing agencies such as family and school. To the extent that youths have close and rewarding relationships with their conventional others, they are less likely to endanger those relationships by engaging in delinquent activities (Conger, 1980; Elliott and Voss, 1974; Hindelang, 1973; Hirschi, 1969; Johnson, 1979; Linden and Hackler, 1973).

For most social control theorists, however, the parent-child relationship is the first, if not foremost, significant variable in explaining delinquency (Johnson, 1979). According to Hirschi (1969), attachment to parents assumes that the quality and strength of the relationship between a child and parents will have an impact on the delinquency of a child. Hirschi assumes that when parental attachment is strong, parental value, which is assumed to be conventional and therefore a deterrent to delinquency, can be more readily acceptable by a child. Based on his empirical findings, Hirschi concluded that delinquency increases with lack of parental communications, sympathy and supervision, and absence of adult role model. A few years later,

Hindelang (1976) replicated Hirschi's study and confirmed accordingly again.

Ever since Hirschi's study, virtually every self-reported delinquency study provides additional empirical supports for Hirschi's findings by reporting that the children least likely to report their delinquent acts are those who feel loved, who identify with their parents, and who respect their parents' wishes (Hindelang, 1973; Johnson, 1979; Schoenberg, 1975). On the contrary, the children most likely to report their delinquent acts are those whose attachments to parents are weak (Hirschi, 1969; Norland et al., 1979). All this evidence suggest that there is an inverse relationship between attachment to parents and delinquency (Hirschi, 1969; Hagan and Simpson, 1978; Hindelang, 1973; Jensen and Eve, 1976; Linden, 1978; Linden and Filmore, 1981; Linden and Hackler, 1973; Datesman and Scarpetti, 1975; Austin, 1978; Conger, 1976; Hepburn, 1976; Poole and Regoli, 1979; Wiatrowski et al., 1981; Thompson et al., 1984; Agnew, 1984; Krohn and Massey, 1980) and further indicate that the quality of parent-child relationship is one of the most relevant variable to an understanding of delinquency (Jensen and Rojek, 1980; Empey, 1982).

ATTACHMENT TO SCHOOL: Since education has come to occupy a significant place in the lives of children for prolonged period of time, the school has commanded much attention of an ever increasing number of young people (Jensen and Rojek, 1980). As a result, school has emerged as a primary socializing institution. School performs the function of

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education, socialization, and preparation for adult social roles which previously occurred within the family (Smelser and Halpern, 1978; Wiatrowski et al., 1981). People with strong ties to school are most likely to socialize into conventional society and to have the most to lose upon being socially identified as a delinquent (Liska and Reed, 1985). For those youths, school has a socializing function in which values are reinforced and school represents a primary group process in which socialization occurs in a successful, conventional social institution. On the other hand, those with weak ties are least likely to internalize conventional norms and values and to have the least to lose even if they are being identified as delinquents because of their present low school status (Kelly and Pink, 1973). Those youths may feel that they will not succeed in school. Once they realize their failure in school, they may consequently develop low regard for school, which in turn leads them to engage in out-of-school activities.

In terms of empirical evidence, most studies are supportive of the assertion that school-related variables have an impact on delinquency. Since Toby (1957) reported that those who fail in school are major catalysts in the production of delinquency, a number of studies reported the negative relationship between school-related variables such as grades, attitudes toward school, and academic competence and delinquency (Hindelang, 1973; Kelly and Pink, 1973; Polk et al., 1974; Elliott and Voss, 1974; Polk and Schafer,

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1972; Jensen and Eve, 1976; Linden and Filmore, 1977; Hagan and Simpson, 1978; Rankin, 1976; Korhn and Massey, 1980; Hirschi, 1969; Backman et al., 1978; Wiatrowski et al., 1981; Agnew, 1984; Robbins, 1984; Menard and Morse, 1984; Liska and Reed, 1985; Johnson, 1979; Empey and Lubeck, 1971; Hindelang et al., 1981).

According to social control theory, the broken tie to school represents the insensitivity to conventionality (Hirschi, 1969; Shover et al., 1979). If children do well in school, the chances are greater that they will become attached to school. In contrast, if they don't, their poor performance in school will lead to a dislike of school which in turn will lead to delinquency. Those who do poorly in school reduce their interests in school and are free to commit delinquent acts to the extent that they are uncommitted, unattached, and uninvolved in school (Hirschi, 1969). In sum, delinquents are least likely to do well in school, to get good grades, to enjoy school, to aspire to higher education, and even to be in school, but they are most likely to reject school authority.

3.SOCIAL LEARNING VARIABLES

Social learning theorists assume that individuals are constantly being modified in accordance with the expectations and points of views of others with whom they interact (Empey, 1982). They presume that delinquency is the result of a direct socialization to deviance (Elliott et al., 1985). That is, delinquency is a consequence of learning in intimate association with others (Hindelang et

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al., 1981). It is from this ongoing process of interaction that the motive for delinquency arises.

Since society is not organized by a monolithic set of conventional values, individuals are all exposed to deviant as well as conventional values (Empey, 1982). Whether or not individuals become delinquent, therefore, depends largely on the type of group with which they interact, because the membership in delinquent group and consequent learning of delinquent beliefs, attitudes, and rationalizations provide the individuals with the motives for delinquent acts. In case that individuals observe and learn in group interactions that some delinquent behaviors are encouraged and rewarded by the group, and that their anticipated rewards outweigh the potential costs associated with their delinquent behaviors, such individuals are more likely to commit those delinquent behaviors from which they anticipate rewards.

In this sense, it is generally argued that the concept of social learning implies both an interactive and a normative dimension (Krohn et al., 1985). When they ranked each subset of variables in terms of relative effectiveness in explaining variance in alcohol and marijuana use, Akers et al. (1979) found that differential association was ranked first, followed by delinquent definitions. Among all the variables included in their study, differential peer association variable was the most important single predictor, followed by one's positive/negative definitions

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of alcohol and marijuana use and one's law-abiding/violating definitions. Johnson (1979) reports similar results from his study on delinquency among high school students. The rank order of the total causal effects of variables on delinquent behavior revealed that delinquent associates is of primary importance, followed by delinquent values. The present study, therefore, will employ both delinquent associates and delinquent definitions in the model.

DELINQUENT ASSOCIATES: One of the most common observation in delinquency study is that delinquent acts are typically committed by adolescents in the company of peers (Hansell and Wiatrowski, 1981). Based on the assertion that delinquency is a consequence of learning in intimate association with others, many delinquency studies have included the delinquency of friends as a primary predictor variable (Hindelang et al., 1981). It is generally believed that primary groups provide the major social context in which all of the learning variables operate (Krohn et al., 1985). That is, delinquent social groups provide the settings in which delinquent motives, attitudes, and rationalizations are learned, delinquent behaviors are modeled, and social rewards are provided for those delinquent behaviors (Krohn, 1978; Jensen and Rojek, 1980; Elliott et al., 1985). All these studies indicate that delinquents are exposed to more modeling of delinquency by their friends and this mixing with their delinquent friends makes them more likely to commit delinquent acts (Hirschi, 1969; Knight and West, 1975; Schoenberg, 1975; Conger, 1976;

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Jensen and Eve, 1976; Hepburn, 1977; Jessor and Jessor, 1977, Meier and Johnson, 1977; West and Farrington, 1977; Brennan et al., 1978, Farrel and Nelson, 1978; Ginsberg and Greenly, 1978; Johnstone, 1978; Kandel, 1978; Kandel et al., 1978; Jensen and Erickson, 1978; Liska, 1978; Akers et al., 1979; Johnson, 1979; Knowles, 1979; Andrews and Kandel, 1979; Jensen and Rojek, 1980; Figueira-McDonough et al., 1981; Hindelang et al., 1981; Jessor, 1981; Johnstone, 1981; Meade and Marsden, 1981; Gottfredson, 1982; Matsueda, 1982; Thompson et al., 1982; LaGrange and White, 1985; Elliott et al., 1985; Segrave and Hastad, 1985).

Conger (1976) noted that delinquent acts by juveniles tend to reflect the same acts by friends, by reporting the greatest coefficient between delinquent acts friends committed and self-reported delinquency by respondents. Conger concluded that peers are having a direct influence on the types of acts which adolescent friends commit either through observational or direct reinforcement process. Johnson (1979) provides an additional support for this finding. According to him, delinquent associates were the best substantiated of all delinquency predictors. The rank order of the total causal effects of his variables on delinquency revealed that delinquent associates were the strongest predictor. The sum of all direct and indirect path coefficients of each of the prior variables on delinquency also indicated that delinquent associates had the greatest influence on the total delinquent behaviors.

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Poole and Regoli (1979) obtained the significant main effect for delinquent friends in their two way analysis of variance. Subjects having highly delinquent friends in terms of either frequency, variety, or severity of delinquency involvement committed more frequent, varied, and serious delinquency themselves. Austin (1980) also indicated that the more unconventional his group of friends is, the more likely he is to be involved in violence and concluded that boys with many friends picked up by the police are more likely than others to be involved in violence. Thompson et al. (1984) reported the significant relationship between delinquent companions and delinquency. They indicated that delinquent companions are fundamentally related to delinquency regardless of the level of attachment or of conventional attitudes. Hindelang et al. (1981) reported the existence of relationship between delinquent peer and delinquency, by showing that the strengths of Gammas relating delinquency of friends to delinquency of respondents were moderate to strong. With regard to the relationship between substance use and peer influence, Kandel (1978) reported that adolescents who have marijuana using peer groups are extensive users of illicit drugs themselves. When most of their friends use marijuana, they are more likely to be drug users themselves even if they are not highly integrated into their peer groups. Kandel concluded that individual use of drug is high if use in their peer groups is high despite low peer interaction. Meier et al. (1984) recently confirmed this relationship

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between marijuana use and the number of freinds who use marijuana.

In sum, whether delinquency or substance use, all the empirical evidence suggest that there is a relationship between deviant association and deviance. The intimate association with deviant friends indicates the higher level of deviance involvement. Those who have delinquent friends or substance using friends are more likely to become delinquent or substance user themselves.

DELINQUENT DEFINITIONS: According to social learning theorists, deviance is committed in accordance with deviant values and attitudes. Delinquency results from conformity to this separate set of accepted delinquent values and norms (Elliott et al., 1985). Much of Sutherland and Cressey's (1974) work on differential association deals with the pervasiveness of definitions favorable to the violation of the law. In this regard, Matsueda (1982) provides an empirical evidence that the definitions favorable to the law violation have the negative impact on delinquency. Matza and Sykes'(1961) subterranean value orientations address the existence of those pragmatic norms and values. Cernkovich (1978) takes the same stance with Matza and Sykes, by noting that delinquency is positively related to subterranean value orientations. Cernkovich accordingly concluded that subterranean value orientations are conducive to delinquency. Segrave and Hastad (1983, 1985) replicated and confirmed Cernkovich's findings. Many studies indicate the

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association between the degree of acceptance of delinquent values and the extent of participation in illegal activities (Hirschi, 1969; Hepburn, 1976; Silberman, 1976; Liska, 1978; Johnson, 1979; Andrews and Kandel, 1979; Chassin et al., 1981; Jessor and Jessor, 1977; 1982; Matsueda, 1982).

According to most research on social learning, delinquent youths don't see their delinquent behaviors as morally wrong or superior to conventional behavior (Hirschi, 1969; Kornhauser, 1978; Jensen and Rojek, 1980). Rather they view the moral dimension of behavioral evaluation as irrelevant or inapplicable to their circumstances. They do not view their delinquent acts as desirable but inevitable. Suttles (1968) and Buffalo and Rogers (1971) all found that moral evaluations are irrelevant to delinquents. In addition, although both conventional and delinquent norms can be positively valued by any individuals, delinquent values and norms are endorsed only by delinquent persons (Lerman, 1968; Austin, 1977; Kornhauser, 1978; Minor, 1981). In other words, delinquent persons endorse both conventional and delinquent values while nondelinquent persons endorse only conventional values. Austin (1977) notes that delinquents are more likely to be committed to delinquent beliefs, indicating that more delinquent beliefs have stronger effect on delinquency than less delinquent beliefs. Austin concluded that the more unconventional the belief, the more likely it is to result in serious violation of norms. In his recent study, Austin (1980) confirmed his previous finding. Austin reports that boys who believe that breaking the law

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is all right if they can get away with it or that to get ahead they have to do some things that are not right are more likely to have assaulted some one.

Another explanation concerning the relationship between delinquent values and delinquency is that delinquents neutralize the moral evaluation of their behaviors on the grounds that their situations or circumstances excuse or justify their delinquent behaviors (Matza, 1964; Ball, 1966, 1983; Hirschi, 1969; Minor, 1981). Some delinquents may also believe that most youths are involved in delinquent acts. Therefore, they may view their delinquent behaviors as normative in a sense that delinquency is seen as common to all youths (Baffalo and Rogers, 1971). Minor (1981) found that those youths who accept excuses for delinquent behaviors are more likely to engage in subsequent delinquent acts. Austin (1977) also indicated that the more unconventional boys are ones most likely to hold neutralizing beliefs and that delinquency is more likely among boys who admit neutralization. More recently, Mitchell and Dodder (1983) report that the total neutralization scale has the moderate correlation with the total delinquency scale.

In any case, those who hold subterranean, neutralizing, or delinquent values and norms are believed to have the higher probability to commit delinquent acts.

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V. MODELING CAUSAL ORDER

The theoretically most crucial proposition in this proposed model is drawn from the social control perspective in which attachment to parents and school are the most significantly related to delinquency as seen in Figure 1. Almost every study employing social control variables suggests that the greater the attachment, the less the chance of situational involvement in the violation of the law.

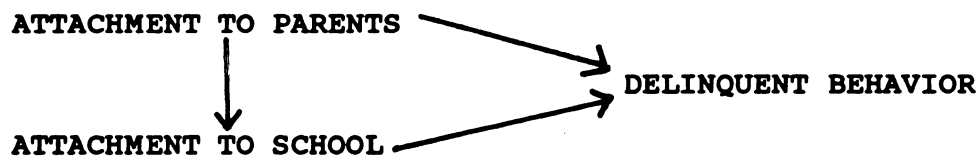


FIGURE 1

In addition, there is an additional path in the model. The model indicates that attachment to parents has a direct effect on attachment to school. The more the parents care for the child, the more they will support the child in school, and thus the greater the child's success in school. It is expected that those who are well attached to parents will fulfill parental expectations and therefore do well in school. Since those who have a greater parental attachment may have more to lose by failing in school, attachment to school is a combined product of parental expectations about the child and the child's wishes to fulfill those parental expectations. Since the most significant expectations that parents can have about their school aged child appears to be that their child will do well in school, child's attachment

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In their review of relevant studies, Watters and Stinnett (1971) reported that parental support is positively associated with the school achievement of their children. Clay (1976) indicated that occupational plans among children with closer ties to their parents are higher, suggesting the greater commitment to educational institutions. Many other studies in the field also reported very similar findings (Hanson, 1975; Rehberg and Rosenthal, 1975). Johnson (1979) recently confirmed this relationship by reporting the significant path coefficients between total parent-child connection and attachment to school. Wiatrowski et al. (1981) also noted that parental attachment is causally prior to and directly linked with attachment to school. They all reported that parental attachment has fairly strong positive effects on school attachment, indicating that parental attachment exerts considerable influences on school attachment.

At this point in the theorizing process, the model is basically a social control perspective. Therefore, it postulates that weak attachment to parents affects the delinquency involvement and weak school attachment also has a direct effect on delinquent behavior. However, the fact that the model does not postulate any other direct paths to delinquency presents the absence of apparent motivation to commit actual delinquent acts. Even though the lack of

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attachment frees individuals to deviate, not all those who are unattached commit delinquent acts. Therefore, what propells individuals who are unattached beyond the brink of conformity and motivates them to commit actual delinquent acts is yet to be answered.

As discussed earlier in Chapter III, the model assumes that social learning variables may provide the explanation of motivational factors in delinquency involvement. In other words, the model proposes that social learning variables will explain what motivates unattached people to deviate and why those unattached people choose delinquency. From the literature reviewed in this study, it is hard to ignore the roles of social learning variables in explaining delinquency. Segrave and Hastad (1985) postulated that actual delinquency requires the participation in social groups from which delinquent behaviors and values can be learned and reinforced. Elliott et al. (1979) and Elliott (1985) noted that weak bonds and subsequent absence of restraints are necessary but insufficient condition for delinquency to occur. They suggested that access to and involvement in delinquency learning structure is necessary in addition to weak conventional attachments. Schoenberg (1975:85) argued that "both delinquent association and the social control variables have effects on the seriousness of self-reported criminal offenses" and concluded that social control and social learning should be "supplementary rather than alternative theories." As Hirschi (1969) recognized his control theory underestimated the importance of delinquent

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friends, this model asserts that delinquents are youths who have weak conventional bonds but strong delinquent bonds (Elliott et al., 1985). In the absence of conventional attachments, attachment to deviant peers are quite conducive to delinquency involvement. Once individual youths are unattached to their parents, they turn to their peers for support and confirmation. Their lack of attachment to the family and the school may lead to the membership in delinquent peer group and learning of delinquent values, which are direct and most proximate causes of delinquency. Poole and Regoli (1979) report that boys characterized as having highly delinquent friends and low family support have the highest rate of delinquency while those boys with high family support but low delinquent friends have the lowest rates of delinquency. Johnstone (1981) confirmed this finding in his research. All this empirical evidence suggests that the relationship between delinquent association and delinquency is conditioned by the level of prior conventional bonds. More recently, Meade and Marsden (1981) concluded that the effect of conventional bonds is mediated by attachment to delinquent peers. Gottfredson (1982) articulated that the effects of conventional bonds are largely indirect, mediated by the pro-delinquent influences of friends. Similarly, LaGrange and White (1985) noted that much of the influence of the weak family and school attachment is mediated by delinquent companions.

At this point, it seems that such unattached or

uncommitted youths are more likely to seek peer companionships in the absence of adult guidance and control (Shoemaker, 1984). Therefore, the positive motivations to deviate are reinforced by relative freedom from controlling bonds. The stake in conformity a youth has leads to his choice of friends. Those who are less attached to their parents and school tend to find one another in the process of seeking and forming companionships. Given that situational acceptance of deviance is extensive and most delinquent acts are committed in the company of peers, peer association plays a role in motivating delinquent behaviors. The model intends that delinquency is a result of a differential bonding to conventional and delinquent groups. It takes into account the normative orientation of the group to which one is bonded. It is more likely that delinquent association and delinquent values have direct effects on the extent of delinquency involvement, because only those who become bonded to groups that provide reinforcements for delinquency become actual delinquents.

Since delinquent association and subsequent delinquent values are mediated by the strength of prior conventional bonds to the family and school, there is an apparent logical time ordering in modeling causal order. One's bonds to conventional context such as family and school is largely determined prior to one's exposure to delinquency learning mechanism because the strength of conventional bonds is a causal factor in selecting companions. Many researchers have indicated the negative relationship between attachment to

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delinquent peers and attachment to parents (Hirschi, 1969; Jessor and Jessor, 1977; Johnson, 1979; Johnstone, 1981). According to Hirschi (1969), however, delinquent companions are directly antecedent to delinquent acts because low stakes in conformity result in the association with delinquent friends. Linden and Hackler (1973) found that when a boy is isolated from his family or his family can not provide him with nondelinquent patterns of behavior, he is more likely to come into intimate contact with delinquents. Poole and Regoli (1979) noted that the greater the stake in conformity, the less the impact of delinquent friends. In predicting the total delinquent behaviors among white male high school students, Johnson (1979) found the path from attachment to parents to delinquent association and to delinquency. Johnson also found the negative path from the total parents-child connection to delinquent association. Thompson et al. (1984) found the paths from attachment and conventional attitudes to delinquent associations, while they found that direct effects of attachment and conventional attitudes on delinquency are negligible. As a result, the paths from attachment to parents to delinquent associates and then to delinquency are proposed as depicted in Figure 2.



FIGURE 2

In terms of the relationship between parental attachment

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and delinquent definitions, Sutherland and Cressey (1974) argued that parental attachment is a source of moral definitions. Elliott and Voss (1974) also postulated that attenuated initial commitment to conventionality results in normlessness which permits delinquency. Matsueda (1982) also reported the correlation between both maternal and paternal attachments and moral values. In this sense, the model proposes the paths from attachment to parents to delinquent definitions and then to delinquent involvement as seen in Figure 3.



FIGURE 3

As depicted in Figure 4, with regard to the path from attachment to school to delinquent associates, Kelly and Pink (1973) insisted that as the level of commitment decreases, boys are more likely to go with their friends and associate with those who misbehave in school. Johnson (1979) reported that the paths from attachment to school to delinquent associates and then to delinquency involvement in his path analytic model for both white male and total sample. The present model, therefore, proposes the paths from attachment to school to delinquent associates and then to delinquency involvement.



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Kelly and Pink (1973) postulated that those who failed in school are more likely to become committed to an opposing set of classroom values. Those who have the low levels of commitment are much more likely to associate with troublesome students, because those with a value system that runs counter to the dominant classroom values can be rewarded. Krohn and Massey (1980) reported the correlation between school attachment and moral values. In terms of causal order, however, Johnson (1979) found the paths from attachment to school to delinquent values to delinquent behavior as diagrammed in Figure 5.



FIGURE 5

Even though there is a consensus that there exists the strong relationship between delinquent association and delinquent definitions, causal priority between these two variables is not clearcut but controversial.

According to Sutherland and Cressey (1974), the ties to persons are just the means by which normative definitions are learned. Socialization by the group of persons appears to attenuate the influence of personal moral evaluations on behavior but not reverse them (Jensen and Brownfield, 1983). Intimate associations cause person to hold particular attitudes (Thompson et al., 1984). Because delinquent behavior is learned in intimate groups, peer relationships have an impact on learning the definitions of the legal

codes. In other words, delinquent friends transmit definitions favorable to delinquency (Matsueda, 1982). Association with persons assumed to embrace attitudes and beliefs favorable to the violations of the law is positively associated with the embracement of such attitudes and beliefs. The probability of embracing definitions favorable to the law violation increases with the increase in the number of delinquent friends. Association with delinquent peers is assumed to lead more exposure to definitions favorable to the law violation.

In addition, in terms of the chronicle life experience or development of youth, it is plausible that the prime causal effect is from delinquent association to delinquent definitions. The state of adolescence is not the end product in life. Adolescents are in the process of development. They have not internalized their value systems completely yet. Moreover, their peer groups are the most significant socializing agents and have the most significant influence on their lives. For most youths, it is a dissonant state to associate with delinquent friends while disapproving of their delinquency. However, it is much easier to change their views on the acceptability of delinquent acts than to discard their delinquent friends for another. This line of argument leads us to suggest the path from delinquent association to delinquent definition.

Johnson (1979) reports the paths from delinquent association to delinquency through the effect of delinquent

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values in his path model for white males and for the total sample which included both males and females. Jaquith (1981) also confirmed this path, by reporting the paths from peer group use of alcohol and drug via respondents' definition of alcohol and marijuana use to respondents' use of alcohol and marijuana. In his comments on the study by Akers et al. (1979), Strickland (1982) estimated the path coefficients and reported the direct paths from differential peer association to neutralization definition, law-abiding/violating definition, and positive/negative definitions of alcohol and drug use. Thompson et al. (1984) suggested that delinquent associates influence violence partly through its influence on beliefs.

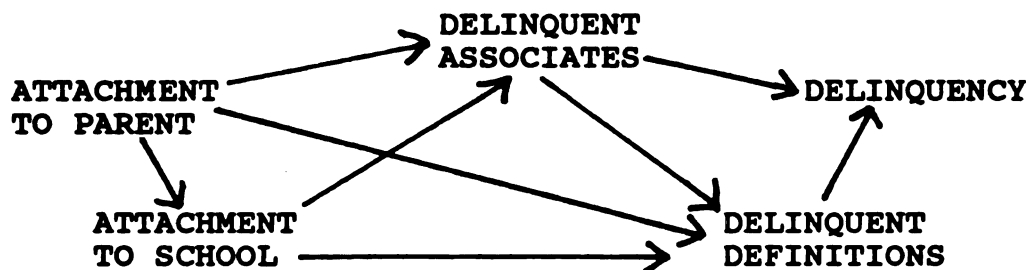


FIGURE 6

As diagrammed in Figure 6, the model suggests that the most proximate variable should be either or both delinquent associates and delinquent definitions, which are mediated by prior conventional bonds to the family and school. The model proposes that attachment to parents directly affects both delinquent associates and delinquent definitions or indirectly affect both variables through attachment to school. Delinquent associates directly affect both

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delinquent behavior and delinquent definitions which in turn affect delinquent behavior. The model where both delinquent definitions and delinquent associates have direct effects on delinquency and delinquent associates affect delinquent definitions which in turn mediates the effect of delinquent associates on delinquency is suggested.

Although the model has postulated the importance of conventional attachment in relation to the mechanism that produces the motivation to deviate so far, what determines the strength of conventional attachment is another question yet to be answered. In other words, the proposed model does not explain why some people are unattached while others are attached. For this reason, the model is expanded to include mechanism which makes people unattached. For this purpose, the model considers one exogenous, inadequate family environment, and one endogenous, intergenerational conflict, variable as affecting attachment to parents which is conducive to delinquent associates, delinquent definitions, and even attachment to school.



FIGURE 7

As depicted in Figure 7, inadequate family environment and intergenerational conflict are seen as the primary causes of weak conventional attachment to parents. Both variables have direct effects on attachment to parents.

The variable inadequate family environment is added to

represent the portion determining the crucial degrees of attachment to parents. Being from the family with an inadequate environment such as one characterized by low social class, family criminality or normlessness, family disorganization or uncohesion, and broken home is assumed to affect negatively the child's chances for receiving affection from parents.

Some control theorists postulate that the content of socialization by the family is uniformly conventional but the variation is in how well the socialization process works (Kornhauser, 1978). Parents vary in their ability or skill for adequately socializing their children or there can be variations in social conditions and circumstances that affect the socialization of child. For example, parents with inadequate family environment may fail to earn the respect of the child. The child with this inadequate family environment is less willing to respect his parents but rather more willing to accuse them. Accordingly, he is less willing to attach himself to his parents who are failures by society's success measures, since such a family, therefore, can not control their children. According to Mortimer (1976), the socialization process is facilitated by a closer father-child attachment, which in turn is dependent upon the father's perceived power or ability to manipulate rewards that are meaningful to the child.

With regard to the development of parental attachment, the parent-child relationship is foremost and essential,

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because this relationship reflects the way the child feels he is treated by his parents. In other words, attachment to parents is gained through the child's personal relationship and experience with his parents. His relationship and experience with his parents based on mutual understanding, acceptance, support, and respect through intimate mutual interaction with his parents is believed to enhance the amount of parental attachment. On the contrary, the existence of any conflict, disparity, and difficulty between parents and child may lead to mutual rejection and then to the alienation or isolation of child from his parents. As result, he is doomed to be unattached to his parents. A child who is well treated by his parents with fairness, kindness, respect, understanding, and affection may feel good about his parents. He may invest himself emotionally in his relationship with his parents which in turn leads him to understand his parents better and thus be more attached to his parents. Therefore, this intergenerational conflict is a major cause of parental attachment.

In general it has been assumed that the greater the affection, naurture, and support shown by parents, the greater the likelihood of attachment between parents and child. Hirschi (1969) reports that delinquency increases with lack of parental communication and sympathy. Nye (1958) reached very similar conclusion that rejection by the parents is highly correlated with rejection by the child. In their study, Watters and Stinnett (1971) also indicated that warm, accepting, and understanding parent-child relationship

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is related to child's conventional attachment. Most recently, Johnson (1979) reported that a child is more likely to attach himself to his parents who show him greater love, concern, and respect.

Finally, the model is expanded to explain such mechanism that produces the intergenerational conflict. Two exogenous variables, youth culture and detraditionalization, are added to represent the factors affecting the intergenerational conflict as diagrammed in Figure 8.



FIGURE 8

As depicted in the model, two exogenous variables, Youth culture and Detraditionalization, are correlated with each other. Furthermore, both youth culture and detraditionalization in Korea are mainly seen as being westernized or western patterns. Some people might say that the emergence of youth culture is both the consequence and the cause of the conflict between traditional concepts and the ever-increasing western impact (Gibbens and Ahrenfeldt, 1971).

In most developing countries including Korea, the sociocultural gulf between adolescents and adults are apparent and tends to increase due to the rapid social changes. The traditional agencies of socialization and social control tend to break down under the influence of

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modernization (Gibbons, 1970). Furthermore, due to the much lengthened periods of compulsory education and the much increased need for higher education, most youngsters are kept in school for most of times. As a result, youths tend to exclusively interact with youths their own age. They come to share a common set of interests, symbols, and attitudes of a relatively separate culture divorced from prevailing adult cultural patterns (Gibbons, 1970). This new youth culture contains the strong elements of explicit opposition to the prevailing adult culture (Flacks, 1971). In Korea, for example, parents are still emotionally committed to the traditional confucian virtues of absolute respect and obedience and spiritual well being while youths opt more for western values of pragmatism and materialistic well being. Such a youth culture creates frictions and tensions between the generations. Because most dominant forms of youth culture such as drinking, dating, and fun and pleasure seeking are acts that were not known and acceptable to adults in their adolescent periods, those acts are unacceptable for adults and acts that adults can not or don't want to understand (Empey, 1978). Therefore, there exists a conflict between preserving the traditional culture and preparing for the emerging culture. For instance, the groups of youths with western oriented culture are in a state of rebellion against their traditional parents who can not understand their youth culture and themselves but rather insist on their traditional culture more (Gibbons and

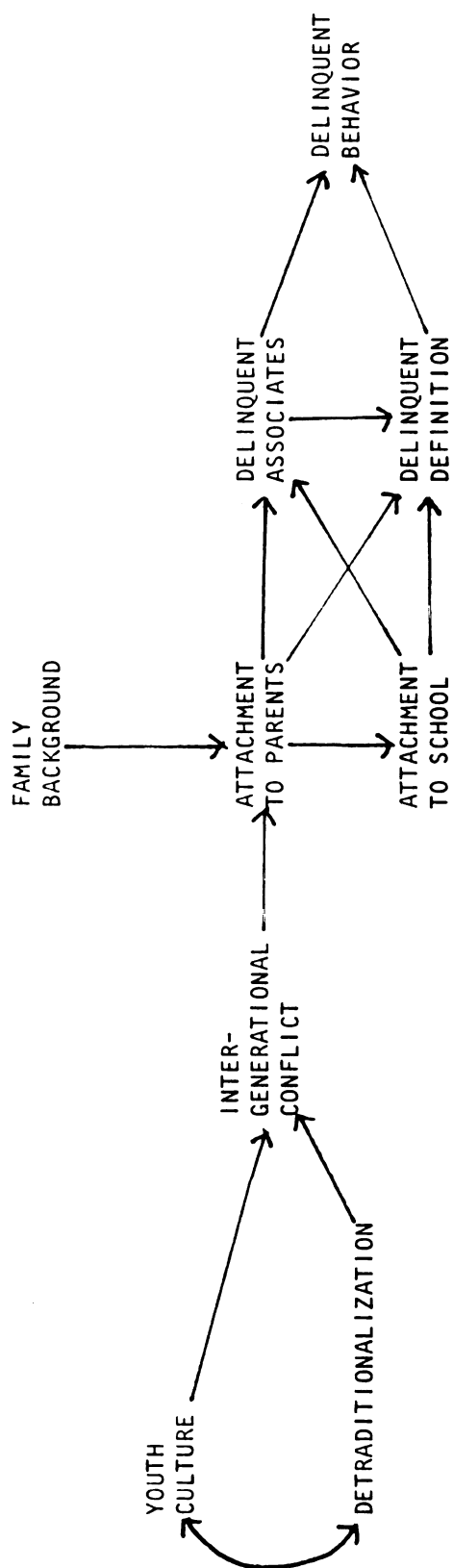
Ahrenfeldt, 1971). The generation gap is produced by the effective socialization of the next generation into a new value system (Acock, 1984). According to the Miller et al. (1983), therefore, about half of even American parents of teens have a negative attitudes toward teens. Furthermore, about one-fourth of them have negative attitudes toward even their own teenage children.

(INSERT FIGURE 9 ABOUT HERE)

Modeling the causal order is now complete. The model is based on numerous theoretical writings and empirical findings. It incorporates various causal processes from diverse theoretical perspectives and integrates them into a single path diagram as depicted in Figure 9. The model centers around the integration of social control, social learning, and cultural deviance perspectives.

In sum, according to the model proposed in this study, it is assumed that those youths who are more detraditionalized and/or more committed to youth culture are more likely to have conflicts between themselves and their parents. Those who experience intergenerational conflicts and/or inadequate family environment are expected to become less attached to their parents which in turn leads them to become less attached to school. Those who are unattached either or both to parents and school are more free to deviate and more likely to be socialized into delinquency learning situations. They are more likely to associate with peers who are also disillusioned with the same experience and/or hold

FIGURE 9 : THE PROPOSED CAUSAL PATH MODEL



delinquent values. Those who are more exposed to delinquent values and/or delinquent association are more likely to engage in delinquent acts.

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VI. METHODOLOGY AND PROCEDURES

1. RESEARCH DESIGN

Although such researchers as DeFleur (1969), Friday (1973), and Clifford (1976) have discussed the necessity of expanding the scope and inclusiveness of theoretical models, most current criminological studies are limited in that they pertain to only criminal behavior of a particular population in a particular culture.

Traditionally, cross-cultural methods have been used to determine the generality and applicability of theories originally developed for use in a particular culture (Clinard and Abbott, 1973). Since the present study is meant originally to test the cross-cultural generality of an integrated theoretical model, it employs an "evaluative approach to cross-cultural theory testing" (Bennett, 1980:254). This kind of cross-cultural research design tests if X or a set of Xs lead to Y or a set of Ys for different cultural cases of X (Clinard, 1960; Bennett, 1980)

2. SAMPLING PROCEDURES

RESEARCH SITE: Most, if not all, of comparative cross-cultural research has been heavily affected by such unscientific factors as accessibility, availability of contacts, transportation costs, tourist appeal, political climate, and availability of funding in selecting research site (Warwick and Osherson, 1973; Friday, 1974; Newman, 1977; Newman and Ferracutti, 1980). There are, however, several reasons why cross-cultural work on the United states and Korea can be particularly useful in theory testing and

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development. First, although the selection of Korea as the research site is based partly on personal knowledge, convenience, and interest, it is believed to be meaningful in terms of its cross-cultural perspectives and theoretical integration. Second, whenever testing the generality or universality of propositions or theories is one of the main purposes of study, it is more desirable to use a dissimilar research site (Marshall and Marshall, 1983). In other words, a "Most different systems design" in which the research is conducted in two sites with most different or dissimilar systems for each other (Przeworsky and Teune, 1970) is preferred. From this point of view, Korea can be seen as significantly different from the United States in terms of culture, society, people, and politics, which are all important to any cross-cultural study. Third, the researchers' initial intent on testing a given theoretical proposition has no need to include particular cultural variables in the analysis. Rather the principle need of this study is to test the generality of the criminological propositions or theories (Marshall and Marshall, 1983). Lastly, in general it is necessary to maximize the researcher's understanding of alien culture where he intends to study. The fact that the present investigator is a native Korean studying in the United States can be a additional advantage, because better understanding of both cultures can be expected.

RESPONDENTS: The primary data for the study was collected

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by a self-administered anonymous questionnaire to 533 11th grade male students in selected high schools in Seoul, Korea during the Fall, 1986. Due to analytic rather than descriptive characteristics of the research the primary concern in sampling procedure was to obtain adequate amount of variation in terms of respondents. In this sense, the present study employed a multi-stage cluster sampling method. Before the actual sampling, the permission for the use of students as the research subjects was obtained from the City of Seoul Board of Education. The City of Seoul is geographically divided into the two parts by the River of Han. The northern part of the River is the original territory of the city, while the southern part of the City is the newly expanded and developed urban area. In a variety of ways, the northern part is somehow more old-fashioned and traditional, while the southern part is more westernized and modernized in many respects, for example, in its housing patterns. The city, as a whole, is estimated to have about 80 male high schools. At the first stage, two high schools were randomly selected from each part of the City. As a result, four male high schools were accordingly selected. From each of those four schools selected, two 11th grade classes were also randomly selected. Therefore, there were a total of 8 11th grade classes selected. In general, the normal estimated size of class is about 70 students. All of the students in those 8 classes selected were thus eligible to participate in the survey. The reason for using 11th graders as the potential survey participants was based on

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the assumption that they may have reached the ages of peak delinquency involvement, but they may be less likely to have dropped out of school than older 12th graders.

After having chosen the schools and classes, an appropriate time and date for the administration of the survey questionnaire was arranged in cooperation with the Board of Education, School District, and each school. The questionnaire was administered in the class rooms at the same time for all the classes chosen by the well trained graduate students at the Department of Police Administration, Dongguk University, Seoul, Korea. However, for those students who were absent from the school at the time of survey, a specific time and date was rearranged and the questionnaire was accordingly administered. The rationale behind this procedure was the suspected possibility that if they were not surveyed, the data might be somewhat biased because those students who often skip the school might be more likely to be delinquent. If they were not surveyed, the data might have underestimated overall delinquency.

The students participating in the survey were assured of anonymity and encouraged by the survey administrator to request private assistance in understanding or responding to any particular item. Each respondent was asked to place his complete answer sheet in a ready prepared box in front of class room, while they were allowed to take the questionnaire home with them. In order for others who are

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not finished yet not to hurry through the instrument to get out of classroom, those who finished early were required to remain and engage quietly in personal study in their seats.

As a result, a total of 547 students participated in the survey and all of them were collected. However, since there were 14 incomplete cases and they were automatically excluded from the analysis, a total of 533 cases provided the data for analysis in the study.

3. MEASUREMENT SCALES

In developing the measurement scales, previous studies provided a general outline. Through a thorough, extensive, and comprehensive review of literature on the topic, a broad range of items were collected. From those already published items, those relevant to the present study were thoroughly screened and selected. A few more specific items for the study were also added. As a result, a comprehensive English version of Questionnaire was constructed.

The English version of questionnaire was then translated into the Korean language by the present investigator, however, with regard to the measurement in any kind of cross-cultural study, it seems that standardization and comparability are the two most important concerns for researchers (Newman, 1977; Pzeworski and Teune, 1970; Warwick and Osherson, 1973; Verba, 1971; Blalock, 1982; Bollen, 1980; Hacker, 1977; Brislin, 1976; Berry, 1969). To address these concerns, the back and forth translation method in which items are translated into the Korean language first and then translated back into English by a

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different interpreter was employed (Friday, 1974; Werner and Campbell, 1970; Triandis, 1976; Brislin, 1970). For this study, the present investigator first translated the English version of questionnaire into the Korean language and then the Korean version of questionnaire was translated back into English by a Korean graduate student in Criminal Justice. This back-translated English questionnaire was then debriefed and compared with the original version of English questionnaire by a American Criminal Justice Professor. In case any significant differences were found between the original items and the back-translated items, the appropriate changes were made until they reasonably matched each other.

After these procedures, the translated Korean questionnaire was pretested. The primary Korean questionnaire was given to 10 male high school students in Seoul, Korea. They were asked to debrief the questionnaire in terms of concept clarity and applicability of each item. Through this debriefing procedure, certain changes and modifications were made in order to make the final survey instrument to be clearer, easier, and quicker to complete.

Regardless of how well the instruments are developed, organized, and written, it seems necessary to pay a special attention in terms of their reliability and validity whenever the items are translated. Although there is no way to say that every translated item is reliable and valid, there is an increasing consensus in the field that most

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translated items are reasonably reliable and valid. Although they may not be better than the original items, they are certainly as reliable and valid as the original ones, when they are well developed, organized, and written.

With regard to reliability and validity issues facing cross-cultural studies, Elder (1976) suggested the use of multiple indicators as a means of increasing reliability and validity. In addition, the inclusion of some cross-national items along with the nation-specific items in cross-cultural measurement was also suggested by Przeworski and Teune (1970). It is likely that the items are measuring the same variable to the extent that the nation-specific items correlate with the cross-national items. Inkeles and Smith (1974) employed this approach in their comparative study between the two different nations and found high correlation between cross-national and nation-specific items, suggesting that they are measuring the same variable in both countries.

According to Warwick and Osherson (1973) and Elder (1976), the one possibility to check for reliability is to use a standard statistical technique. Alfert (1959) administered a translated battery of various personality tests to German and Austrian students and compared the reliabilities of the tests in German, Austria, and the United States, obtained by computing Kuder and Richardson Formula 21 (Kuder and Richardson, 1939). They reported that the reliabilities in German and Austria were at least similar to or even better than ones in the United States. Smith and Inkeles (1966) compared the internal consistency

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of the questionnaire items on the individual modernity in the various cultures, through the use of Spearman-Brown Formula which is based on average item-to-test correlations. They found that the reliability coefficients were roughly similar in the six developing countries studied. In addition, they sought the evidence for the validity of their questionnaire items in the relationships with various social factors thought to be related to modernization, based on the assumption that the stronger the relationships and the closer their patterning resembles that suggested by the theory, the greater the case for validity.

Miller et al. (1981) tested the items of authoritarianism and conservatism in both the United States and Poland. As a means to check for validity, they explained the internal consistency of items, using orthogonal, exploratory factor analysis with varimax rotation. They found that both the American and Polish indices supported the validity of the measurement models.

Irwin et al. (1977) tested the preschool battery developed by a group of American and Guatemalan researchers in Guatemala. Interobserver and test-retest reliability were obtained. Interobserver reliability was above .99 for all five tests. Test-retest reliability was also relatively high in most cases, ranging from .65 to .96. With regard to validity, they measured village adults' perceptions of children's intellectual ability and actual intellectual ability based on children's behavior and computed their

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correlations with preschool battery. Based on the finding that preschool battery scores yield a pattern of intercorrelations with adults' perceptions and children's behavior measures, they reported that their preschool battery had validity within their rural Guatemalan research setting.

MEASUREMENT OF DELINQUENCY: Since the present study is intended to explain delinquency, the first step was to identify measures being considered to be indices of delinquent behavior. For this purpose, the self-reported indices of delinquency have been developed and used.

The inadequacies of official delinquency records are no longer secrets to most of us. According to the critics (Elliott et al., 1983), official records substantially underestimate the volume of delinquent acts and the number of delinquent persons because they just deal with those delinquents officially labeled by authorities. In addition, since the risk of detection and apprehension is not the same for all, official delinquents and delinquency are not representative of delinquents and delinquency. Williams and Gold (1972) reported that only less than 3 percent of those who admit delinquency are known to the police. Most others conclude that official measures of delinquency do not accurately reflect delinquency (Erickson, 1972; Schoenberg, 1975). Instead, some argue that self-reported measures of delinquency are more appropriate (Hirschi et al., 1980; Hindelang et al., 1981). In addition, many researchers have consistently shown that the scale items and self-reported

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methods are reasonably reliable and valid (Hardt and Peterson-Hardt, 1979; Elliott and Ageton, 1980; Hindelang et al., 1981; Farrington, 1979).

However, there are also some critics of self-reported measures. Some argue that the items of self-reported delinquency are unrepresentative (Hindelang et al., 1975, 1979; Nettler, 1984; Hirschi et al., 1980). In other words, most of the serious crimes are omitted but trivial ones are overrepresented. Some others criticize the fact that the self-reported method uses normative response sets such as often, sometimes, or three times or more (Elliott and Ageton, 1980). These normative response categories are wide open to the variation in interpretation by the respondents. Still others argue that some items are overlapped (Hindelang et al., 1975; Elliott, 1982; Elliott and Ageton, 1980; Hirschi et al., 1980). As a result, there is the possibility of multiple counting of the same offense. Finally, there is the possibility of forgetfulness because of the use of extended reporting periods or it can generate the problems of inaccurate recall (Elliott and Ageton, 1980; Sparks et al., 1977). Therefore, a self-reported measure of delinquency for the study was developed to specifically address these major critics.

With those critics in mind, Elliott and his colleagues at the Behavioral Research Institute in Boulder, Colorado, developed a new self-reported measure of delinquency for their National Youth Survey (Elliott and Ageton, 1980;

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Elliott et al., 1983). With regard to the unrepresentativeness, they tried to cover the full range of delinquent acts. Through the review of official crime statistics (Uniform Crime Report), they included most items reported in the UCR including such serious crimes as robbery and sexual assault. Through systematic and comprehensive review of other published delinquency measures, they developed a more comprehensive and thus more representative set of delinquency measures. In order to solve the potential problem of item overlapping, they constructed items with more precise descriptions of each behavior. In order to eliminate the wide variation of interpretation by the respondents, two response sets were used; an open-ended frequency count and a series of categories for all frequency responses of ten or higher. Finally, in order to help the respondent to accurately recall, the moderate recall period, 1 year, was given. As a result, they constructed a reliable and valid set of delinquency scales. Therefore, the measure of self-reported delinquency for the National Youth Survey was mostly used in developing the delinquency measure for this study. The self-reported delinquency measure for this study consisted of 56 items that were selected so as to represent the full range of Korean delinquency. In this study, however, the respondents were asked if they had ever committed each delinquent act during the past 12 months and if so, they were also asked to indicate how many times they had done it during the past 12 months.

MEASURES OF PREDICTOR VARIABLES: Most analytical study

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requires the selection of a set of indicators for each theoretical construct in the model. It seems also important that these indicators should be based on a representative conceptualization of the theory. Most predictor variables and measures were derived from already published and tested instruments with some modifications. The following briefly describes the theoretical constructs and their measures by summarizing the indicators of each concept listed in order of their causal priority in the proposed model.

- 1) Youth culture: A modified version of index concerning the perceived attitudes toward a series of social cultural situation youth may face. Items mostly derived from Coleman (1961, 1974), Eve (1975), Vaz (1967), Empey and Lubeck (1968), and Vaz and Casparis (1971).
- 2) Detraditionalization: A modified version of index concerning the perceived attitudes toward traditional values, customs, and cultures. Most items were derived from Lee (1972), Triandis et al. (1985), and Kim (1984).
- 3) Intergenerational Conflict: A modified version of index concerning the perceived mutual rejection/acceptance between youth and parents. Items were mostly derived from Fagan et al. (1983), Johnson (1979), and Akers et al. (1979).
- 4) Inadequate family environment: A modified version of index concerning family interaction, broken home, socioeconomic status, normlessness, and criminality. Most items were derived from Fagan et al. (1983), Johnson (1979), and Akers et al. (1979).
- 5) Attachment to parents: A modified version of index concerning the feelings of closeness to parents. Most items were derived from Hirschi (1969), Fagan et al. (1983), Akers et al. (1979), Johnson (1979), Matsueda (1982), Wiatrowski et al. (1981).
- 6) Attachment to school: A modified version of index concerning the attitudes toward the school and the academic achievement. Items were mostly derived from Hirschi (1969), Akers et al. (1979), Johnson (1979), Fagan et al. (1983), Wiatrowski et al. (1981).
- 7) Delinquent associates: A modified version of index concerning the activities and attitudes relative to delinquent acts of friends. Items were mostly derived from Johnson (1979), Fagan et al. (1983), and Akers et al. (1979).
- 8) Delinquent definitions: A modified version of index concerning the perception toward the acceptability of certain social situation and behavior. Most items were

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derived from Akers et al. (1979), Johnson (1979), and Austin (1980).

4. DATA ANALYSIS

Once the raw data were collected, they were scored by numerical values for each item. Scale scores were calculated by summing up those item scores for each variable. For example, the delinquency score is a simple addition of the number of times the respondents reports to have committed each delinquent act. However, the raw data from open-ended questions such as father's occupation and parents' education level were recoded and then given numerical values. Father's occupation was dichotomized as white-color and blue-color work based on Korean standard and accordingly recoded as 1 and 2. Parents' education level was divided into four response categories such as graduate school, some college or college graduation, high school graduation, and less than high school and accordingly recoded as such.

With regard to the methodological perspectives, the major deficiency is a lack of concern for the problem of measurement error or unreliability, which results from an inability to perfectly measure theoretical variables in the real world, since it can have serious repercussions for parameter estimation in correlation and regression models. In this sense, however, following the lead of Campbell and Fiske (1959) and others (Costner, 1969; Blalock, 1970; Sullivan, 1974), more researchers are rejecting the single indicator approach and adopting the multiple indicators

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approach. Based on the multiple indicators, the reliability estimates can be obtained and used in correction procedures through a multivariate technique, a cluster analysis (Tyron and Bailey, 1970; Hunter, 1977). From the reliable measures of theoretical concepts, the strength and direction of the relationships between the variables used in a path analysis of theoretical model can be tested. As a result, it seems that the multiple indicators approach used in conjunction with path analysis can yield much better unbiased parameter estimates for a structural equation model. The basic approach to testing the integrated theoretical model involves the use of a structural equation model that incorporates measures of various conceptual variables in order to analyze the full multivariate complexity and temporal ordering of delinquency theory. In the use of path analysis, however, there are two main steps involved; 1) testing the measurement model using confirmatory factor analysis, which is a cluster analysis in this study and 2) testing the theoretical causal path model using path analysis.

CLUSTER ANALYSIS: Given the nature of the data and because both construct validity and error of measurement are crucial, the use of cluster analysis is assumed to be required. Hunter (1977) claimed that cluster analysis is a synthesis of the theories of reliability and factor analysis and that it is the most appropriate technique in almost every substantive area in which construct validity and error of measurement are primary concerns.

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In general, cluster analysis can be viewed as an oblique multiple groups factor analysis in which the researcher defines a cluster of variables to be included in each cluster ostensibly based on his conceptual theory or model. According to Hunter (1977), a perfect cluster is a set of variables which measures exactly the same underlying trait. In a sense, therefore, a perfect cluster is unidimensional. Hunter suggests three ways to test the unidimensionality of cluster. The first test is the homogeneity of cluster content based on the substantive rather than statistical evaluation of cluster items. The second test is an internal consistency, which is a check for Spearman's criterion of unit rank for the cluster correlation matrix. According to Hunter, one special case of rank-one correlation matrix is one in which the inter-cluster correlations are flat, such as $r_{x_i x_j} = r_{xx}$ within sampling error, where the single number r is the correlation between any two variables in the cluster. The third test is an external consistency, parallelism, which is a check for a similar pattern of correlation between the variables in a cluster and any variables outside the substantive domain of cluster. In this case, we should observe $r_{x_1 y} = r_{x_2 y} = r_{x_3 y} = \dots$

Whenever testing the measurement model, we must also evaluate cluster reliability. Once a set of unidimensional clusters are obtained, then Cronbach's Coefficient Alpha can be calculated for each cluster and used as an unbiased estimate of a cluster score reliability. Those intra-cluster correlations are then corrected for attenuation due to the

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measurement error resulting from less than perfect measurement. This corrected matrix constitutes the input for path analysis.

PATH ANALYSIS: As a general statistical technique, path analysis is a structural equation method to estimate the strength and direction of relationships between variables in a temporal ordering. The path analysis is not a means of demonstrating causality, however. The researcher should assume a priori that there is a particular causal ordering. The researcher specifies the links between variables included and those links excluded in the path model based on his theory. Then, the multiple regression techniques are employed to estimate the magnitude of links or paths, called path coefficients. Since the proposed model is fully recursive, the ordinary least squares (OLS) parameter estimation is appropriate (Heise, 1975). However, as noted in the previous section, the parameter estimate is generally attenuated due to less than perfect measurement. The error of measurement in an independent variable reduces the magnitude of the estimate relative to the true population parameter. Therefore, the correlation is corrected for attenuation in this study.

The path analysis for this study is performed on the corrected correlation matrix for attenuation using PATHPAC (Hunter and Hamilton, 1986). If a variable has one antecedent variable, the path coefficient is the simple correlation between the dependent variable and its

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antecedent variable. If a variable has two or more antecedent variables, path coefficients are the beta weights obtained from the multiple regression of the dependent variable onto the posited antecedent variables within the model. The value of the double covered arrow between two exogenous variables is simply the correlation between them.

Once path coefficients are estimated, then we can test the fit of the model to the data by reproducing the observed correlations among the variables in the model, using the standardized regression coefficients. If the path model reproduces the observed correlations between all the variables in the model, the model can be said to be supported by the data. If the original model does not fit the data, then we must develop appropriate alternative models. When testing more than two alternative models, the one which most closely reproduces the observed correlations is the one which best fits the data. The usual procedure is to square each deviation between the observed and the predicted correlations and sum them up for each model. The model with the smallest sum of squared deviations is the model best supported by the data.

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VII. THE RESULTS OF CLUSTER ANALYSIS

After having collected the data, the next step is to derive an appropriate measurement model based on the sample responses, which is also based on cluster analysis. In developing clusters, a provisional synthesis of the content analysis and exploratory factor analysis of the items provided the input for the provisional confirmatory factor analysis. As discussed in the previous chapter, the questionnaire items were originally designed to tap 8 independent variables and a dependent variable. A number of items were grouped as a variable in a way that conceptually and theoretically seemed to measure the same construct based on the previous relevant studies. As a result, 102 items formed 8 independent variables and 56 delinquency items formed a dependent variable. Due to the different characteristics of different types of delinquent acts, this delinquency variable was also subjected to the separate multiple group factor analysis, along with the multiple group factor analysis of 8 independent variables. The results of those cluster analyses were not statistically satisfactory in terms of internal consistency and parallelism, which are two vital requirements with regard to cluster analysis, even though all clusters were conceptually homogenous. These unsatisfactory results of the first cluster analyses on the proposed measurement models were assumed to indicate the possibility of multidimensionality of the clusters. At this point, the exploratory factor analysis - a principal axis factor analysis with

communalities (see note for more details on communality) followed by a varimax rotation - was conducted to see the formation of subclusters. This exploratory factor analysis revealed the formation of 11 independent clusters and five delinquency clusters. Based on the content of all items within each cluster, the conceptual homogeneity of each cluster was examined and some corrections were made by comparing items within each cluster on their communalities with low communality items removed to other cluster or to residual cluster. These corrected clusters were then subjected to another confirmatory factor analysis. These procedures continued until analysis emerged in which the content analysis and factor analysis were in perfect agreement. In other words, items with low communalities were moved around the clusters until all the clusters were substantively homogenous and internally and externally consistent. The final analysis which seemed to meet three test of unidimensionality such as content homogeneity, internal consistency, and parallelism resulted in 11 independent clusters with a residual cluster and five delinquency clusters with a residual cluster. However, since delinquency clusters 4 and 5 were made up of few trivial delinquent acts, they were excluded from further analysis.

In addition to the test of content homogeneity, the structure of the resulting clusters was tested for unidimensionality in two statistical ways; 1) by testing the correlations between items within its own cluster for a

Spearman rank-one pattern (Internal consistency) and 2) by testing the similarity in the correlations of items in the cluster with other clusters (External consistency, parallelism). Internal consistency was assessed by insuring that each item within a cluster correlated more highly with its own cluster true score than with any other cluster true scores. The items' scores within clusters were consistently higher than those with other clusters, indicating that they are internally consistent. Parallelism was examined by comparing the correlations between each item and its corresponding scale sum with the correlations between each item and the scale sums for all other clusters. The cluster items showed higher correlations with their own cluster true scores as compared to all other scores. In terms of measurement error, all the clusters were evaluated as relatively reliable due to their high standard coefficient alpha scores.

The actual clusters of the study are presented below, by summarizing the underlying traits that each cluster intends to measure and reporting its standard coefficient alpha.

Cluster 1: Attachment to parents (alpha=.86)

A 12 item index measuring the closeness of the respondents to parents.

Cluster 2: Intergenerational conflict (alpha=.81)

A 12 item index concerning the mutual understanding, acceptance, and rejection between parents and child.

Cluster 3: Youth culture (alpha=.78)

A 14 item index measuring the perceived attitudes toward a series of typical social cultural youth activity.

Cluster 4: Detraditionalization (alpha=.69)

A 8 item index tapping the perceived level of conformity to western values, customs, and cultures as opposed to traditional Korean ones.

- Cluster 5: Attachment to school ($\alpha=.70$)
A 6 item index concerning the educational aspiration and attitudes toward school and education.
- Cluster 6: Delinquent associates ($\alpha=.77$)
A 6 item index regarding the level of activities and attitudes relative to delinquent acts of friends.
- Cluster 7: Hang out ($\alpha=.75$)
A 6 item index concerning the pattern of youth activity such as dating, peer association, and group activity.
- Cluster 8: Discontent with home and school ($\alpha=.75$)
A 8 item index measuring the trouble or discontent with such authorities as school and home.
- Cluster 9: Delinquent definitions ($\alpha=.76$)
A 3 item index regarding the perception toward acceptability of deviant, nonconforming social situation and behavior.
- Cluster 10: Confucian value orientation ($\alpha=.50$)
A 3 item index concerning the level of conformity to the traditional Confucian values.
- Cluster 11: Family background ($\alpha=.80$)
A 3 item index measuring family resources and socioeconomic status.
- Cluster 12: Serious delinquency index ($\alpha=.94$)
A 17 item delinquency index measuring the actual involvement in relatively serious delinquent acts.
- Cluster 13: Hedonistic delinquency index ($\alpha=.86$)
A 13 item delinquency index measuring the actual involvement in mostly youthful hedonistic delinquent acts.
- Cluster 14: General delinquency index ($\alpha=.73$)
A 10 item delinquency index measuring the actual involvement in relatively less serious general delinquent acts.

Note: The communality of a variable is the total proportion of variance in that variable that is accounted for by the combination of all common factors.

VIII. THE PREVALENCE OF DELINQUENCY

Although some argues that there should be a distinction between the frequency and seriousness of delinquency in self-reported measurement, it has been shown that such a distinction makes very little difference, if any at all (Johnson, 1979). Such reasoning is based on the findings from prior researches that the frequency and seriousness are highly related to one another (Gold, 1966; Williams and Gold, 1972; Johnson, 1979). Furthermore, the frequencies simply have greater face validity and are easier to interpret than the seriousness weights. Therefore, the primary analysis in this study was based on the simple frequency of delinquent behavior in the past 12 months as the dependent variable.

(INSERT TABLE 1 ABOUT HERE)

The score for the frequency was calculated by adding the number of times each respondent reported that he had committed a given delinquent act for the past 12 months. Each offense was scored with the exact number of commissions up to 99 times reported by the respondent. Therefore, the 40 item index score of the frequency of delinquent behavior had a possible range of 0 to 3660. However, the actual range in the sample was 0 to 1301 as shown in Table 1. This finding suggests that the most delinquent respondent had committed a total of 1301 delinquent acts while some respondents admitted having committed no delinquent act whatsoever. According to Table 1, 97 percent of the respondents admitted

TABLE 1 : FREQUENCY DISTRIBUTION OF 40 DELINQUENCY ITEM SCORES (N=533)

| SCORE | NO. OF PERSONS | | SCORE | NO. OF PERSONS | | % |
|-------|----------------|---|-------------------------|----------------|---|---|
| 0 | 14 | 3 | 33-34 | 9 | 2 | |
| 1 | 8 | 2 | 35-36 | 7 | 2 | |
| 2 | 8 | 2 | 37-38 | 5 | 1 | |
| 3 | 18 | 3 | 39-40 | 5 | 1 | |
| 4 | 15 | 3 | 41-45 | 10 | 2 | |
| 5 | 10 | 2 | 46-50 | 16 | 3 | |
| 6 | 12 | 2 | 51-55 | 7 | 2 | |
| 7 | 12 | 2 | 56-60 | 11 | 2 | |
| 8 | 9 | 2 | 61-65 | 11 | 2 | |
| 9 | 12 | 2 | 66-70 | 8 | 2 | |
| 10 | 17 | 3 | 71-80 | 14 | 3 | |
| 11-12 | 17 | 3 | 81-90 | 12 | 2 | |
| 13-14 | 9 | 2 | 91-100 | 9 | 2 | |
| 15-16 | 23 | 5 | 101-120 | 16 | 3 | |
| 17-18 | 24 | 5 | 121-140 | 17 | 3 | |
| 19-20 | 13 | 2 | 141-170 | 22 | 5 | |
| 21-22 | 14 | 3 | 171-200 | 15 | 3 | |
| 23-24 | 11 | 2 | 201-240 | 16 | 3 | |
| 25-26 | 9 | 2 | 241-300 | 13 | 3 | |
| 27-28 | 13 | 3 | 301-500 | 12 | 2 | |
| 29-30 | 10 | 2 | 501-1301 | 10 | 2 | |
| 31-32 | 8 | 2 | MEAN:75.576, Alpha: .93 | | | |

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having committed delinquent act at least once during the last 12 months, while only 24 respondents or 3 percent reported no commission of any delinquent act. Considering the limited time period and the limited number of offenses, this finding suggests the extensive degree of delinquency involvement among the sample of Korean male high school students. The mean score of 75.576 indicates that the average respondent has committed a total of 76 delinquent acts during the past 12 months.

However, offenses most often reported by the respondents were generally trivial or nonserious delinquent acts rather than serious criminal offenses. Although not reported here, the frequency distribution of each offense indicated that those respondents who admitted having committed serious offenses were less than 10 percent of the respondents. It seems that although almost all of the respondents (97%) had committed some kind of delinquent acts at least once for the last 12 months, a majority of offenses committed by them are nonserious delinquent acts while only limited number of respondents had been involved in somewhat serious offenses.

(INSERT TABLE 2 ABOUT HERE)

Table 2 provides additional supports for the finding that respondents had committed less serious delinquency more often than more serious delinquency. About 180 respondents reported that they had never committed any serious delinquent acts included in Cluster 12, Serious delinquency

TABLE 2 : FREQUENCY DISTRIBUTION OF INDEX SCORES FOR EACH DELINQUENCY CLUSTER CLUSTER(N=533)

| SERIOUS DELINQUENCY | | | HEDONISTIC DELINQUENCY | | | GENERAL DELINQUENCY | | |
|---------------------|----------------------|----|------------------------|----------------------|----|---------------------|----------------------|----|
| SCORE | NUMBER OF PERSONS | % | SCORE | NUMBER OF PERSONS | % | SCORE | NUMBER OF PERSONS | % |
| 0 | 180 | 34 | 0 | 268 | 50 | 0 | 75 | 14 |
| 1 | 51 | 10 | 1 | 52 | 10 | 1 | 34 | 6 |
| 2 | 52 | 10 | 2 | 29 | 5 | 2 | 52 | 10 |
| 3 | 35 | 7 | 3 | 14 | 3 | 3 | 26 | 5 |
| 4 | 16 | 3 | 4 | 21 | 4 | 4 | 24 | 5 |
| 5 | 23 | 4 | 5 | 8 | 2 | 5 | 22 | 4 |
| 6 | 10 | 2 | 6 | 7 | 1 | 6 | 17 | 3 |
| 7 | 10 | 2 | 7 | 7 | 1 | 7 | 27 | 5 |
| 8 | 7 | 1 | 8 | 3 | 1 | 8 | 16 | 3 |
| 9 | 11 | 2 | 9 | 5 | 1 | 9 | 8 | 2 |
| 10 | 14 | 2 | 10 | 18 | 2 | 10 | 13 | 2 |
| 11-12 | 12 | 2 | 11-12 | 9 | 2 | 11-12 | 17 | 3 |
| 13-14 | 14 | 2 | 13-14 | 8 | 2 | 13-14 | 16 | 3 |
| 15-16 | 17 | 3 | 15-16 | 6 | 1 | 15-16 | 17 | 3 |
| 17-18 | 5 | 1 | 17-18 | 1 | 0 | 17-18 | 16 | 3 |
| 19-20 | 9 | 2 | 19-20 | 8 | 2 | 19-20 | 9 | 2 |
| 21-30 | 20 | 4 | 21-30 | 19 | 4 | 21-30 | 42 | 8 |
| 31-40 | 21 | 4 | 31-40 | 11 | 2 | 31-40 | 24 | 5 |
| 41-100 | 22 | 4 | 41-100 | 29 | 5 | 41-100 | 49 | 9 |
| 101-623 | 4 | 1 | 101-379 | 10 | 2 | 101-497 | 29 | 5 |
| MEAN: 10.032 | | | MEAN: 10.836 | | | MEAN: 23.298 | | |

index and the half of the respondents (268) admitted having not committed any delinquent acts included in Cluster 13, Hedonistic delinquency index, while only 75 respondents reported that they had never committed any delinquent acts included in Cluster 14, less serious general delinquency index. The average number of times that serious (Cluster 12) and hedonistic (Cluster 13) delinquency were committed by the respondents was about 10, while the average commission of less serious general delinquency (Cluster 14) committed by the respondents was about 23 times.

(INSERT TABLE 3 ABOUT HERE)

Although the cluster analysis revealed three distinctive types of delinquent behavior, their inter-cluster correlations reported in Table 3 were fairly high, indicating that they are moderately related to each other. Thus, some crosstabulations between those three subtypes of delinquency were conducted in order to see their relative association with one another.

(INSERT TABLE 4 ABOUT HERE)

As depicted in Table 4, the high level of Chi Squares for each crosstabulation, which are all significant, suggests the high level of association between clusters and indicates that those who score high on one cluster are more likely to score high on other clusters. Of those 40 respondents who reported having committed serious delinquency more than twice on the average, 23 respondents admitted that they had

TABLE 3 :

SERIOUS
DELINQUENT

HEDONIST
DELINQUENT

GENERAL
DELINQUENT

TABLE 3 : INTER-CLUSTER CORRELATION MATRIX (PEARSON'S r)
FOR DELINQUENCY INDEX (N=533)

| | SERIOUS DELINQUENCY | HEDONISTIC DELINQUENCY | GENERAL DELINQUENCY |
|---------------------------|------------------------|---------------------------|------------------------|
| SERIOUS DELINQUENCY | 1.00 | | |
| HEDONISTIC DELINQUENCY | 0.59 | 1.00 | |
| GENERAL DELINQUENCY | 0.54 | 0.53 | 1.00 |

TABLE

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TABLE 4 : CROSSTABULATIONS AMONG 3 DELINQUENCY CLUSTERS(N=533)

| | | HEDONISTIC DELINQUENCY | | | TOTALS |
|---------------------|-----------------------------------|------------------------|--------------------------------|-----------------|-----------------|
| | | LESS THAN ONCE | MORE THAN ONCE LESS THAN TWICE | MORE THAN TWICE | |
| SERIOUS DELINQUENCY | LESS THAN ONCE | 94.6 % (417) | 54.8% (17) | 29.5% (18) | 84.8% (452) |
| | MORE THAN ONCE LESS THAN TWICE | 3.2% (14) | 22.6% (7) | 32.8% (20) | 7.7% (41) |
| | MORE THAN TWICE | 2.3% (10) | 22.6% (7) | 37.7% (23) | 7.5% (40) |
| | TOTALS | 100.1% (441) | 100.0% (31) | 100.0% (61) | 100.0% (533) |

$$\chi^2 = 200.4 \quad P \leq .001$$

| | | GENERAL DELINQUENCY | | | TOTALS |
|---------------------|-----------------------------------|---------------------|--------------------------------|-----------------|-----------------|
| | | LESS THAN ONCE | MORE THAN ONCE LESS THAN TWICE | MORE THAN TWICE | |
| SERIOUS DELINQUENCY | LESS THAN ONCE | 99.0% (298) | 92.9% (78) | 51.4% (76) | 84.8% (452) |
| | MORE THAN ONCE LESS THAN TWICE | 1% (3) | 4.8% (4) | 23.0% (34) | 7.7% (41) |
| | MORE THAN TWICE | 0% (0) | 2.4% (2) | 25.7% (38) | 7.5% (40) |
| | TOTALS | 100.0% (301) | 100.1% (84) | 100.1% (148) | 100.0% (533) |

$$\chi^2 = 181.4 \quad P \leq .001$$

HEDONISTIC DELINQUENCY

LESS

MORE

LESS

MORE

TOTAL

GENERAL DELINQUENCY

| | | LESS THAN ONCE | MORE THAN ONCE LESS THAN TWICE | MORE THAN TWICE | TOTALS |
|------------------------|-----------------------------------|-------------------|-----------------------------------|--------------------|-----------------|
| HEDONISTIC DELINQUENCY | LESS THAN ONCE | 98.0% (295) | 84.5% (71) | 50.7% (75) | 82.7% (441) |
| | MORE THAN ONCE LESS THAN TWICE | 1.3% (4) | 9.5% (8) | 12.8% (19) | 5.8% (31) |
| | MORE THAN TWICE | 0.7% (2) | 6.0% (5) | 36.5% (54) | 11.4% (61) |
| | TOTALS | 100.0% (301) | 100.0% (84) | 100.0% (148) | 100.0% (533) |
| | | $\chi^2 = 165.7$ | | | $P \leq .001$ |

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also committed hedonistic delinquency more than twice on the average and 38 respondents reported that they had also committed less serious general delinquency more than twice on the average. Among 61 respondents who reported that they had committed hedonistic delinquency more than twice on the average, 54 of them admitted that they had also committed less serious general delinquency more than twice on the average, while only 23 of them reported that they had also committed serious delinquency more than twice on the average. Of those 148 respondents who reported having committed less serious delinquency more than twice on the average, 76 respondents admitted that they had committed serious delinquency less than once while only 38 respondents reported having committed more than twice on the average. Among those 148 respondents who reported having committed less serious general delinquency more than twice on the average, 75 respondents admitted having committed hedonistic delinquency less than once while just 54 respondents reported having committed more than twice on the average.

In sum, the results indicate that those who commit more serious delinquent acts are also more likely to commit less serious as well as hedonistic delinquent acts, but not vice versa. Although those who admitted having committed serious delinquency more than twice on the average were found to have also committed less serious general delinquency and hedonistic delinquency more than twice, those who reported

having committed less serious general and hedonistic delinquency more than twice were not more likely to be involved in serious delinquency. In addition, although those who had committed hedonistic delinquency more than twice were more likely to have also committed less serious general delinquency more than twice, a majority of those who had committed less serious general delinquency more than twice admitted having committed hedonistic delinquency less than once. Therefore, it may be said that most of those who commit more serious delinquency do commit other less serious delinquency as well, while most of those who commit only less serious delinquency do not usually commit more serious delinquency.

VIIII. CAUSAL ANALYSIS

1. OVERVIEW

As discussed earlier, the cluster analysis revealed the existence of three major different subtypes of delinquent behavior. This finding seems to be supported by some theorists' conclusion about the independence of different types of offenses. According to this assumption, some people may steal while others may destroy or assault. Arnold (1969) argued that theft, vandalism, and assault are relatively independent and distinct types of behavior among his respondents. In this sense, it can be said that different people do different things. This suggests the existence of distinct dimension of delinquent acts. From this point of view, although it is believed that the proposed causal model would apply to all the different types of delinquent acts based on the assumption that any delinquent acts would be the illegal violations of rules, the possibility of differences in the causal processes leading to distinct types of delinquent behavior should be considered. Consequently, this possibility is examined, along with the main analysis of causal model for the overall frequency index of 40 delinquent acts as a whole.

2. THE TEST OF ORIGINALLY PROPOSED CAUSAL MODEL

Based on the assumption that the model may apply to all three different subtypes of delinquent behavior with at least similar efficiency, the three different subtypes of delinquent behavior produced by the cluster analysis were all put together in the frequency index. At this point,

therefore, the emphasis was put on why people violate the rules rather than on why some people steals while others destroy, simply because any acts are the violation of the rules, afterall. From this point of view, the first path analysis was run on a 40 item delinquency index score and its result is reported in Figure 10, along with Table 5.

(INSERT FIGURE 10 AND TABLE 5 ABOUT HERE)

As depicted in Figure 10, the model is fully recursive and thus all path coefficients were estimated with the traditional procedure of ordinary least squares. The hypothesized causal structure was tested by trying to predict the correlations not used in Figure 10 from those used. Table 5 illustrates the result of this test. Table 5a shows the actual correlations between the variables, Table 5b shows the correlations predicted by the model in Figure 10, and Table 5c shows the errors, which are calculated by actual correlations minus predicted correlations. According to the correlations matrix which was input into the path analysis, some variables used in the model are not highly correlated with each other, suggesting a weak direct causal relationship between the two variables. In addition, the path model showed that some path coefficients are extremely low, indicating the existence of extremely weak causal relationships at best for those variables. On the contrary, the high level of the sum of the squared error (1.24) as shown at the bottom of Table 5c suggests that the tested

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FIGURE 10 : THE PROPOSED TOTAL DELINQUENCY PATH MODEL (Decimals omitted)

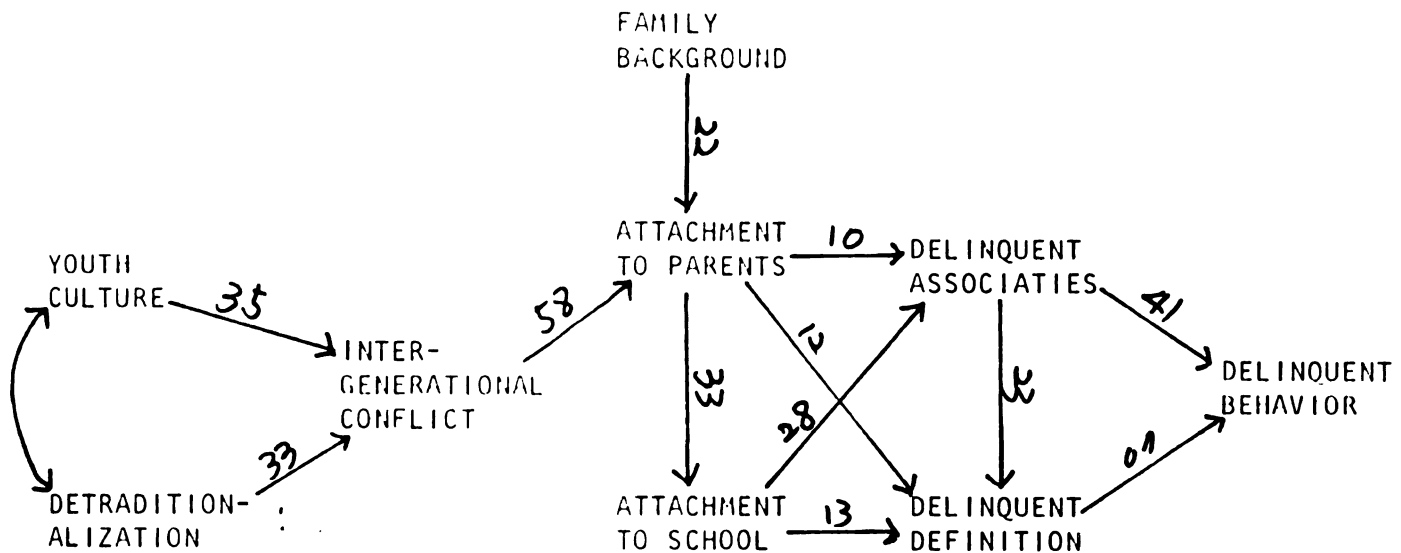


TABLE 5 : OBSERVED, PREDICTED, AND OBSERVED MINUS PREDICTED SCALE CORRELATIONS FOR THE PROPOSED TOTAL DELINQUENCY PATH MODEL

A) OBSERVED SCALE CORRELATIONS (Decimals omitted)

| REORDERED R-MATRIX | 3 | 4 | 11 | 2 | 1 | 5 | 6 | 9 | 12 |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 3 | 100 | 50 | 2 | -51 | 47 | 53 | -46 | -43 | 41 |
| 4 | 50 | 100 | -14 | -50 | 34 | 49 | -31 | -38 | 8 |
| 11 | 2 | -14 | 100 | 0 | 22 | -7 | 11 | -3 | 0 |
| 2 | -51 | -50 | 0 | 100 | -58 | -50 | 26 | 28 | -14 |
| 1 | 47 | 34 | 22 | -58 | 100 | 33 | -19 | -21 | 14 |
| 5 | 53 | 49 | -7 | -50 | 33 | 100 | -31 | -24 | 28 |
| 6 | -46 | -31 | 11 | 26 | -19 | -31 | 100 | 29 | -43 |
| 9 | -43 | -38 | -3 | 28 | -21 | -24 | 29 | 100 | -19 |
| 12 | 41 | 8 | 0 | -14 | 14 | 28 | -43 | -19 | 100 |

B) PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 3 | 4 | 11 | 2 | 1 | 5 | 6 | 9 | 12 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 3 | 100 | 50 | 2 | -51 | 30 | 10 | -6 | -6 | 3 |
| 4 | 50 | 100 | -14 | -50 | 29 | 10 | -6 | -6 | 3 |
| 11 | 2 | -14 | 100 | 4 | -2 | -1 | 0 | 0 | 0 |
| 2 | -51 | -50 | 4 | 100 | -58 | -19 | 11 | 12 | -5 |
| 1 | 30 | 29 | -2 | -58 | 100 | 33 | -19 | -21 | 9 |
| 5 | 10 | 10 | -1 | -19 | 33 | 100 | -31 | -24 | 14 |
| 6 | -6 | -6 | 0 | 11 | -19 | -31 | 100 | 29 | -43 |
| 9 | -6 | -6 | 0 | 12 | -21 | -24 | 29 | 100 | -19 |
| 12 | 3 | 3 | 0 | -5 | 9 | 14 | -43 | -19 | 100 |

C) OBSERVED MINUS PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 3 | 4 | 11 | 2 | 1 | 5 | 6 | 9 | 12 |
|----|-----|-----|----|-----|----|-----|-----|-----|----|
| 3 | 0 | 0 | 0 | 0 | 17 | 43 | -40 | -37 | 38 |
| 4 | 0 | 0 | 0 | 0 | 5 | 39 | -25 | -32 | 5 |
| 11 | 0 | 0 | 0 | -4 | 24 | -6 | 11 | -3 | 0 |
| 2 | 0 | 0 | -4 | 0 | 0 | -31 | 15 | 16 | -9 |
| 1 | 17 | 5 | 24 | 0 | 0 | 0 | 0 | 0 | 5 |
| 5 | 43 | 39 | -6 | -31 | 0 | 0 | 0 | 0 | 14 |
| 6 | -40 | -25 | 11 | 15 | 0 | 0 | 0 | 0 | 0 |
| 9 | -37 | -32 | -3 | 16 | 0 | 0 | 0 | 0 | 0 |
| 12 | 38 | 5 | 0 | -9 | 5 | 14 | 0 | 0 | 0 |

THE SUM OF SQUARED ERRORS IN THE LOWER TRIANGLE IS 1.237121

model simply doesn't fit the data well. Furthermore, Table 5c reveals that the several variables had a very high level of error, which indicates that there are important missing causal links. For example, the error level of 40 between cluster 5 (Attachment to school) and cluster 3 (Youth culture) indicates that there should be a causal link between the two variables, which is missing in the proposed model.

Overall, the proposed model is not supported by the data obtained from selected Korean high school students. The fact that the proposed model based on American theories and findings of delinquency was not supported by the data for the present study is not unexpected. This finding may indicate that American theories and findings about delinquency as they are may not be fully valid and reliable and therefore applicable in explaining Korean delinquency at least among the current respondents. This result certainly leads us to suspect that there may be some differences between the two countries in explaining delinquency. It leads us to develop the alternative model that can fit the data and thus explain the particular patterns of delinquency among the sample Korean high school students.

3.BEST-FITTING ALTERNATIVE CAUSAL MODEL

The development of alternative model was begun with looking at the Reordered R-Matrix which was corrected for attenuation.

(INSERT TABLE 6 ABOUT HERE)

TABLE 6 : REORDERED R-MATRIX FOR 11 INDEPENDENT CLUSTERS AND TOTAL
DELINQUENCY INDEX SCORE (CORRECTED FOR ATTENUATION) (N=533)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 100 | | | | | | | | | | | |
| 2 | -58 | 100 | | | | | | | | | | |
| 3 | 47 | -51 | 100 | | | | | | | | | |
| 4 | 34 | -50 | 50 | 100 | | | | | | | | |
| 5 | 33 | -50 | 53 | 49 | 100 | | | | | | | |
| 6 | -19 | 26 | -46 | -31 | -31 | 100 | | | | | | |
| 7 | -14 | 37 | -68 | -36 | -40 | 53 | 100 | | | | | |
| 8 | -54 | 64 | -55 | -33 | -47 | 39 | 48 | 100 | | | | |
| 9 | -21 | 28 | -43 | -38 | -24 | 29 | 31 | 39 | 100 | | | |
| 10 | 12 | -25 | 24 | 17 | 28 | -21 | -15 | -13 | 4 | 100 | | |
| 11 | 22 | 0 | 2 | -14 | -7 | 11 | 12 | -8 | -3 | 0 | 100 | |
| 12 | 14 | -14 | 41 | 8 | 28 | -43 | -53 | -40 | -19 | 10 | 0 | 100 |

* Decimals omitted

To begin with, cluster 10 (Family background) and cluster 11 (Confucian value orientation) were excluded from the further analysis simply because the two variables were not highly correlated with any of other remaining variables in the matrix, as depicted in Table 6. The data simply support the contention that social economic class (cluster 10) and traditional confucian values (cluster 11) are not salient factors in generating delinquent involvement whatsoever, either directly or even indirectly. The greatest nonsignificant correlation of family background was found with cluster 5 (Attachment to school), it is still too low ($r=.28$). In other words, there is the trace of evidence that if having inadequate family resources affects anything at all, the data suggests that it may predict the lower level of attachment to school. But the fact remains that very little evidence for any effect of both variables is found.

With the two variables, family background and confucian values, excluded from the further analysis, the alternative model was developed based on the remaining 9 independent variables and one dependent variable. Based on the fact that the antecedent variable may affect the subsequent variable both directly and indirectly, both the Reordered R-Matrix and the results of the previous path analysis were utilized in developing the best fitting alternative model. Any assumed direct causal path was simply based on the strength of correlation reported in the R-Matrix. The direction of

causal link was based firstly on the conceptual relations and secondly on the result of the previous path analysis. And any indirect causal links were established based mostly on the error tables resulted from the previous path analysis. Since the high level of error between any two variables indicates the existence of missing causal link between those two variables, those causal links were included in the next trial model. On the contrary, those causal links with low path coefficients were excluded from the next analysis simply because the weak path coefficient means the weak causal relationship between the two related variables. In developing the best fitting path model, these procedures of trial and error were continuously conducted until the model emerged in a way that both individual and overall error level reported in the error table are lowest possible while no causal link with path coefficient of lower than .15 is detected. The result of modified alternative model is reported in Figure 11, along with Table 7.

(FIGURE 11 AND TABLE 7 ABOUT HERE)

As depicted in Table 6, the overall error level, sum of squared error, of .09 and individual error term were all extremely low, suggesting that there was no significant missing causal link in the model. In addition, all the path coefficients were at least higher than 15. Overall, it seems that the data support the model depicted in Figure 11.

ATTACHMENT TO SCHOOL: According to the Reordered R-Matrix, it was found that Attachment to school is highly

FIGURE 11 : THE ALTERNATIVE TOTAL DELINQUENCY PATH MODEL (Decimals omitted)

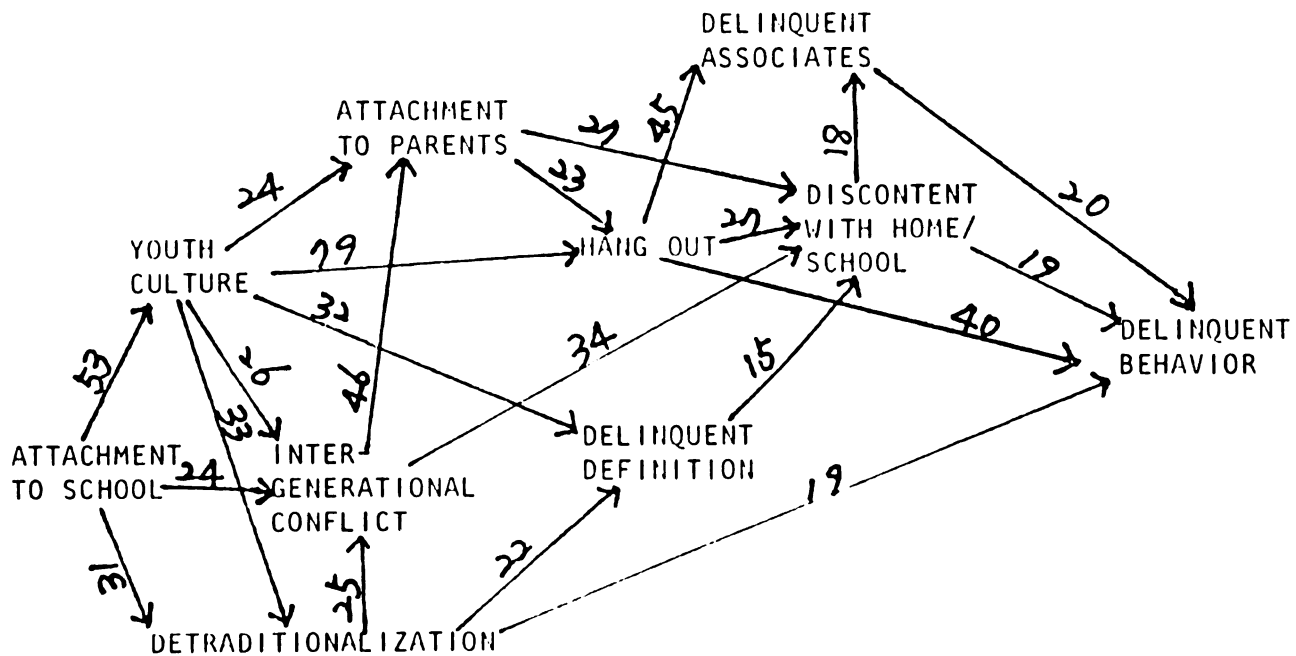


TABLE 7 : OBSERVED, PREDICTED, AND OBSERVED MINUS PREDICTED SCALE CORRELATIONS FOR THE ALTERNATIVE TOTAL DELINQUENCY PATH MODEL

A) OBSERVED SCALE CORRELATIONS (Decimals omitted)

| REORDERED R-MATRIX | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 12 |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -24 | -50 | 33 | -40 | -47 | -31 | 28 |
| 3 | 53 | 100 | 50 | -43 | -51 | 47 | -68 | -55 | -46 | 41 |
| 4 | 49 | 50 | 100 | -38 | -50 | 34 | -36 | -33 | -31 | 8 |
| 9 | -24 | -43 | -38 | 100 | 28 | -21 | 31 | 39 | 29 | -19 |
| 2 | -50 | -51 | -50 | 28 | 100 | -58 | 37 | 64 | 26 | -14 |
| 1 | 33 | 47 | 34 | -21 | -58 | 100 | -14 | -54 | -19 | 14 |
| 7 | -40 | -68 | -36 | 31 | 37 | -14 | 100 | 48 | 53 | -53 |
| 8 | -47 | -55 | -33 | 39 | 64 | -54 | 48 | 100 | 39 | -40 |
| 6 | -31 | -46 | -31 | 29 | 26 | -19 | 53 | 39 | 100 | -43 |
| 12 | 28 | 41 | 8 | -19 | -14 | 14 | -53 | -40 | -43 | 100 |

B) PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 12 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -28 | -50 | 35 | -34 | -40 | -22 | 16 |
| 3 | 53 | 100 | 50 | -43 | -51 | 47 | -68 | -55 | -40 | 36 |
| 4 | 49 | 50 | 100 | -38 | -50 | 35 | -31 | -41 | -21 | 6 |
| 9 | -28 | -43 | -38 | 100 | 27 | -23 | 29 | 39 | 20 | -16 |
| 2 | -50 | -51 | -50 | 27 | 100 | -58 | 27 | 61 | 23 | -18 |
| 1 | 35 | 47 | 35 | -23 | -58 | 100 | -14 | -54 | -16 | 13 |
| 7 | -34 | -68 | -31 | 29 | 27 | -14 | 100 | 44 | 52 | -53 |
| 8 | -40 | -55 | -41 | 39 | 61 | -54 | 44 | 100 | 37 | -37 |
| 6 | -22 | -40 | -21 | 20 | 23 | -16 | 52 | 37 | 100 | -44 |
| 12 | 16 | 36 | 6 | -16 | -18 | 13 | -53 | -37 | -44 | 100 |

C) OBSERVED MINUS PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 12 |
|----|----|----|-----|----|----|----|----|----|-----|----|
| 5 | 0 | 0 | 0 | 4 | 0 | -2 | -6 | -7 | -9 | 12 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -6 | 5 |
| 4 | 0 | 0 | 0 | 0 | 0 | -1 | -5 | 8 | -10 | 2 |
| 9 | 4 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 9 | -3 |
| 2 | 0 | 0 | 0 | 1 | 0 | 0 | 10 | 3 | 3 | 4 |
| 1 | -2 | 0 | -1 | 2 | 0 | 0 | 0 | 0 | -3 | 1 |
| 7 | -6 | 0 | -5 | 2 | 10 | 0 | 0 | 4 | 1 | 0 |
| 8 | -7 | 0 | 8 | 0 | 3 | 0 | 4 | 0 | 2 | -3 |
| 6 | -9 | -6 | -10 | 9 | 3 | -3 | 1 | 2 | 0 | 1 |
| 12 | 12 | 5 | 2 | -3 | 4 | 1 | 0 | -3 | 1 | 0 |

THE SUM OF SQUARED ERRORS IN THE LOWER TRIANGLE IS .0859028.

correlated with Intergenerational conflict ($r=.50$), Youth culture ($r=.50$), Detraditionalization ($r=.49$), and Discontent with home and school ($r=-.47$). Considering that doing well at the school is extremely important in Korean society where education is not only traditionally valued but also considered as the best means of success in life, the school is the most important social institution. Doing well at the school is the only and most important responsibility that is asked for. Students are asked and expected to do nothing but to study hard. No matter what the reason, the failure to do well at the school is the beginning of every possible trouble students may face. While doing well at the school is the beginning of every success. Therefore, the parents whose children fail to do well at the school get angry and push their children harder and condemn them more, while those failed children accuse their parents of their failure. The result is simply the intense conflict between parents and their children. For Korean high school students who fail to do well at the school, there will be no bright future success. Accordingly, they are not inspired or motivated to spend any time studying. But they look for other alternative ways. They spend much more time doing other than school works. They certainly have more opportunity to contact with unconventional society. They eventually develop their own unconventional systems of value and patterns of behavior, which are defined as the short-run hedonistic pattern of youth cultural behavior. Once they are

attached to their own youth cultural behavior, they are deviated from the main flow of traditional society and thus become more and more unconventional and detraditionalized.

In addition to the direct causal effects of this attachment to school on intergenerational conflict, youth culture, and detraditionalization, the path model revealed that it has fairly strong indirect effects on attachment to parents, discontent with home and school, and even delinquent behavior. The Reordered R-Matrix indicated that attachment to school is highly correlated with discontent with home and school ($r = -.47$) and fairly well correlated with attachment to parents ($r = .34$). Since their low path coefficients, despite their fairly high correlations, suggest the nonexistence of direct causal effects, it is assumed that there may be indirect causal effects through other variables. It was found that the existing causal effect of attachment to school on attachment to parents and discontent with home and school are due mainly to its indirect effects through intergenerational conflict. The failure of child to do well at the school may provoke some tension and conflict with his parents, which, in turn, produce social distance between them. Consequently, the child may become unattached, unsupervised, and uncontrolled. Some of these children may become even spoiled, trouble-prone youth.

YOUTH CULTURE: The Reordered R-Matrix revealed that youth culture is highly correlated with almost every variable used for the analysis, suggesting its important role in the path

model. Youth culture was reported to have high correlations with attachment to parents ($r=.47$), intergenerational conflict ($r=-.51$), detraditionalization ($r=.50$), attachment to school ($r=.53$), delinquent associates ($r=-.46$), hang out ($r=-.68$), discontent with home and school ($r=-.55$), delinquent definition ($r=-.43$), and delinquent behavior ($r=.41$). In terms of causal path analysis, however, youth culture was found to have direct causal effects on only attachment to parents ($p=.24$), hang out ($p=.79$), delinquent definition ($p=.32$), intergenerational conflict ($p=.26$) and detraditionalization ($p=.33$). As seen in Figure 11, youth culture had the most significant effect on hang out ($p=.79$). It is quite understandable, when we scrutinize the measurement items for youth culture variable. Most items used were designed to tap the perceived attitudes toward a series of youth cultural activity such as drinking, smoking, dating, sexuality, and party. It seems natural that those who demonstrate the high level of perceived commitment to youth culture should hang out a lot because hanging out is a part of youth cultural behavioral pattern. By the same token, it is quite simple to explain causal links between youth culture and attachment to parents, delinquent definition, intergenerational conflict, and detraditionalization. Most youth cultural activities measured in the study are closely related to the western way of life and thought and thus unconventional and detraditional in nature. In addition, most of them can be

seen different from those of conventional parents who still bear confucian traditional values. For those parents, youth culture is simply unacceptable and ununderstandable. The simple result is the growing conflict and distance between parents and their children.

DETRADITIONALIZATION: Detraditionalization was found to have high correlations with intergenerational conflict ($r=.50$), youth culture ($r=.50$), attachment to school ($r=.49$), and delinquent definition ($r=-.38$). However, as depicted in Figure 11, it was also found that detraditionalization has a mild direct effect on intergenerational conflict ($p=.25$) and delinquent definition ($p=.22$). Both attachment to school and youth culture, on the contrary, are antecedent to detraditionalization, indicating that detraditionalization is directly affected by both attachment to school and youth culture. As discussed above, it is simply assumed that the more respondent becomes detraditionalized, the more the conflicts exists between parents and their children. Most parents don't understand their detraditionalized, westernized children due to the existence of large difference between themselves and their children in terms of value system, behavioral pattern, and morality. For the same reason, their children argue that they can not understand their parents either. As a result, each accuses and complains each other of whatever is happening between the two.

In addition, those children who are somehow detraditionalized may no longer value the traditional values

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and practice the traditional way of life which emphasizes spiritual rather than material aspect of life and human. Due to the recent economic development and urbanization, materialism has been growing up in the minds of most Koreans, especially those young Koreans who have more contacts with and are more susceptible to western society and influence. For many of those, material success is seen as one of the foremost important aspect of life, while many moral values are devaluated and degraded. Consequently, they become more and more immoralized and impersonalized. For them some of deviant and delinquent values become understandable. It is rather no supprising to note the existence of direct causal link between detraditionalization and delinquent definition, in this sense. Although mildly weak ($p=.19$), the data indicate that those who are detraditionalized may develop the pattern of delinquent behavior, too. It is believed that those who hold high level of traditional value and beliefs may live by more traditional mores and mental outlook which are tougher on deviance, while those who become more detraditionalized and westernized may discard those traditional values put on themselves which retrains their behavior but prefer more lenient western standard of moral and ethics. This seems to make it easier for those people to engage in some type of mostly non-serious or even trivial delinquent acts.

INTERGENERATIONAL CONFLICT: According to the Reordered R-Matrix, this variable has high correlations with attachment

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to parents ($r=-.58$), youth culture ($r=-.51$), detraditionalization ($r=-.50$), attachment to school ($r=-.50$), and discontent with home and school ($r=.64$). Path diagrams in Figure 11 illustrate that intergenerational conflict is subsequent to and thus affected by youth culture, attachment to school, and detraditionalization, which are all described in detail earlier. However, the model indicates that intergenerational conflict has strong direct effects on attachment to parents ($p=.46$) and discontent with home and school ($p=.34$). The common sense suggests that any conflicts existing between parents and their children surely build some kind of social distance between them and thus loosen the interpersonal ties and bonds between the two. It appears that such conflicts make it difficult for the two to understand each other. As a result, children eventually become unattached or at best less attached to their parents. In addition, once such conflicts develop between parents and their children, the mutual misunderstanding and reciprocal complaint and accusation are expected to follow between them. At some point along the line, parents begin to stigmatize as spoiled and bad boys and maybe even give up on their children. In response, their children hold their parents responsible for any problems existing between themselves and their parents. These children become neglected, unsupervised, and uncontrolled. As a result, they disregard conventional values, norms, persons, and activity but value nonconforming, unconventional ones. These youngsters become

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characterized as unwanted but troublesome problem children by their own parents, teachers, and even larger society.

ATTACHMENT TO PARENTS: The Reordered R-Matrix showed that attachment to parents are highly correlated with intergenerational conflict ($r=-.58$), youth culture ($r=.47$), and discontent with home and school ($r=-.58$). In terms of the directions of causal links, youth culture and intergenerational conflict were found to be causally antecedent to attachment to parents. It was assumed that the demonstration of youth cultural perception is the origin of conflicts with and detachment to parents. Since most youth cultural activities measured in the study are things that are not usually supported and approved by the parents, the more the students value those youth cultural activities, the more conflict they experience with their parents and thus the less attached they are to their parents. As an antecedent variable, attachment to parents was found to have fairly strong direct effects on hang out ($p=.23$) and discontent with home and school ($p=.27$). The path model in Figure 11 indicates that attachment to parents directly affects discontent with home and school. It seems that the less attached children are to their parents, the more conflict they experience with their parents but the less control and supervision they receive and thus the higher chance they develop unconventional, nonconforming personality and become troublesome discontented children. However, it is interesting to note that although the Reordered R-Matrix

revealed the low correlation between attachment to parents and hang out ($r=-.14$), the path model shows fairly strong causal link between them ($p=.23$). Though it is unexpected, it can be fairly well explained. Those youths who are unattached to their parents are expected to experience less parental control, supervision, love, and concern. For those youth, it seems necessary to look for an alternative sources of their own gratification. The best and most easily available alternative is their friends who are virtually in the same situation. Whenever these unsupervised and uncontrolled youths get together, they always look for fun and pleasure. Many of youth cultural activities are believed to provide them with some of those fun and pleasure they are seeking. Since most youth cultural activities are group-oriented and out-bounded in nature, they are mostly conducted in a group outside the home during their hanging out on the streets. In this sense, it is assumed that the reason for the low correlation but high path coefficient between attachment to parents and hang out is due mainly to the significant indirect effects of youth culture and intergenerational conflict on hang out through attachment to parents.

HANG OUT: Hang out was found to have high correlations with youth culture ($r=-.68$), attachment to school ($r=.40$), delinquent associates ($r=.53$), discontent with home and school ($r=.48$), and delinquent behavior ($r=-.53$). According to the data, it can be said that those who develop the pattern of youth cultural behavior and/or those who are

unattached to school are more likely to hang out. On the other hand, those who hang out a lot are assumed to be more likely to associate with delinquent peers, become discontented with home and school, and commit delinquent behavior. The causal path model depicted in Figure 11 illustrates the direct causal links between hang out and youth culture, attachment to parents, delinquent associates, discontent with home and school, and delinquent behavior and an indirect effect of attachment to school on hang out through youth culture. The fact that attachment to school has only an indirect effect on hang out through youth culture indicates that not all of those students who are unattached to school hang out. However, among those students who are not strongly attached to school, only those who also develop the pattern of youth cultural behavior are expected to hang out.

In terms of direct causal effects of hang out, it is most interesting to note that hang out has the highest direct causal effect on delinquent behavior ($p=.40$). This finding may suggest that those students who hang around a lot may even commit some things that are defined as delinquency, though mostly trivial, during the course of their hanging out. Getting together and hanging around with peers experiencing situations similar to each other may create more curiosity, provide more chances to do things that they normally do not or can not do by themselves alone, and even provide some encouragement to do so. However, peers with

whom those students hang out don't necessarily have to be delinquent in nature at least as far as less serious trivial general delinquency is concerned. Those youngsters who are not much interested in school may look for other fun things to do instead. They storm into the street and hang out as a group, since most fun things for them are available outside most conventional social institutions. Although they may have better potential to become delinquent, they are not yet delinquent but may be unconventional, nonconforming, and somewhat troublesome students.

In addition, hang out has a mild indirect causal effect on delinquent behavior through delinquent associates and discontent with home and school. For those who hang out a lot are simply expected to have more opportunities to associate with delinquent peers who are also hanging out a lot, they are more likely to associate with delinquent peers. And those who hang out a lot rather than stay in home or school and study are mostly undesired, unwanted type of students where education is most valued. The fact that they do not do well at the school means the beginning of trouble with conventional persons and society. They become characterized as discontented with parents, school, and society. Simply because they don't have enough time to do other than school works if they would possibly do well at the school, it is almost impossible to do well at the school and still hang out at the same time. Once a student does not do well at the school but hangs out a lot instead, he is already a problem student.

DISCONTENT WITH HOME AND SCHOOL: The Reordered R-Matrix revealed that discontent with home and school is highly correlated with every variable in the model except for detraditionalization. All of those variables except for delinquent associates and delinquent behavior, however, were found to be causally antecedent to discontent with home and school and thus affect discontent with home and school either directly or indirectly. Although the R-Matrix indicated that discontent with home and school has high correlations with youth culture and attachment to school, the causal path model showed only indirect causal relationships between discontent with home and school and youth culture and attachment to school. According to the model, attachment to school affects discontent with home and school only indirectly through intergenerational conflict. The fact is that some people can be still conventional and conformist even though they don't do well in school, possibly because their learning disability or undesirable situations. For some, although they are trying as hard as possible, they just can not catch up others. For others, their environment or situations, mostly economical, are not sufficiently good enough to support them to do well at the school. For these students, although they are not doing well at the school, they are not yet causing any problem. The fact that they are not doing well at the school may be somewhat understandable though not desirable and therefore, it may not get them into conflict with their parents as much

as expected. Despite that finding that youth culture is highly correlated with discontent with home and school, the causal path model illustrates that youth culture has only an indirect causal effect on discontent with home and school through hang out. This finding suggests that the simple fact that students show the pattern of youth cultural behavior and engage in youth cultural activities is not a sufficient though necessary condition for being grumbler. Parents may tolerate the youth cultural beliefs that their children may have developed or some type of youth cultural activities that their children may have engaged in to the degree that their children do reasonably well at the school and do not cause more serious trouble. That is, unless students do not engage in school works but hang out instead and engage in youth cultural activities most of time and therefore do not do well at the school, some of the pattern of youth cultural behavior that their children may have developed and some degree of involvement in youth cultural activities can be ignored or even accepted by their parents.

In addition, the path model indicates that discontent with home and school is antecedent to delinquent associates and delinquent behavior. Discontent with home and school has a mild direct causal effect on delinquent associates ($p=.18$). It seems that those who are characterized as discontented with home and school may find their own way of gratification. The easiest way may be to get some kind of approval or support from their peers. There is a reasonably high chance that some of those peers may be already

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delinquent. Since most peer relationships are established between those peers with similar situations who can understand each other well, those peers with whom they can most easily associate are those who are already discontented with home and school and possibly more troublesome and even delinquent. The path model also indicates that discontent with home and school has both direct and indirect causal effects on delinquent behavior. It is assumed that some of those who are discontented with home and school may feel rebellion, angry, pressure, and resistance toward conventional persons and society. They may overcome those feelings by doing something exciting that are mostly abnormal, unconventional, nonconforming activities for high school students such as smoking, drinking, or sexual activity. Others may overcome those by engaging in some group-oriented delinquent acts in a association with others who are mostly delinquent.

DELINQUENT DEFINITION: According to the Reordered R-Matrix, delinquent definition is highly correlated with youth culture ($r=-.43$), detraditionalization ($r=-.38$), discontent with home and school ($r=.39$), and delinquent behavior($r=-.40$). As discussed earlier, however, youth culture and detraditionalization are both causally antecedent to delinquent definition. Those who develop the pattern of youth cultural behavior and those who possess detraditional value orientation are assumed to be more likely to develop delinquent definition. Although delinquent

definition was found to have high correlation with delinquent behavior, the causal path model indicates that there is no direct causal effect between the two but illustrates the existence of indirect causal effect of delinquent definition on delinquent behavior. This finding suggests that simply the possession of delinquent definition is not a sufficient condition for person to commit delinquent behavior. If and only if those who hold delinquent definition get into trouble with school and home and therefore stigmatized as discontented with home and school, they may engage in delinquent behavior.

DELINQUENT ASSOCIATES: The Reordered R-Matrix reports that delinquent associates has high correlations with youth culture ($r=-.46$), hang out ($r=.53$), discontent with home and school ($r=.39$), and delinquent behavior ($r=-.43$). According to the causal path model, however, although youth culture is highly correlated with delinquent associates, it was found to have only an indirect causal effect on delinquent associates through hang out. The fact that respondents develop the pattern of youth cultural behavior doesn't necessarily lead them to associate with delinquent friends. It only can motivate those youths to hang out. It seems natural that those who hang out a lot may have the better chance to meet those friends who also hang out a lot and sometimes delinquent friends. In addition, it is also common sense to assume that such unconventional, nonconforming trouble-maker as those discontented with home and school may look for those friends who can understand, accept, and

support themselves. However, it is somewhat suprising to note that delinquent associates has only a mild direct causal effect on delinquent behavior ($p=.20$). It seems that a large proportion of delinquency items used in this study may not necessarily be typical of group-oriented delinquent acts. Even if they are mostly group-oriented and committed in a goup, most of those delinquent acts can be committed by a group of peers who simply hang out but are yet to be delinquent.

X. FINDINGS ACROSS SUBTYPES OF DELINQUENCY

As mentioned earlier, three different types of delinquency were put together in the frequency index of delinquent behavior for the causal path analysis. The rationale behind was that the model might apply to even different types of delinquency with similar efficiency since any types of delinquency are all similar in terms that they are all the violations of rules. However, some argue that the different types of delinquency are independent of each other (Scott, 1959; Arnold, 1965). The data for this study also support the existence of distinct dimensions of delinquent behavior. As discussed in the chapter reporting the measurement model, the cluster analysis resulted in three major distinct types of delinquency. For these reasons, three separate measures of delinquency - serious delinquency, hedonistic delinquency, and general delinquency - were retained, with each being the sum of the respective items included in the frequency index of each clustered delinquency subtype. Although the data reported in the crosstabulations showed that those three different subtypes of delinquency were somewhat highly related to each other, it was found that those who commit serious delinquency are also likely to commit hedonistic and general delinquency, while those who commit mostly hedonistic and/or general delinquency were not much involved in serious delinquency. Therefore, it was assumed that there might be the possibility of difference in the processes leading to distinct types of delinquency. In order to see if there are

any differences between those three different types of delinquency in terms of causal relationships among the variables included in the model, three subtypes of delinquency index were subjected to the separate path analysis and the results are reported in this chapter.

(INSERT TABLE 8 ABOUT HERE)

As depicted in Table 8, there is no significant evidence of variation in terms of the strengths of correlations among the variables included in the analysis. The Reordered R-Matrix revealed, however, that there are some minor variations among three subtypes of delinquency in terms of the strengths of correlations of each dependent variable, each delinquency index, with other variables in the model. Even though serious delinquency was found that it is not highly correlated with youth culture ($r=.25$), both hedonistics and general delinquency were relatively highly correlated with youth culture ($r=.44$ and $.40$, respectively). As expected, youth culture has the highest correlation with hedonistic delinquency. It seems due mainly to the short-term hedonistic nature of youth culture. Since most of youth cultural activities are hedonistic and pleasure-seeking in nature and many of hedonistic delinquency and general delinquency are seen as youthful hedonistic offenses, it is expected that hedonistic youth culture should play significant role in the causation of both hedonistic and general delinquency while it does not affect serious

TABLE 8 : REORDERED R-MATRIX FOR 11 INDEPENDENT CLUSTERS AND
FREQUENCY CLUSTERS (CORRECTED FOR ATTENUATION) (N=533)

TABLE 8 : REORDERED R-MATRIX FOR 11 INDEPENDENT CLUSTERS AND
3 DELINQUENCY CLUSTERS(CORRECTED FOR ATTENUATION) (N=533)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 100 | | | | | | | | | | | | | |
| 2 | -58 | 100 | | | | | | | | | | | | |
| 3 | 47 | -51 | 100 | | | | | | | | | | | |
| 4 | 34 | -50 | 50 | 100 | | | | | | | | | | |
| 5 | 33 | -50 | 53 | 49 | 100 | | | | | | | | | |
| 6 | -19 | 26 | -46 | -31 | -31 | 100 | | | | | | | | |
| 7 | -14 | 37 | -68 | -36 | -40 | 53 | 100 | | | | | | | |
| 8 | -54 | 64 | -55 | -33 | -47 | 39 | 48 | 100 | | | | | | |
| 9 | -21 | 28 | -43 | -38 | -24 | 29 | 31 | 39 | 100 | | | | | |
| 10 | 12 | -25 | 24 | 17 | 28 | -21 | -15 | 13 | 4 | 100 | | | | |
| 11 | 22 | 0 | 2 | -14 | -7 | 11 | 12 | -8 | -3 | 0 | 100 | | | |
| 12 | 12 | -4 | 25 | 2 | 20 | -30 | -37 | -31 | -15 | 7 | 4 | 100 | | |
| 13 | 13 | -19 | 44 | 13 | 29 | -44 | -55 | -39 | -18 | 7 | -5 | 57 | 100 | |
| 14 | 11 | -23 | 40 | 12 | 24 | -42 | -45 | -31 | -15 | 12 | -1 | 49 | 52 | 100 |

* Decimals omitted

delinquency.

It is also somewhat suprising to find that delinquent associates is not highly correlated with serious delinquency ($r=.30$) but highly correlated with both hedonistic and general delinquency ($r=.44$ and $.42$, respectively). It is believed, however, that since those who commit mostly serious delinquency may be already characterized as delinquent and all their peers are also already delinquent, their daily association with those delinquent friends doesn't mean much to those students who commit serious delinquency. In addition, since most of hedonistic and general delinquency offenses are more group-oriented than serious delinquency offenses and assumed to be committed in a group while many of serious delinquency offenses can be characterized as individual rather than group-oriented offenses, it is believed that delinquent associates may play more significant role in gernerating hedonistic and general delinquency than serious delinquency. Based on these differences between different types of delinquency in terms of strength of correlations among the variables involved, it was assumed that there might be some differences between different types of delinquency in terms of causal paths leading to each type of delinquent behavior.

Overall, however, there was not much variation across the three different subtypes of delinquency in terms of their respective causal paths. All three path analyses revealed that almost half of the three causal models are identical in terms of their causal directions as well as their causal

strengths. In detail, the path analysis revealed that the causal links among attachment to school, youth culture, attachment to parents, intergenerational conflict, detraditionalization, delinquent definition, and discontent with home and school all are exactly the same across the three distinct subtypes of delinquency with regard to the directions and even the strengths of causal paths.

(INSERT FIGURES 12 AND 13 AND TABLES 9 AND 10 ABOUT HERE)

As depicted in Figures 12 and 13, the two path models of hedonistic and general delinquency are almost identical except for very minor difference in the magnitude of just two causal relationships. Except for the small difference in the magnitude of causal relationships between delinquent associates and delinquent behavior and between hang out and delinquent behavior, everything else including causal links, their directions, and their magnitudes are exactly identical. Hang out has the strong direct causal effect on hedonistic delinquency ($p=.44$), while the direct causal effect of hang out on general delinquency was $p=.32$. In addition, delinquent associates has just slightly stronger direct causal effect on general delinquency ($p=.25$) than on hedonistic delinquency ($p=.21$). It seems that the rather somewhat large difference between the two models in the magnitudes of causal relationships between hang out and delinquent behavior is due largely to the characteristic difference between the two different subtypes of delinquent

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FIGURE 12 : THE HEDONISTIC DELINQUENCY PATH MODEL(Decimals omitted)

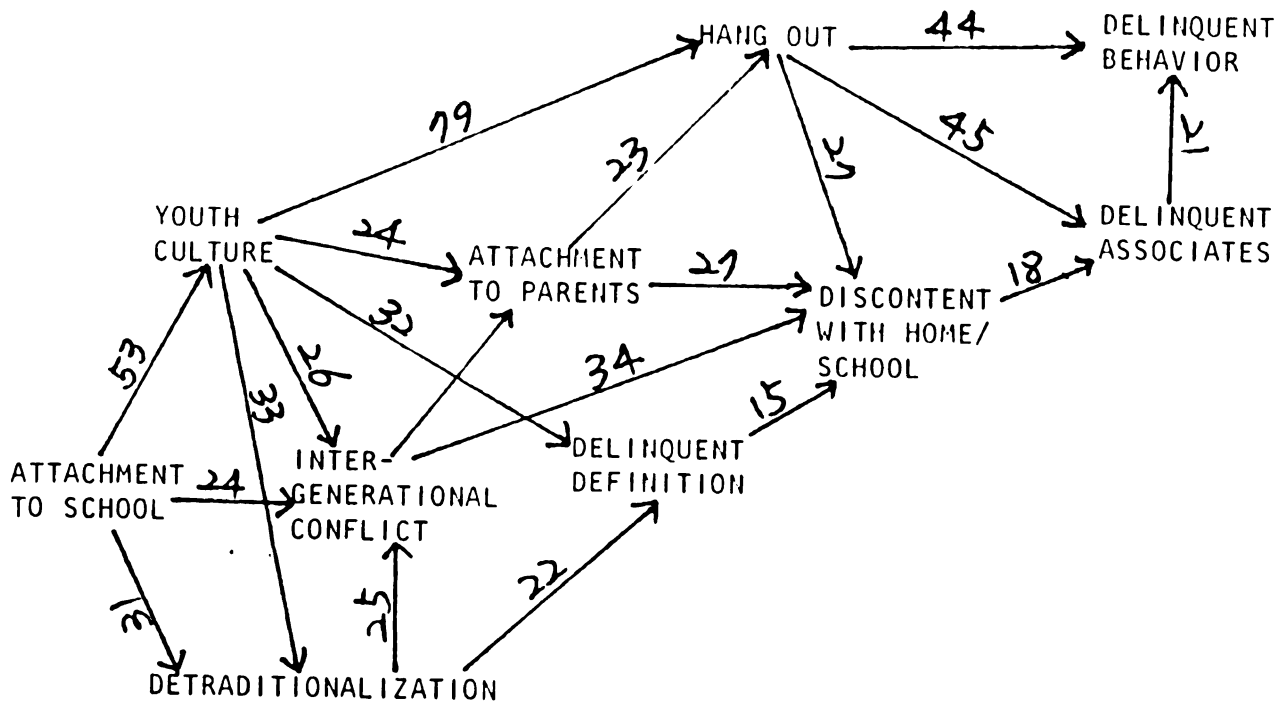


TABLE 9 : OBSERVED, PREDICTED, AND OBSERVED MINUS PREDICTED SCALE CORRELATIONS FOR THE HEDONISTIC DELINQUENCY PATH MODEL

A) OBSERVED SCALE CORRELATIONS(Decimals omitted)

| REORDERED R-MATRIX | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 13 |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -24 | -50 | 33 | -40 | -47 | -31 | 29 |
| 3 | 53 | 100 | 50 | -43 | -51 | 47 | -68 | -55 | -46 | 44 |
| 4 | 49 | 50 | 100 | -38 | -50 | 34 | -36 | -33 | -31 | 13 |
| 9 | -24 | -43 | -38 | 100 | 28 | -21 | 31 | 39 | 29 | -18 |
| 2 | -50 | -51 | -50 | 28 | 100 | -58 | 37 | 64 | 26 | -19 |
| 1 | 33 | 47 | 34 | -21 | -58 | 100 | -14 | -54 | 19 | 13 |
| 7 | -40 | -68 | -36 | 31 | 37 | -14 | 100 | 48 | 53 | -55 |
| 8 | -47 | -55 | -33 | 39 | 64 | -54 | 48 | 100 | 39 | -39 |
| 6 | -31 | -46 | -31 | 29 | 26 | -19 | 53 | 39 | 100 | -44 |
| 13 | 29 | 44 | 13 | -18 | -19 | 13 | -55 | -39 | -44 | 100 |

B) PREDICTED SCALE CORRELATIONS(Decimals omitted)

| | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 13 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -28 | -50 | 35 | -34 | -40 | -22 | 19 |
| 3 | 53 | 100 | 50 | -43 | -51 | 47 | -68 | -55 | -40 | 38 |
| 4 | 49 | 50 | 100 | -38 | -50 | 35 | -31 | -41 | -21 | 18 |
| 9 | -28 | -43 | -38 | 100 | 27 | -23 | 29 | 39 | 20 | -17 |
| 2 | -50 | -51 | -50 | 27 | 100 | -58 | 27 | 61 | 23 | -17 |
| 1 | 35 | 47 | 35 | -23 | -58 | 100 | -14 | -54 | -16 | 9 |
| 7 | -34 | -68 | -31 | 29 | 27 | -14 | 100 | 44 | 52 | -55 |
| 8 | -40 | -55 | -41 | 39 | 61 | -54 | 44 | 100 | 37 | -27 |
| 6 | -22 | -40 | -21 | 20 | 23 | -16 | 52 | 37 | 100 | -44 |
| 13 | 19 | 38 | 18 | -17 | -17 | 9 | -55 | -27 | -44 | 100 |

C) OBSERVED MINUS PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 13 |
|----|----|---|----|----|----|----|----|-----|-----|-----|
| 5 | 0 | 0 | 0 | 4 | 0 | -2 | -6 | -7 | -9 | 10 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -6 | 6 |
| 4 | 0 | 0 | 0 | 0 | 0 | -1 | -5 | 8 | -10 | -5 |
| 9 | 4 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 9 | -1 |
| 2 | 0 | 0 | 0 | 1 | 0 | 0 | 10 | 3 | 3 | -2 |
| 1 | -2 | 0 | -1 | 2 | 0 | 0 | 0 | 0 | -3 | 4 |
| 7 | -6 | 0 | -5 | 2 | 10 | 0 | 0 | 4 | 1 | 0 |
| 8 | -7 | 0 | 8 | 0 | 3 | 0 | 4 | 0 | 2 | -12 |
| 13 | 10 | 6 | -5 | -1 | -2 | 4 | 0 | -12 | 0 | 0 |

THE SUM OF SQUARED ERRORS IN THE LOWER TRIANGLE IS 0.09685411.

FIGURE 13 : THE GENERAL DELINQUENCY PATH MODEL (Decimals omitted)

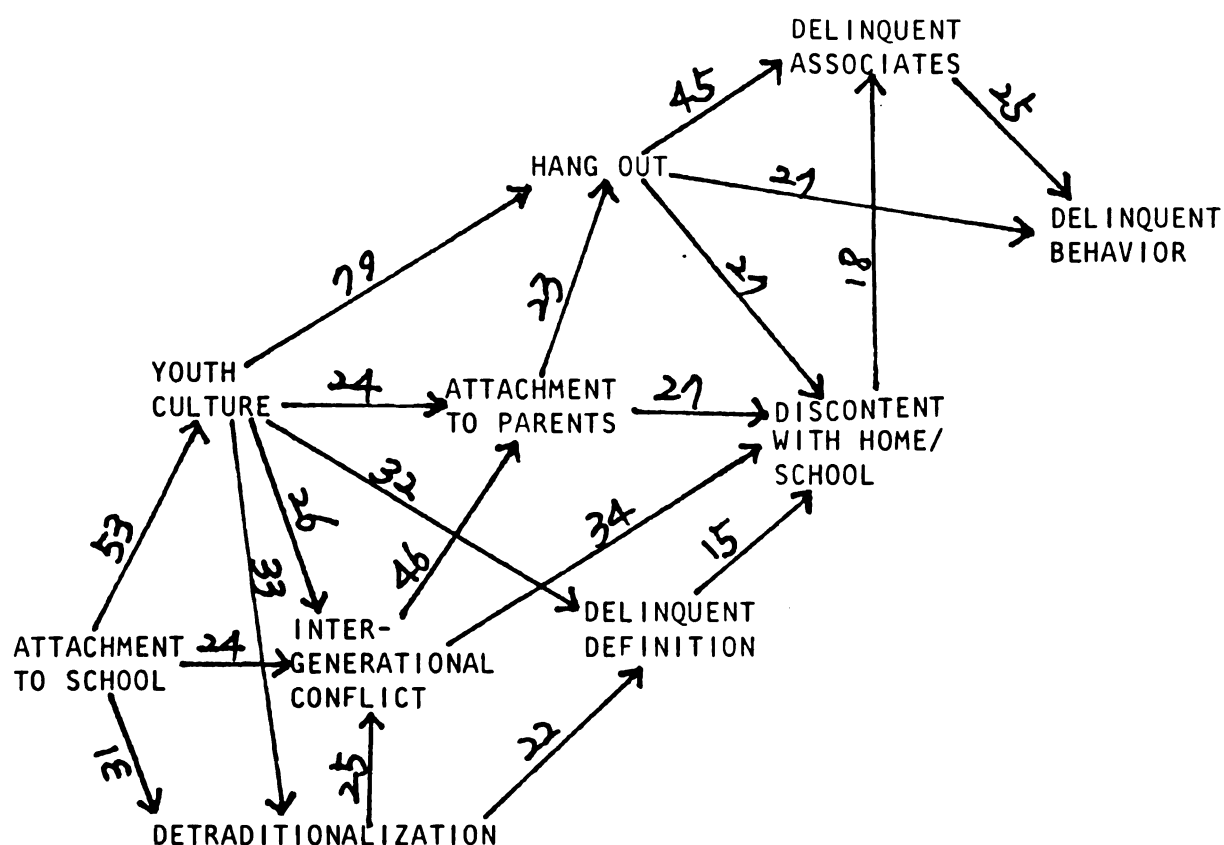


TABLE 10 : OBSERVED, PREDICTED, AND OBSERVED MINUS PREDICTED SCALE CORRELATIONS FOR THE GENERAL DELINQUENCY PATH MODEL

A) OBSERVED SCALE CORRELATIONS (Decimals omitted)

| REORDERED R-MATRIX | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 14 |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -24 | -50 | 33 | -44 | -47 | -31 | 24 |
| 3 | 53 | 100 | 50 | -43 | -51 | 47 | -68 | -55 | -46 | 40 |
| 4 | 49 | 50 | 100 | -38 | -50 | 34 | -36 | -33 | -31 | 12 |
| 9 | -24 | -43 | -38 | 100 | 28 | -21 | 31 | 39 | 29 | -15 |
| 2 | -50 | -51 | -50 | 28 | 100 | -58 | 37 | 64 | 26 | -23 |
| 1 | 33 | 47 | 34 | -21 | -58 | 100 | -14 | -54 | -19 | 11 |
| 7 | -40 | -68 | -36 | 31 | 37 | -14 | 100 | 48 | 53 | -45 |
| 8 | -47 | -55 | -33 | 39 | 64 | -54 | 48 | 100 | 39 | -42 |
| 6 | -31 | -46 | -31 | 29 | 26 | -19 | 53 | 39 | 100 | -42 |
| 14 | 24 | 40 | 12 | -15 | -23 | 11 | -45 | -31 | -42 | 100 |

B) PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 14 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -28 | -50 | 35 | -34 | -40 | -22 | 16 |
| 3 | 53 | 100 | 50 | -43 | -51 | 47 | -68 | -55 | -40 | 32 |
| 4 | 49 | 50 | 100 | -38 | -50 | 35 | -31 | -41 | -21 | 15 |
| 9 | -28 | -43 | -38 | 100 | 27 | -23 | 29 | 39 | 20 | -14 |
| 2 | -50 | -51 | -50 | 27 | 100 | -58 | 27 | 61 | 23 | -14 |
| 1 | 35 | 47 | 35 | -23 | -58 | 100 | -14 | -54 | -16 | 8 |
| 7 | -34 | -68 | -31 | 29 | 27 | -14 | 100 | 44 | 52 | -45 |
| 8 | -40 | -55 | -41 | 39 | 61 | -54 | 44 | 100 | 37 | -23 |
| 6 | -22 | -40 | -21 | 20 | 23 | -16 | 52 | 37 | 100 | -42 |
| 14 | 16 | 32 | 15 | -14 | -14 | 8 | -45 | -23 | -42 | 100 |

C) OBSERVED MINUS PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 5 | 3 | 4 | 9 | 2 | 1 | 7 | 8 | 6 | 14 |
|----|----|----|-----|----|----|----|----|----|-----|----|
| 5 | 0 | 0 | 0 | 4 | 0 | -2 | -6 | -7 | -9 | 8 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -6 | 8 |
| 4 | 0 | 0 | 0 | 0 | 0 | -1 | -5 | 8 | -10 | -3 |
| 9 | 4 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 9 | -1 |
| 2 | 0 | 0 | 0 | 1 | 0 | 0 | 10 | 3 | 3 | -9 |
| 1 | -2 | 0 | -1 | 2 | 0 | 0 | 0 | 0 | -3 | 3 |
| 7 | -6 | 0 | -5 | 2 | 10 | 0 | 0 | 4 | 1 | 0 |
| 8 | -7 | 0 | 8 | 0 | 3 | 0 | 4 | 0 | 2 | -8 |
| 6 | -9 | -6 | -10 | 9 | 3 | -3 | 1 | 2 | 0 | 0 |
| 14 | 8 | 8 | -3 | -1 | -9 | 3 | 0 | -8 | 0 | 0 |

THE SUM OF SQUARED ERRORS IN THE LOWER TRIANGLE IS 0.0939346.

acts. Most delinquent acts included in hedonistic delinquency index, as compared to those of general delinquency index, are such offenses that can be mostly committed during the course of respondent's hanging out in a association with their peers who are also hanging out.

(INSERT FIGURE 14 AND TABLE 11 ABOUT HERE)

As depicted in Figure 14, however, the tested causal path model of serious delinquency reveals the somewhat significant difference from both hedonistic and general delinquency models. The serious delinquency model portrays somewhat different paths leading to delinquent behavior in terms of both causal directions and magnitudes. While both hedonistic and general delinquency path models revealed no direct causal link between youth culture and delinquent associates, the serious delinquency path model illustrates the strong direct causal relationship between youth culture and delinquent associates ($p=.46$). That is, the other two models showed the direct causal link from youth culture to hang out to delinquent associates to delinquent behavior, while the serious delinquency path model revealed the causal paths from youth culture to delinquent associates to hang out to delinquent behavior. Furthermore, discontent with home and school had the direct causal effect on delinquent associates and delinquent associates had the direct causal effect on delinquent behavior in both hedonistic and general delinquency models, while discontent with home and school had no direct causal effect on delinquent associates and

FIGURE 14 : THE SERIOUS DELINQUENCY PATH MODEL (Decimals omitted)

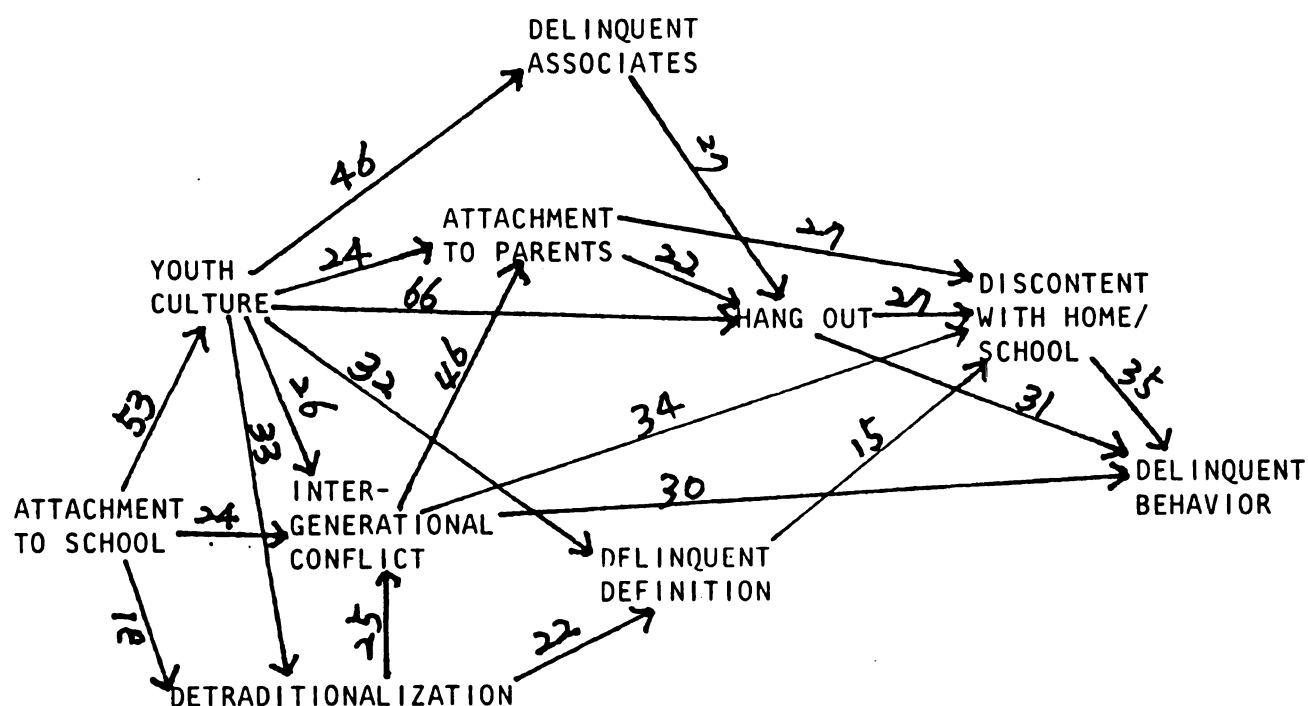


TABLE 11 : OBSERVED, PREDICTED, AND OBSERVED MINUS PREDICTED SCALE CORRELATIONS FOR THE SERIOUS DELINQUENCY PATH MODEL

A) OBSERVED SCALE CORRELATIONS (Decimals omitted)

| REORDERED R-MATRIX | 5 | 3 | 4 | 6 | 9 | 2 | 1 | 7 | 8 | 12 |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -31 | -24 | -50 | 33 | -40 | -47 | 20 |
| 3 | 53 | 100 | 50 | -46 | -43 | -51 | 47 | -68 | -55 | 25 |
| 4 | 49 | 50 | 100 | -31 | -38 | -50 | 34 | -36 | -33 | 2 |
| 6 | -31 | -46 | -31 | 100 | 29 | 26 | -19 | 53 | 39 | -30 |
| 9 | -24 | -43 | -38 | 29 | 100 | 28 | -21 | 31 | 39 | -15 |
| 2 | -50 | -51 | -50 | 26 | 28 | 100 | -58 | 37 | 64 | -4 |
| 1 | 33 | 47 | 34 | -19 | -21 | -58 | 100 | -14 | -54 | 12 |
| 7 | -40 | -68 | -36 | 53 | 31 | 37 | -14 | 100 | 48 | -37 |
| 8 | -47 | -55 | -33 | 39 | 39 | 64 | -54 | 48 | 100 | -31 |
| 12 | 20 | 25 | 2 | -30 | -15 | -4 | 12 | -37 | -31 | 100 |

B) PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 5 | 3 | 4 | 6 | 9 | 2 | 1 | 7 | 8 | 12 |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 5 | 100 | 53 | 49 | -24 | -28 | -50 | 35 | -34 | -40 | 10 |
| 3 | 53 | 100 | 50 | -46 | -43 | -51 | 47 | -68 | -55 | 25 |
| 4 | 49 | 50 | 100 | -23 | -38 | -50 | 35 | -32 | -41 | 9 |
| 6 | -24 | -46 | -23 | 100 | 20 | 23 | -22 | 52 | 31 | -20 |
| 9 | -28 | -43 | -38 | 20 | 100 | 27 | -23 | 29 | 39 | -14 |
| 2 | -50 | -51 | -50 | 23 | 27 | 100 | -58 | 27 | 61 | 0 |
| 1 | 35 | 47 | 35 | -22 | -23 | -58 | 100 | -15 | -54 | 6 |
| 7 | -34 | -68 | -32 | 52 | 29 | 27 | -15 | 100 | 44 | -39 |
| 8 | -40 | -55 | -41 | 31 | 39 | 61 | -54 | 44 | 100 | -31 |
| 12 | 10 | 25 | 9 | -20 | -14 | 0 | 6 | -39 | -31 | 100 |

C) OBSERVED MINUS PREDICTED SCALE CORRELATIONS (Decimals omitted)

| | 5 | 3 | 4 | 6 | 9 | 2 | 1 | 7 | 8 | 12 |
|----|----|---|----|-----|----|----|----|----|----|-----|
| 5 | 0 | 0 | 0 | -7 | 4 | 0 | -2 | -6 | -7 | 10 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | -8 | 0 | 0 | -1 | -4 | 8 | -7 |
| 6 | -7 | 0 | -8 | 0 | 9 | 3 | 3 | 1 | 8 | -10 |
| 9 | 4 | 0 | 0 | 9 | 0 | 1 | 2 | 2 | 0 | -1 |
| 2 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 10 | 3 | -4 |
| 1 | -2 | 0 | -1 | 3 | 2 | 0 | 0 | 1 | 0 | 6 |
| 7 | -6 | 0 | -4 | 1 | 2 | 10 | 1 | 0 | 4 | 2 |
| 8 | -7 | 0 | 8 | 8 | 0 | 3 | 0 | 4 | 0 | 0 |
| 12 | 10 | 0 | -7 | -10 | -1 | -4 | 6 | 2 | 0 | 0 |

THE SUM OF SQUARED ERRORS IN THE LOWER TRIANGLE IS 0.0895436.

delinquent associates had no direct causal effect on delinquent behavior in the serious delinquency model. In addition, discontent with home and school had no direct causal effect on both hedonistic and general delinquent behaviors, while it had fairly strong direct causal effect ($p=.35$) on serious delinquent behaviors. Finally, both hedonistic and general delinquency models depicted no direct causal effect of intergenerational conflict on delinquent behaviors, while it had fairly strong direct causal effect on serious delinquent behaviors.

It seems that most delinquent youths are not serious delinquent at the beginning of their involvement in delinquent behaviors. They gradually become more and more seriously delinquent. A large proportion of serious delinquent acts seem to be committed mostly by those serious delinquent youths who may have already committed some other delinquent acts, both serious and less serious. As both the crosstabulations and the correlation matrix indicated, subtypes of delinquency are related each other in a way that those who reported to have committed serious delinquency may have also committed less serious delinquency while those who have committed mostly less serious delinquency have yet committed any serious delinquency. It may be possible to say that, therefore, those who reported to have committed serious delinquency are more seriously delinquent than those who admitted having committed mostly nonserious delinquency. Furthermore, it may also be possible to argue that those who

commit more and serious delinquent acts may have been more exposed to delinquent peers than those less delinquent youths. This presumption holds more true, considering the fact that most delinquent acts are group-oriented and committed in a group. The fact that they have already committed delinquent acts in a association with their delinquent peers suggests that most of their friends are already delinquent. As a result, they do not attach much importance or any special meanings to the fact that they have delinquent friends. In addition, since they are already seen as delinquent, most of their activities are somehow deviant or delinquent in nature. For them, their association with delinquent peers is nothing special but their normal social life. Their commission of some delinquent acts are seen as a part of their normal way of life. In sum, delinquent associates may play less significant role in generating serious delinquency. Neveththeless, since most delinquent acts are committed in a group, even though those who commit serious delinquency are more seriously delinquent in nature and their peers with whom they associate are mostly delinquent, haiving delinquent friends may be necessary but not sufficient condition for them to commit delinquent acts. Considering the group-oriented nature of delinquency, the actual commission of any delinquent acts are made possible by the group of youths who are already delinquent in their actual interaction or contact with their delinquent friends. That is, the commission of serious delinquency is conducted by a group of delinquent youths

during the course of their hanging out. On the contrary, those who commit mostly less serious delinquency are not seriously characterized as delinquent yet. In order for them to commit delinquency, they may need some extra requirements to be met. Since most of their activities and their friends are still conventional, the commission of delinquent acts, therefore, may still be very special events for them. There should be extra stimuli or motivations involved in the actual commission of delinquent acts. Here the peer group influence may play significant role in motivating the commission of delinquent acts. During the course of their hanging out, they may encounter some delinquent peers. Those delinquent peers then may talk them into becoming more curious, adventurous, and excited by telling their mostly delinquent kind of behavioral experience and getting involved in the actual commission of delinquent acts with those already delinquent friends. In sum, those who commit serious delinquency actually commit their delinquent acts in a group of their peers who are already delinquent during the course of their hanging out. On the other hand, those who commit less serious delinquency commit their delinquent acts in a association with their delinquent friends with whom they encounter during the course of their hanging out.

With regard to the causal links between intergenerational conflict and discontent with home and school and delinquent behavior in the serious delinquency model, it seems to be related to the individual respondent's delinquent status.

Those who commit more serious delinquency are assumed to be more seriously delinquent and thus experience more conflicts with their parents and be easily defined as troublesome problem children who are discontented with home and school. For these youths, the commission of some delinquent acts are a part of their life style and thus easily conducted. For example, when they get into trouble or conflict with their parents, they may feel angry or even rebellious against their parents. For these youths, the most common and easiest way to overcome or even express their anger and rebellion is through their destructive or offensive behaviors. On the contrary, although those who commit less serious delinquency may also feel angry and rebellious against their parents when they experience conflict with their parents, their usual approach to express their anger and rebellion is less radical, destructive, offensive, since they are less seriously delinquent and less troublesome, they are not hopeless or neglected yet. Their parents may still be willing to listen to these youths and talk over their problems. In sum, although they are potentially explosive, they do not explode until their delinquent peers ignite them to burn it out.

XI. DISCUSSION AND CONCLUSION

1) SUMMARY

The recent economic development and urbanization and subsequent social and cultural changes have made Korea witness a steady increase of various social problems including crime and delinquency. As a result, it has brought about the increasing concerns and interests among scholars and practitioners in the fields of criminal justice, criminology, and education. However, most of their works have been the simple translations or imitations of American theories of crime and delinquency, even though it has been argued that such uncritical application is inappropriate outside the U.S.. This potential inapplicability of American theories makes a demand to seek verified theories of delinquency that can maximize both the substantive and spatio-temporal sense, through testing their generality and universal applicability in different cultural settings.

In addition to testing American theories of crime and delinquency in Korea, the present study attempted the theoretical integration of several theories into a single causal model. The initial examination of the major delinquency theories indicated that each theoretical orientation plays a role in explaining the etiology of delinquency. The present study, therefore, was meant to look at several levels of cause and how they affect delinquent behavior, since most of unicausal theories failed to explain delinquency, due to the lack of fit between theory and the true account and explanation of delinquency causation. Based

on the fact that each theory explains certain processes in generating delinquency, the present study attempted to draw together those most useful and empirically tenable features of each theory and incorporate them into a single integrated causal model in order to provide the most valid explanation of delinquency by incorporating the empirical testing of various theories as well as multiple causes specific to Korean population.

Through a thorough and comprehensive review of literature and the past research, it was found that the most notable tendency of integration was the one incorporated by social control, social learning, and cultural deviance perspectives. The integration of these three theories made it possible to understand both the causes of delinquency and the manner in which those causes operate in the social development context. The incorporation of social control and social learning was assumed to describe the processes that govern both socialization and development of delinquent behavior and specify the motivational component, while cultural deviance was thought to explain the processes or specific conditions that strengthen or weaken conventional bonds. The factors associated with cultural deviance perspective were seen as the primary causes of weak conventional bonds. Those who are unattached to conventional society are free to become attached to their peer groups that provide rewarding social reinforcements for and modeling of delinquent behavior.

The model included several variables that derived from three major perspectives of crime and delinquency. It originally contained the predictions and implications of detraditionalization, youth culture, intergenerational conflict, inadequate family environment, attachment to parents, attachment to school, delinquent associates, and delinquent definitions in explaining delinquent behavior among Korean high school boys sampled. When the initial cluster analysis was run, however, the results were statistically unsatisfactory, indicating the possibility of multidimensionality of clusters. The alternative measurement model that met the requirements of unidimensionality of clusters in terms of content homogeneity, internal consistency, and parallelism revealed the formation of 11 independent clusters and five delinquency clusters. However, two delinquency clusters that were made up of a small number of trivial delinquent acts were excluded from the further analysis. The actual clusters used in the study included attachment to parents, intergenerational conflict, youth culture, detraditionalization, attachment to school, delinquent associates, hang out, discontent with home and school, delinquent definitions, confucian values, and family background and three delinquency clusters, serious delinquency, hedonistic delinquency, and general delinquency.

Although the cluster analysis resulted in three distinct types of delinquency, all 40 items included in those three delinquency clusters were put together, based on the

presumption that the model might apply to any subtypes of delinquency simply because any delinquent acts are virtually the same in terms of the fact that they are all the violations of rules. thus, the proposed model was tested on the 40 item delinquency index score. It was found that some of the path coefficients in the model were too low, reflecting extremely weak causal relationships. The model also showed the high levels of the sum of the squared error, indicating that the model dosen't fit the data well. It also revealed that there were very high levels of individual errors among the variables, indicating either missing causal paths excluded from the model or the reversed direction of existing causal paths. Overall, the proposed model based primarily on American theories and findings was not supported by the current data. This finding suggested that major American theories of delinquency might not be fully valid, reliable, and applicable in explaining delinquency among Korean high school boys sampled. Therefore, it also suggested the need to develop the alternative model that could fit the data and thus explain the particular patterns of delinquency among the population.

The best alternative model supported by the data employed 9 independent clusters, with family background and confucian values being excluded from the analysis, based on the results of the Reordered R-Matrix and previous path analyses. Given the assumptions concerning the causal paths of the variables leading to delinquent behavior, hang out

had the greatest direct influence on delinquent behavior. This effect seemed to be accentuated when individuals' attachment to youth culture is increased but their attachment to parents is decreased. Delinquent associates, discontent with home and school, and detraditionalization also seemed to play a role in generating delinquent behavior.

Youth culture, attachment to parents, and intergenerational conflict were all quite important, but delinquent definition played only a minor role in the overall causal sheme. It seems that since a large proportion of today's Korean youths hold to some degree delinquent definitions which might be characterized by midterranean value orientations and feelings of social injustice, inequality, and unfairness, the effect of delinquent definition in generating delinquent behavior has been diminished. Afterall, however, attachment to school was the turning point where the paths to delinquency begin. Attachment to school strongly affected youth culture, intergenerational conflict, and detraditionalization, which all are vital elements in the overall causal sheme. Although the paths to delinquent behavior begin with attachment to school, youth culture played the most salient role in this causal model. Youth culture strongly affected virtually every variable in the model. In sum, attachment to school is the causal element where the causal paths start and youth culture is the most salient causal element while hang out is the best predictor variable of delinquent behavior.

As discussed, on the basis of the argument that the different types of delinquency are relatively independent of each other, three distinct subtypes of delinquency obtained by the cluster analysis were further analyzed in order to see the possible existence of differences in the causal processes leading to different types of delinquent behavior, although it was found that three subtypes of delinquency were somewhat highly correlated with each other, as indicated by the statistics in the crosstabulations. The Reordered R-Matrix showed no significant variations across three subtypes of delinquency in terms of the strengths of correlations among the variables. The results of the path analysis also revealed that there are not much variations across the models in terms of their respective causal paths. In fact, about half of the paths in the model are identical in terms of both their causal directions and magnitudes. The causal paths concerning attachment to school, youth culture, attachment to parents, intergenerational conflict, detraditionalization, and discontent with home and school were exactly the same across the models. In effect, both hedonistic and general delinquency models were virtually identical. However, the serious delinquency model was somewhat different from both hedonistic and general delinquency models in terms of both causal directions and magnitudes. The serious delinquency model showed the strong direct causal effects of youth culture on delinquent associates, while both hedonistic and

general delinquency models did not. In addition, both hedonistic and general delinquency models showed the direct causal effects of discontent with home and school on delinquent associates and of delinquent associates on delinquent behavior, while the serious delinquency model did not. Furthermore, both discontent with home and school and intergenerational conflict had direct causal effects on serious delinquent behavior but not on either hedonistic or general delinquent behavior. It seems that all these differences across the models may be accounted for by the different level of criminality between those who mostly commit serious delinquency and those who mostly commit hedonistic or general delinquency. In other words, social learning aspects seem to have stronger influences on those who commit less serious delinquency, because they are believed to be less exposed to delinquency learning situations and thus less seriously delinquent, while those who commit mostly serious delinquency are less influenced by those social learning aspects because they are already more exposed to delinquency learning situations and thus more seriously delinquent.

As stressed in the introduction, the purpose throughout this study has been to develop an integrated causal model through the incorporation of several theories and its applicability across the nations. The failure of the proposed model to fit the data strongly indicated the partial inapplicability of the model based on pure American theories of delinquency in Korea but suggested the

necessity to develop the nation or culture specific models of delinquency. The alternative model showed the importance of school and youth culture in generating delinquent behavior through youths' relationships with their parents and peer groups. It seems that delinquent behavior among Korean high school boys sampled is originated by the failure of youth at the school and subsequent attachment to youth culture that accentuate their conflicting relationships with or unattachment to their parents, which in turn lead them to delinquency learning situations. The fact that every variable in the model played a role in generating and explaining delinquent behavior among the sample even though just a few variables were found to have relatively high correlations with actual delinquent behavior supports the presumption that since delinquent behavior results from a sequential process, each theory can play only a partial role in explaining delinquency and thus must be strengthened and enhanced by the integration of several theories.

2) DISCUSSION

Although much attention has been paid to minimizing the potential research problems concerning the comparability of translated measurement scales, it is difficult to ignore the impact of possible misperceptions and misunderstandings between the researcher and the respondents. That is due mainly to the nuances between English and Korean language. However, it is believed that those possible negative impacts

might have been eliminated or at least minimized since the back-translation method was employed.

In terms of research design, there were a few limitations for the study. This study was originally designed as cross-sectional research with no comparison group. Since the study was done exclusively in Korea, the population was limited to only Korean male high school students from the selected schools in a urban city. Therefore, there may exist a limitation as to the applicability of the research findings to other research settings in terms of further implementations. The hope is, however, that expanding studies be done among various population. Despite those possible limitations, this study seems to be worthwhile. This study is believed to provide some interesting cross-cultural perspectives since no relevant research has been done in Korea yet. It provides us with some first-hand information on Korean delinquency. Furthermore, the two most important facts about this study are that it integrated several different theories into a single causal paradigm and employed such advanced statistical methodologies as cluster and path analysis. The integration of theories enhanced and strengthened our explanations of delinquency since any single theory is only partial explanation of delinquency. Cluster analysis reduced the problems concerning measurement error. Since any measurement is less than perfect in the real world, the error of measurement is always a possibility. As an alternative, however, this study employed multiple indicators and corrections for attenuation

pr

pr

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procedures were also employed. In addition, path analysis provided the origins of delinquency causations as well as the sequential processes of delinquency. It is assumed that the use of path analytic methods and the integration of several theories are the two most significant features of this study.

The results of the study indicate that the integrated model is better than the simple multivariate test of any single theory. The Reordered R-Matrix simply showed that just a few variables had relatively fair correlations with delinquent behavior, indicating that each variable or even any single theory alone can not explain all the variations in delinquency. By integrating several theories and adopting path analytic method, the study showed both the multiple causes and the manner in which they are operating within a causal model. There is some evidence that the integration and the use of path analysis resulted in some predictive efficacy. According to the R-Matrix, none of social control variables was highly correlated with delinquency. If we ignored cultural conflict variables and social learning variables, a pure control theory alone would be substantially ineffective in explaining delinquency. By the same token, the comparison of the integrated theory to a pure social learning theory is also problematic. Although most social learning variables had relatively high correlations with delinquency and were the most proximate causal predictors of delinquency in the path model, it is

not clear how a pure social learning theory alone can predict deviant bonding without integrating both cultural conflict and social control perspectives and considering their interaction effects on social learning variables. Furthermore, though a cultural conflict variable, youth culture, had somewhat high correlations with delinquent behavior, it is not clear how and/or why a youth develop and conform to his pattern of youth cultural behavior if we ignored the importance of school, a social control variable. In sum, the evidence suggests that the integrated model explains delinquency better than any of the pure theoretical model alone included in the integration. In terms of path analysis, had we not employed a path analytic method, we might have concluded that all the variables without significant direct correlations with delinquency are ineffective in explaining delinquency. However, as seen in the R-Matrix and the path diagram, every single variable, though many of them were not highly correlated with delinquent behavior, played a role in the causal path model supported by the data.

The findings clearly support the assertion that it is the integrated path that accounts for virtually all of the variations in delinquency explained. According to the path model, social learning perspectives exerted most direct influences on delinquency, while cultural conflict and social control variables had mostly indirect causal effects, mediated by social learning variables. Only one social control variable, discontent with home/school, had a direct

but moderate causal effect ($p=.19$) on delinquency. Detraditionalization, a cultural learning variable, had also a direct but moderate direct causal effect ($p=.19$) on delinquency. On the other hand, delinquent definition was the only social learning variable with no direct causal effect on delinquency. In sum, social learning variables are the most proximate causes of delinquency and the effects of social control and cultural conflict variables are mostly indirect and mediated by the level of deviant bonding. In terms of general theoretical perspectives, the path model indicates that cultural conflict variables are causally prior to social control variables, while social control variables are causally prior to social learning variables. In general, cultural conflict variables influence social control variables, which in turn affects social learning variables, which are the most proximate causal predictors of delinquency.

3) POLICY IMPLICATIONS

Although social learning variables were the most proximate causes of delinquency and had most direct causal effects on delinquency, the path model also revealed that delinquency is originated from school. According to the path model, once a youth is not attached to school, he has the potential to socialize into delinquency producing and/or learning social situations. Therefore, any intervention program for delinquency prevention should begin with school, followed by parental and cultural interventions and end up

with peer group interventions. That is, the most effective intervention appears to be to insulate the youths against delinquent socialization.

Since the school is the most important socialization agency for any high school students, the educational arena should be the most promising first step. As discussed, since the immediate school experience of failure or success and subsequent attachment to school are assumed to be closely related to delinquency, providing a greater proportion of students with the more opportunities to experience success in school appears to be a potentially effective strategy for educational program seeking to prevent delinquency. It seems necessary to encourage students to experience success in school and thus feel that they are a part of school and are committed to school. A possible means of achieving this objective may be to encourage students to participate in some nontraditional alternative success opportunities such as extracurricular activities and alternative education or even special education and make them more available to more students so that more students can experience success at school one way or the other.

Once a youth is unattached to school, he is likely to develop the pattern of his own cultural behavior that is conflicting with the conventional cultural patterns of larger society. Since the clash between traditional Korean cultures and imported western cultures seems much responsible for youth deviance, this sharp clash between younger generations with much interest in western cultures

and older generations with strong conformity to traditional Confucian cultures should be moderated. It is suggested that positive aspects of western cultures be selectively adopted while good traditional values and cultures be preserved but others be progressively changed.

The above cultural interventions are somewhat related to the next possible intervention, home and family interventions. A youth is less likely to act out his problems if he knows that his parents are able and willing to help him out. Since the greater the mutual affection, understanding, and support between child and his parents, the greater the likelihood of strong attachment between child and his parents, it is suggested that the mutual relationships between them be strengthened so that they can understand each other well. This may be done by some kind of family and home intervention programs such as parental training in terms of showing affection and support for the child.

The parental acquaintance with their children's peer networks and adequate monitoring of children's activities are strongly related to the next policy implementation. As the path model indicates, delinquency learning social situations are the most proximate causes of delinquency. In the absence of appropriate parental control, a youth is most likely to socialize with delinquent peers. With the appropriate options in behavior available for him lacking or being absent, along with the absence of appropriate parental

supervision, he is likely to seek the same or similar friends. They eventually form unconventional peer groups and engage in deviant behaviors together. Therefore, it is also suggested to make available more creative, constructive, and conventional options for the youth.

4) FUTURE RESEARCH CONSIDERATIONS

Although this study may have provided some valuable first-hand information about relatively unknown Korean delinquency, further comprehensive research is highly recommended. As far as the research design is concerned, a few things can be considered for the future research. Firstly, longitudinal rather than cross-sectional design can be employed. Although the use of path analytic method enabled us to look into the sequential processes of delinquency, longitudinal data collected at different point in time would give us more indepth knowledege of the causal processes leading to delinquency. Furthermore, it would provide us with a means to check for the cross-validations of our tested model. Secondly, the study would have revealed more interesting, valuable findings if the study was designed as comparative, cross-cultural research. For example, had the data been collected from Korean high school students as well as both Korean-American and American high school students, more valid and meaningful comparisions and conclusions would be possible. For instance, the findings that cultural conflict variables such as youth culture or intergenerational conflict play an important role in the causal path model could have been more clearly understood

and validated. Thirdly, it is also believed that there is a typology of youths based on social, demographic, and psychological variables such that causal paths among those variables in predicting delinquency can be different within different subtypes of youths. In this sense, more diverse, representative youths, that is, youth populations with more variety, would be included as the future research populations. Finally, the use of factual data is also recommended. The use of official delinquency records and school records as the secondly data could provide a check for the validity of the self-reported delinquency. In terms of the conceptual framework, two things can be considered. Firstly, the need for further research is indicated by the effects of discontent with home/school on delinquent behavior and by the importance of school. It is assumed that poor performance at school is most relevant to delinquency in Korean society where values education so greatly for its own sake and sees it as the ultimate means of survival. At the same time, trouble with parents itself is also considered as deviant in Korean society, in which much value is placed on the absolute respect for parents. Furthermore, it may be also assumed that some of the effects of school and discontent with home and school are the feedback effects of labeling by such authorities as parents, teachers, and community. Both parents and teachers are less likely to expect and thus to find any merit in the school works of those who are having trouble at school and home. Those

students who know they are so identified are less likely to put forth the effort required to succeed. It is also possible that those who perceive their educational and/or occupations failure may commit to unconventional lines of activity and norm or vice versa. Therefore, the importance of school and the unexpected direct causal effects of discontent with home and school may be better explained by either or both of Anomie/strain variables and labeling variables.

APPENDICES

APPENDIX A : GROUPING OF QUESTIONNAIRE ITEMS

CLUSTER 1 : ATTACHMENT TO PARENTS

- 114. How often do you talk with your parents about day-to-day life ?
- 11. I enjoy talking over my plans with my parents.
- 123. How often do members of your family talk with each other about what is happening around themselves ?
- 13. When I have problems, I confide in my parents.
- 12. I usually share my thoughts and feelings with my parents.
- 9. I am closer to my parents than are most people my age.
- 113. How often do you and your parents go out together and do fun things together ?
- 135. How much are you satisfied with your home and family life in general ?
- 122. How often does your family do things like going to the movies, picnic, or camping and dinning out together ?
- 27. My parents always help me understand things perplexing to me.
- 10. When I am away from home, my parents know whom I am with and where I am.
- 32. It is hard for me to talk to my parents about my problem.

CLUSTER 2 : INTERGENERATIONAL CONFLICT

- 19. My parents don't seem to try to understand my problem.
- 18. My parents always pick on me.
- 33. My parents seem to reject my opinions and thoughts.
- 16. My parents seem to understand me.
- 26. I often feel that my parents have too much control on me.
- 30. Whenever decisions between me and my parents are made, my parents just tell me what to do.
- 29. I often question and doubt the beliefs and values of my parents.
- 28. I often feel that my parents treat me like little kid.
- 15. It is hard for me to please my parents.
- 17. I often feel angry or rebellious toward my parents.
- 31. I can hardly believe what my parents tell me.
- 25. I often argue with my parents.

CLUSTER 3 : YOUTH CULTURE

46. It is alright for girls to drink.
43. It is alright for girls to smoke cigarettes.
155. Suppose that Kim was home and doing homework one night and his friends called and asked him to go mess around on the street. He decided to go out and hang around with his friends. How would you feel about Kim's decision ?
154. Suppose that you are having a Christmas party with your friends. Later in the evening, one of your friends appears to be feeling high, mildly drunk from drinking too much alcohol. But he is not behaving rudely except feeling high. How would you feel about him feeling high ?
50. The laws against underage drinking should be obeyed.
156. Suppose that Kim has a chance to go to a great dance party but he has a big test tomorrow that he is worried about. Kim decides to go to the party. How would you feel about Kim's decision ?
143. In ancient times in Korea, Our customs called for the separation of male and female begining from the age of 7. In contemporary times, however, there are many mixed schools for boys and girls and close friends of opposite sex are often seen dating. How far would you think friendly contacts between male and female high school students can go ?
140. If your parents had to move to another city for just one year, would you go with them or stay with a friend ?
158. Suppose that Kim Has saved a bit of money enough to buy a new stereo he really wants. But his parents want him to save the money for the future in case he needs it. But he decides to buy a new stereo anyway. How would you feel about Kim's decision ?
51. Adults have no rights to condemn teenagers for drinking since adults themselves have more problems with drinking than teenagers.
141. Suppose that you had always wanted to belong to a special club and finally invited to join. But you also found that your parents did not approve of the club. Would you join the club or not ?
52. Most things that people call delinquency usually don't hurt anyone.
142. Suppose that your parents had planned a trip for vacation in the summer. But you also have a plan for camping with your friends on the same days. Would you go a vacation with your parents or go camping with your friends ?
53. Teenagers do things that people call delinquency because they are under too much pressure.

CLUSTE

40. 7

14. 6

38. 5

34. 4

44. 3

36. 2

35. 1

37. 0

CLUS

3. 7

2. 6

6. 5

1. 4

1. 3

0. 2

1. 1

1. 0

1. 9

1. 8

1. 7

1. 6

1. 5

1. 4

1. 3

1. 2

1. 1

1. 0

1. 9

1. 8

CLUSTER 4 : DETRADITIONALIZATION

- 40. Aging parents should live at home with their children.
- 14. As an adult, I want to live my parents.
- 38. Some traditional Korean customs like ancestor worship should no longer be practiced.
- 34. In order for Korea to make proper progress, we must discard all our traditional mores and mental outlooks and adopt a new pattern of thinking.
- 44. In fast changing Korean society, we must give up traditional Korean way of life and adopt new western way of life.
- 36. The rules and moral beliefs which my parents go by are good for me, too.
- 35. To maintain our cultural identity, we have to protect our own culture from contamination from the flow of foreign pop culture.
- 37. Absolute obedience and respect for the elderly are the most important virtues we should learn.

CLUSTER 5 : ATTACHMENT TO SCHOOL

- 3. I believe school will help me be a mature man.
- 2. I am learning things that I want to know in school.
- 6. The things that I do in school waste my time more than things I do outside school.
- 1. I am satisfied with school in general.
- 4. The things I am learning in school will help me get a good job later.
- 5. I am not learning what I feel is important.

CLUSTER 6 : DELINQUENT ASSOCIATES

- 128. As far as you know, how many of your friends have been involved in any illegal activities during the past 12 months ?
- 127. As far as you know, how many of your friends have been picked up by the police ?
- 125. As far as you know, how many of your friends have been regularly smoking cigarettes ?
- 129. As far as you know, how many of your friends have been suspended from school ?
- 130. As far as you know, how many of your friends thinks it is cool if you do something brave but illegal ?
- 126. As far as you know, how many of your friends approve of smoking cigarettes ?

CLUSTER 7 : HANG OUT

- 117. How often do you date with girl friends ?
- 139. Do you have a steady girl friend ?
- 119. How often do you go to such places as Cafe, Bakery, or Chinese restaurant ?
- 115. How often do you go out with your friends at night ?
- 120. How often do you go to the table tennis or billiards rooms ?
- 121. How often have your friends talked you into doing things that are not right ?

CLUSTER 8 : DISCONTENT WITH HOME AND SCHOOL

- 22. My parents are often upset about what I am doing.
- 21. My parents are often upset about the way I am.
- 24. My parents are often upset about my day-to-day life.
- 20. I often go against my parents' wishes.
- 23. My parents are often upset about the way I look.
- 132. What is the average standing of your grades in your class during your past high school periods.
- 136. How successful do you feel you have been in school for the past two semesters ?
- 144. How much do you think most of your school teachers like the group of friends you go around ?

CLUSTER 9 : DELINQUENT DEFINITION

- 47. It is OK to get around the law if you can get away with it.
- 48. To get ahead, we have to do some things that are not right.
- 49. It is stupid to just live by the rule.

CLUSTER 10 : CONFUCIAN VALUE ORIENTATION

- 41. We should always show respect to those in authority.
- 42. We should obey our superiors whether or not we think they are right.
- 45. We should learn independence and individuality rather than absolute obedience and respect.

CLUSTER 11 : FAMILY BACKGROUND

- 151. Would you please indicate how much education your father had ?
Please write the final grade that your father finished ?
- 149. What is your father's occupation ? Please describe your father's
occupation as detail as possible.
- 152. Would you please indicate how much education your mother had ?
Please write the final grade that your mother finished.

CLUSTER 12 : SERIOUS DELINQUENCY INDEX

- 81. Grabbed a purse and ran with it.
- 65. Run away from home.
- 72. Been involved in gang fight.
- 75. Had sexual intercourse with someone against their will.
- 77. Used weapons in a fight.
- 88. Taken little things from store.
- 93. Been loud, rowdy, unruly in a public place.
- 76. Beaten up or hurt someone so badly that they needed a doctor.
- 86. Purposely damaged or destroyed things that didn't belong to you,
your family, or your school.
- 78. Refused to tell the truth or told a lie to the police.
- 74. Used physical forces or threatened to get someone to have sex with you.
- 101. Annoyed or insulted other people in the street.
- 83. Attacked someone with weapon.
- 71. Knowingly bought or sold stolen goods.
- 96. Been drunk in a public place.
- 89. Thrown objects such as rocks or bottles at cars, people, or buildings.
- 95. Avoided paying for such things as movies, bus or subway rides, or food.

CLUSTER 13 : HEDONISTIC DELINQUENCY INDEX

- 99. Gone into restricted adult only establishments like bars,
discoteques, or nightclubs.
- 106. Stayed all night with a group of boys and girls together.
- 73. Used physical forces or threatened to get money or things from others.
- 62. Hit another student.
- 92. Had sexual intercourse with a person of opposite sex.

- 111. Regularly smoked cigarettes.
- 80. Tried to get away from the police officer.
- 105. Sniffed glue.
- 109. Done breakdance at the corner of street with a group of your friends.
- 112. Regularly drunk alcoholic.
- 108. Gone camping or trip with a group of boys and girls together.
- 82. Pickpocketed someone.
- 104. Smoked marijuana.

CLUSTER 14 : GENERAL DELINQUENCY INDEX

- 87. Stolen something worth less than W1,000.
- 98. Made obscene phone call.
- 110. Knowingly touched female passenger in a crowded public transportation bus.
- 70. Stolen things worth more than W10,000.
- 63. Forcefully taken money or things from another student.
- 102. Had fist fight with other people.
- 90. Lied about your age to gain entrance or purchase something such as lying to get into adult movies or bars.
- 85. Cheated on school exams.
- 57. Skipped school without legitimate excuse.

APPENDIX B

QUESTIONNAIRE (ENGLISH)

MICHIGAN STATE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE • SCHOOL OF CRIMINAL JUSTICE
BAKER HALL

EAST LANSING • MICHIGAN • 48824-1118

Dear student:

You have been selected to participate in our survey of male high school students about their attitudes, beliefs, attributes, and behaviors. The purpose of the survey is to learn more about young people like yourself in today's society and understand them better.

For this study to be more meaningful, however, it is extremely important that you complete the survey. Your participation in the survey can be an opportunity for you to have an input to future policies concerning young people like yourself in our society.

All the responses to the questions are absolutely anonymous and will be kept in the strictest confidence. No one will see them except the research personnel. Also, your name is not on the answer sheet, so nobody can figure out they are yours.

In order to do the survey right we need to have as many students as possible take the questionnaire. Please take a few minutes of your time to fill out the attached questionnaire. Your participation, however, is completely voluntary.

Please try to answer all of the questions. Thank you for your help. We hope you will enjoy filling out the questionnaire.

Sincerely yours,

Yoon Ho Lee
Project Director
School of Criminal Justice
560 Baker Hall
Michigan State University
East Lansing, MI 48824
U. S. A.

PLEASE CIRCLE THE NUMBER TO THE RIGHT OF EACH QUESTION WHICH BEST DESCRIBES YOUR FEELINGS ABOUT THE STATEMENT.

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|----------|----------------------|
| 1. I am satisfied with school in general. | 1 | 2 | 3 | 4 |
| 2. I am learning things that I want to know in school. | 1 | 2 | 3 | 4 |
| 3. I believe school will help me be a mature man. | 1 | 2 | 3 | 4 |
| 4. The things I am learning in school will help me get a good job later. | 1 | 2 | 3 | 4 |
| 5. I am not learning what I feel is important. | 1 | 2 | 3 | 4 |
| 6. The things I do in school waste my time more than things I do outside school. | 1 | 2 | 3 | 4 |
| 7. Education is so important it is worth it to put up with things about school that I don't like. | 1 | 2 | 3 | 4 |
| 8. I have had more difficulties doing well in school than most students my age. | 1 | 2 | 3 | 4 |
| 9. I am closer to my parents than are most students my age. | 1 | 2 | 3 | 4 |
| 10. When I am away from home, my parents know whom I am with and where I am. | 1 | 2 | 3 | 4 |
| 11. I enjoy talking over my future plans with my parents. | 1 | 2 | 3 | 4 |
| 12. I usually share my thoughts and feelings with my parents. | 1 | 2 | 3 | 4 |

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|----------|----------------------|
| 13. When I have problems, I confide in my parents. | 1 | 2 | 3 | 4 |
| 14. As a adult, I want to live with my parents. | 1 | 2 | 3 | 4 |
| 15. It is hard for me to please my parents. | 1 | 2 | 3 | 4 |
| 16. My parents seem to understand me. | 1 | 2 | 3 | 4 |
| 17. I often feel angry or rebellious toward my parents. | 1 | 2 | 3 | 4 |
| 18. My parents always pick on me. | 1 | 2 | 3 | 4 |
| 19. My parents don't seem to try to understand my problems. | 1 | 2 | 3 | 4 |
| 20. I often go against my parents' wishes. | 1 | 2 | 3 | 4 |
| 21. My parents are often upset about the way I am. | 1 | 2 | 3 | 4 |
| 22. My parents are often upset about what I am doing. | 1 | 2 | 3 | 4 |
| 23. My parents are often upset about the way I look. | 1 | 2 | 3 | 4 |
| 24. My parents are often upset about my day-to-day life. | 1 | 2 | 3 | 4 |
| 25. I often argue with my parents. | 1 | 2 | 3 | 4 |
| 26. I often feel that my parents have too much control on me to me. | 1 | 2 | 3 | 4 |
| 27. My parents always help me understand things perplexing to me. | 1 | 2 | 3 | 4 |
| 28. I often feel that my parents treat me like little kid. | 1 | 2 | 3 | 4 |
| 29. I often question or doubt the beliefs and values of my parents. | 1 | 2 | 3 | 4 |

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|-------------------|-------|----------|----------------------|
| 30. Whenever decisions between me and my parents are made, my parents just tell me what to do. | 1 | 2 | 3 | 4 |
| 31. I can hardly believe what my parents tell me. | 1 | 2 | 3 | 4 |
| 32. It is hard for me to talk to my parents about my problem. | 1 | 2 | 3 | 4 |
| 33. My parents seem to respect my opinions and thoughts. | 1 | 2 | 3 | 4 |
| 34. In order for Korea to make proper progress, we must discard all our traditional mores and mental outlook and adopt a new pattern of thinking. | 1 | 2 | 3 | 4 |
| 35. To maintain our cultural identity, we have to protect our own culture from contamination from the flow of foreign pop culture. | 1 | 2 | 3 | 4 |
| 36. The rules and moral beliefs which my parents go by are good for me, too. | 1 | 2 | 3 | 4 |
| 37. Absolute obedience and respect for the elderly are the most important virtues we should learn. | 1 | 2 | 3 | 4 |
| 38. Some traditional Korean customs like ancestor worship should no longer be practiced. | 1 | 2 | 3 | 4 |
| 39. One should live one's life independently of others as much as possible. | 1 | 2 | 3 | 4 |
| 40. Aging parents should live at home with their children. | 1 | 2 | 3 | 4 |
| 41. We should always show respect to those in authority. | 1 | 2 | 3 | 4 |
| 42. We should obey our superiors whether or not we think they are right. | 1 | 2 | 3 | 4 |

STRONGLY
AGREE AGREE DISAGREE STRONGLY
DISAGREE

| | | | | |
|--|---|---|---|---|
| 43. It is alright for girls to smoke cigarets. | 1 | 2 | 3 | 4 |
| 44. In fast changing Korean society we must give up traditional Korean way of life and adopt new western way of life. | 1 | 2 | 3 | 4 |
| 45. We should learn independence and individuality rather than absolute obedience and respect. | 1 | 2 | 3 | 4 |
| 46. It is alright for girls to drink alcohol. | 1 | 2 | 3 | 4 |
| 47. It is OK to get around the law if we can get away with it. | 1 | 2 | 3 | 4 |
| 48. To get ahead, we have to do some things that are not right. | 1 | 2 | 3 | 4 |
| 49. It is stupid to just live by the rule. | 1 | 2 | 3 | 4 |
| 50. The laws against underage drinking should be obeyed. | 1 | 2 | 3 | 4 |
| 51. Adults have no rights to condemn teenagers for drinking since adults themselves have more problems with drinking than teenagers. | 1 | 2 | 3 | 4 |
| 52. Most things that people call delinquency usually don't hurt anyone. | 1 | 2 | 3 | 4 |
| 53. Teenagers do things that people call delinquency because they are under too much pressure. | 1 | 2 | 3 | 4 |
| 54. everybody steals something once in a while. | 1 | 2 | 3 | 4 |
| 55. It is not really theft to steal from the rich. | 1 | 2 | 3 | 4 |
| 56. Most of my friends are less willing to take chance that bend rules than I am. | 1 | 2 | 3 | 4 |

NOW WE WOULD LIKE TO ASK YOU A SERIES OF QUESTIONS ABOUT YOUR PAST EXPERIENCE. WE WOULD ALSO LIKE TO REMIND YOU THAT ALL YOUR ANSWERS ARE ABSOLUTELY CONFIDENTIAL. PLEASE CIRCLE "NO" IF YOU HAVE NEVER DONE AND "YES" IF YOU HAVE EVER DONE EACH OF THE FOLLOWING. IF YOU CIRCLED "YES", PLEASE WRITE THE ESTIMATED NUMBER OF TIMES YOU HAVE DONE IT DURING THE PAST 12 MONTHS.

| | WHETHER OR NOT YOU HAVE EVER DONE IN THE LAST 12 MONTHS. | | THE ESTIMATED NUMBER OF TIMES YOU HAVE DONE IN THE LAST 12 MONTHS. |
|--|---|----|--|
| | YES | NO | NO. OF TIMES _____ |
| 57. Skipped school without legitimate excuse. | YES | NO | NO. OF TIMES _____ |
| 58. Cheated on school exams. | YES | NO | NO. OF TIMES _____ |
| 59. Defied teachers' authority to their face. | YES | NO | NO. OF TIMES _____ |
| 60. Purposely damaged or destroyed school property. | YES | NO | NO. OF TIMES _____ |
| 61. Stole something at school. | YES | NO | NO. OF TIMES _____ |
| 62. Hit another student. | YES | NO | NO. OF TIMES _____ |
| 63. Forcefully taken money or things from another student. | YES | NO | NO. OF TIMES _____ |
| 64. Purposely damaged or destroyed family property. | YES | NO | NO. OF TIMES _____ |
| 65. Run away from home. | YES | NO | NO. OF TIMES _____ |
| 66. Stole money or things from home. | YES | NO | NO. OF TIMES _____ |
| 67. Gone out at night when your parents told you that you couldn't go out. | YES | NO | NO. OF TIMES _____ |
| 68. Defied your parents' authority to their face. | YES | NO | NO. OF TIMES _____ |
| 69. Cursed or shouted at your parents. | YES | NO | NO. OF TIMES _____ |
| 70. Stole things worth more than \$10,000. | YES | NO | NO. OF TIMES _____ |

| | WHETHER OR NOT YOU HAVE EVER DONE IN THE LAST 12 MONTHS | | THE ESTIMATED NUMBER OF TIMES YOU HAVE DONE IN THE LAST 12 MONTHS |
|---|--|----|---|
| | YES | NO | |
| 71. Knowingly bought or sold stolen goods. | YES | NO | NO. OF TIMES _____ |
| 72. Been involved in gang fights. | YES | NO | NO. OF TIMES _____ |
| 73. Used physical force or threatened to get money or things from others. | YES | NO | NO. OF TIMES _____ |
| 74. Used physical force or threatened to get someone to have sex with you. | YES | NO | NO. OF TIMES _____ |
| 75. Had sexual intercourse with someone against their will. | YES | NO | NO. OF TIMES _____ |
| 76. Beaten up or hurt someone so badly that they needed a doctor. | YES | NO | NO. OF TIMES _____ |
| 77. Used weapons in a fight. | YES | NO | NO. OF TIMES _____ |
| 78. Refused to tell the truth or told a lie to the police. | YES | NO | NO. OF TIMES _____ |
| 79. Kept money for yourself that belonged to your group or organization such as class, club, church, or school. | YES | NO | NO. OF TIMES _____ |
| 80. Tried to get away from police officer. | YES | NO | NO. OF TIMES _____ |
| 81. Grabbed a purse and ran with it. | YES | NO | NO. OF TIMES _____ |
| 82. Pickpocketed someone. | YES | NO | NO. OF TIMES _____ |
| 83. Attacked someone with weapon. | YES | NO | NO. OF TIMES _____ |
| 84. Played cards for the money. | YES | NO | NO. OF TIMES _____ |
| 85. Broken into a building or house to steal something. | YES | NO | NO. OF TIMES _____ |
| 86. Purposely damaged or destroyed things that didn't belong to you, your family, or your school. | YES | NO | NO. OF TIMES _____ |

| | WHETHER OR NOT YOU HAVE EVER DONE IN THE LAST 12 MONTHS | THE ESTIMATED NUMBER OF TIMES YOU HAVE DONE IN THE LAST 12 MONTHS |
|--|--|---|
| 87. Stolen something worth less than \$1,000. | YES NO | NO. OF TIMES _____ |
| 88. Taken little things from store. | YES NO | NO. OF TIMES _____ |
| 89. Thrown objects such as rocks or bottles at cars, people, or building. | YES NO | NO. OF TIMES _____ |
| 90. Lied about your age to gain entrance or purchase something such as lying to get into adult movies or bars. | YES NO | NO. OF TIMES _____ |
| 91. Carried a hidden weapon such as knife. | YES NO | NO. OF TIMES _____ |
| 92. Had sexual intercourse with a person of opposite sex. | YES NO | NO. OF TIMES _____ |
| 93. Been loud, rowdy, or unruly in a public place. | YES NO | NO. OF TIMES _____ |
| 94. Taken motorcycle, scooter, or bicycle for a ride without the owner's permission. | YES NO | NO. OF TIMES _____ |
| 95. Avoided paying for such things as movies, bus or subway rides, or food. | YES NO | NO. OF TIMES _____ |
| 96. Been drunk in a public place. | YES NO | NO. OF TIMES _____ |
| 97. Begged for money or things from strangers. | YES NO | NO. OF TIMES _____ |
| 98. Made obscene phone call. | YES NO | NO. OF TIMES _____ |
| 99. Gone into restricted adult only establishments like bars, discoteques, or nightclubs. | YES NO | NO. OF TIMES _____ |
| 100. Stayed out all night without parents' permission. | YES NO | NO. OF TIMES _____ |
| 101. Annoyed or insulted other people in the street. | YES NO | NO. OF TIMES _____ |
| 102. Had fist fight with other people. | YES NO | NO. OF TIMES _____ |

| | WHETHER OR NOT YOU HAVE EVER DONE IN THE LAST 12 MONTHS | | THE ESTIMATED NUMBER OF TIMES YOU HAVE DONE IN LAST 12 MONTHS |
|--|--|----|---|
| | <hr/> | | <hr/> |
| 103. Beaten up on kids who hadn't done anything to you. | YES | NO | NO. OF TIMES <hr/> |
| 104. Smoked marijuana. | YES | NO | NO. OF TIMES <hr/> |
| 105. Sniffed glue. | YES | NO | NO. OF TIMES <hr/> |
| 106. Stayed all night with a group of boys and girls together. | YES | NO | NO. OF TIMES <hr/> |
| 107. Seen adult video tapes. | YES | NO | NO. OF TIMES <hr/> |
| 108. Gone camping or trip with a group of boys and girls together. | YES | NO | NO. OF TIMES <hr/> |
| 109. Done breakdancing at the corner of street with a group of friends. | YES | NO | NO. OF TIMES <hr/> |
| 110. Touched woman passenger beside you in crowded public transportation bus. | YES | NO | NO. OF TIMES <hr/> |

PLEASE CIRCLE "NO" IF YOU DO NOT REGULARLY DO AND "YES" IF YOU DO REGULARLY EACH OF THE FOLLOWING. IF YOU CIRCLED "YES", PLEASE WRITE THE ESTIMATED NUMBER OF TIMES YOU USUALLY DO IT DURING THE GIVEN PERIOD OF TIME.

| | WHETHER OR NOT YOU DO REGULARLY | | THE ESTIMATED NUMBER OF TIMES YOU USUALLY DO |
|---|------------------------------------|----|---|
| | <hr/> | | <hr/> |
| 111. Do you smoke cigarette regularly ? | YES | NO | NO. OF CIGARETTES YOU SMOKE PER DAY <hr/> |
| 112. Do you drink regularly ? | YES | NO | NO. OF TIMES YOU DRINK PER MONTH <hr/> |

FOR THE FOLLOWING QUESTIONS, PLEASE CIRCLE THE NUMBER TO THE RIGHT OF EACH QUESTION WHICH BEST DESCRIBES YOUR POSITION ABOUT THE STATEMENT.

| | VERY OFTEN | SOMETIMES | RARELY | NEVER |
|---|---------------|-----------|--------|-------|
| 113. How often do you and your parents go out and do fun things together ? | 1 | 2 | 3 | 4 |
| 114. How often do you talk with your parents about day-to-day life ? | 1 | 2 | 3 | 4 |
| 115. How often do you go out with your friends at night ? | 1 | 2 | 3 | 4 |
| 116. How often do you go to the movie ? | 1 | 2 | 3 | 4 |
| 117. How often do you date with girl friends ? | 1 | 2 | 3 | 4 |
| 118. How often do you go to the game rooms ? | 1 | 2 | 3 | 4 |
| 119. How often do you go to such place as Cafe, Bakery, or Chinese Restaurant ? | 1 | 2 | 3 | 4 |
| 120. How often do you go to the table tennis or billiards rooms ? | 1 | 2 | 3 | 4 |
| 121. How often have your friends talked you into doing things that are not right ? | 1 | 2 | 3 | 4 |
| 122. How often does your family do things like going to the movies, picnic, or camping and dinning out together ? | 1 | 2 | 3 | 4 |
| 123. How often do members of your family talk with each other about what is happening around themselves ? | 1 | 2 | 3 | 4 |
| 124. How often have you seen any of your family members fighting each other, such as fights between your parents or among your siblings ? | 1 | 2 | 3 | 4 |

FOR THE FOLLOWING QUESTIONS, PLEASE CIRCLE THE NUMBER TO THE RIGHT OF EACH QUESTION WHICH BEST DESCRIBES YOUR POSITION ABOUT THE STATEMENT.

| | MOST OF THEM | SOME OF THEM | A FEW OF THEM | NONE OF THEM |
|---|-----------------|-----------------|------------------|-----------------|
| 125. As far as you know, how many of your friends have been regularly smoking cigarettes ? | 1 | 2 | 3 | 4 |
| 126. As far as you know, how many of your friends approve of smoking cigarettes ? | 1 | 2 | 3 | 4 |
| 127. As far as you know, how many of your friends have ever been picked up by the police ? | 1 | 2 | 3 | 4 |
| 128. As far as you know, how many of your friends have been involved in any illegal activities during the past 12 months. | 1 | 2 | 3 | 4 |
| 129. As far as you know, how many of your friends have ever been suspended from school ? | 1 | 2 | 3 | 4 |
| 130. As far as you know, how many of your friends think it is cool if you do something brave but illegal? | 1 | 2 | 3 | 4 |
| 131. As far as you know, how many of your friends rather encourage you if they found you were shoplifting? | 1 | 2 | 3 | 4 |

FOR THE NEXT QUESTIONS, PLEASE CIRCLE THE NUMBER BELOW EACH QUESTION WHICH BEST DESCRIBES YOUR POSITION ABOUT THE QUESTION.

132. What is the average standing of your grades in your class during your highschool period ?

- 1 UPPER
- 2 UPPER MIDDLE
- 3 LOWER MIDDLE
- 4 LOWER

133. If you are allowed to be whatever you want to be, how much would you like to be a sportstar in your school?

- 1 VERY MUCH
- 2 SOMEWHAT
- 3 HARDLY
- 4 NOT AT ALL

134. If you are allowed to be whatever you want to be, how much would you want to be a guy with great popularity among girls?

- 1 VERY MUCH
- 2 SOMEWHAT
- 3 HARDLY
- 4 NOT AT ALL

135. How much are you satisfied with your home and family life in general?

- 1 VERY MUCH
- 2 SOMEWHAT
- 3 HARDLY
- 4 NOT AT ALL

136. How successful do you feel you have been in school for the past two semesters?

- 1 VERY SUCCESSFUL
- 2 SOMEWHAT SUCCESSFUL
- 3 SOMEWHAT UNSUCCESSFUL
- 4 VERY UNSUCCESSFUL

137. Have you ever been suspended from school for the past two semesters?

- 1 YES
- 2 NO

138. If you could have as much as you desire, how much education would you like to get?

- 1 HIGH SCHOOL GRADUATION
- 2 SOME COLLEGE
- 3 COLLEGE GRADUATION
- 4 POSTGRADUATE SCHOOL

139. Do you have a steady girl friend?

- 1 YES
- 2 NO

140. If your parents had to move to another city for just one year, would you go with them or stay with a friend?

- 1 ABSOLUTELY GO WITH MY PARENTS
- 2 PROBABLY GO WITH MY PARENTS
- 3 PROBABLY STAY WITH A FRIEND
- 4 ABSOLUTELY STAY WITH A FRIEND

141. Suppose you had always wanted to belong to a special club and finally were invited to join. But you also found that your parents did not approve of the club. Would you join the club or not?

- 1 ABSOLUTELY JOIN THE CLUB
- 2 PROBABLY JOIN THE CLUB
- 3 PROBABLY NOT
- 4 ABSOLUTELY NOT

142. Suppose your parents had planned a trip for vacation in the summer. But you also have a plan for camping with your friends on the same days. Would you go a vacation with your parents or go camping with your friends?

- 1 ABSOLUTELY GO A VACATION WITH MY PARENTS
- 2 PROBABLY GO A VACATION WITH MY PARENTS
- 3 PROBABLY GO CAMPING WITH MY FRIENDS
- 4 ABSOLUTELY GO CAMPING WITH MY FRIENDS

143. In ancient times in Korea, our customs called for the separation of male and female beginning from the age of 7. In contemporary times, however, there are many mixed schools for boys and girls and close friends of opposite sex are often seen dating. How far would you think friendly contacts between male and female high school students can go?

- 1 CONVERSATION ONLY
- 2 HOLDING HANDS
- 3 KISSING
- 4 GOING BEYOND KISSING

144. How much do you think most of your school teachers like the group of friends you go around with?

- 1 VERY MUCH
- 2 SOMEWHAT
- 3 HARDLY
- 4 NOT AT ALL

145. Not including traffic violations, have any of your family members been in trouble with the law?

- 1 YES
- 2 NO

146. How well off is your family financially?

- 1 UPPER CLASS
- 2 UPPER MIDDLE CLASS
- 3 LOWER MIDDLE CLASS
- 4 LOWER CLASS

147. Would you say that any of your family members is drinking alcohol too much?

- 1 YES
- 2 NO

148. With whom do you live at home?(Circle all the numbers that apply to you)

- 1 ALONE
- 2 FATHER
- 3 MOTHER
- 4 SIBLING(S)
- 5 GRANDPARENT(S)
- 6 OTHERS

149. What is your father's occupation? In case you don't have father, please write "NO FATHER" and if your father is currently unemployed, please write "UNEMPLOYED".

150. What is your mother's occupation? In case you don't have mother, please write "NO MOTHER" and if your mother is currently unemployed, please write "UNEMPLOYED".

151. Would you please indicate how much education your father had? Please write the final grade your father finished. In case you don't have father, please write "NO FATHER".

152. Would you please indicate how much education your mother had? Please write the final grade your mother finished. In case you don't have mother, please write "NO MOTHER".

153. If a new clothing style comes out and you can buy and change to it any time you want, how soon would you change to the new style?

- 1 I WOULD BE THE FIRST TO CHANGE IN THE SCHOOL
- 2 I WOULD CHANGE ABOUT THE SAME TIME AS MOST OTHERS
- 3 I WILL NOT CHANGE UNTIL MOST OTHERS CHANGE
- 4 I WOULD BE THE LAST TO CHANGE IN THE SCHOOL

154. Suppose that you are having a Christmas party with your friends. Later in the evening, one of your friends appears to be feeling high, mildly drunk from drinking too much alcohol. But he is not behaving rudely except feeling high. How would you feel about him feeling high?

1 ABSOLUTELY UNACCEPTABLE
2 SOMEWHAT UNACCEPTABLE
3 SOMEWHAT ACCEPTABLE
4 ABSOLUTELY ACCEPTABLE

155. Suppose that Kim was home and doing homework one night and his friends called and asked him to go mess around on the street. He decided to go out and hang around with his friends. How would you feel about Kim's decision?

1 ABSOLUTELY UNACCEPTABLE
2 SOMEWHAT UNACCEPTABLE
3 SOMEWHAT ACCEPTABLE
4 ABSOLUTELY ACCEPTABLE

156. Suppose that Kim has a chance to go to a great disco party but he has a big test tomorrow that he is worried about. Kim decides to go to the party. How would you feel about Kim's decision?

1 ABSOLUTELY UNACCEPTABLE
2 SOMEWHAT UNACCEPTABLE
3 SOMEWHAT ACCEPTABLE
4 ABSOLUTELY ACCEPTABLE

157. Suppose that Kim is one of the best baseball players in your school but his grades are not too good and he knows that if he goes out for baseball his grades will get worse. But he decides to go out and play baseball. How would you feel about Kim's decision?

1 ABSOLUTELY UNACCEPTABLE
2 SOMEWHAT UNACCEPTABLE
3 SOMEWHAT ACCEPTABLE
4 ABSOLUTELY ACCEPTABLE

158. Suppose that Kim has saved a bit of money enough to buy a new stereo he really wants. But his parents want him to save the money for the future in case he needs it. But he decides to buy a new stereo anyway. How would you feel about Kim's decision?

1 ABSOLUTELY UNACCEPTABLE
2 SOMEWHAT UNACCEPTABLE
3 SOMEWHAT ACCEPTABLE
4 ABSOLUTELY ACCEPTABLE

APPENDIX C
QUESTIONNAIRE (KOREAN)

MICHIGAN STATE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE • SCHOOL OF CRIMINAL JUSTICE
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친애하는 학생여러분!

귀하께서는 남자고교생들의 의식구조와 생활에 관한 본 표본조사의 참가자로 선발되었습니다. 본 조사의 목적은 현대 사회의 청소년들에 관해 좀 더 많은 것을 배우고 또 그들을 좀 더 잘 이해하기 위한 것입니다.

본 조사가 더욱 의미있는 조사가 되기 위해서는 귀하께서 설문지를 완전하게 작성해 주시는 것이 무엇보다도 중요한 일입니다. 귀하께서 본 조사에 참여하신다는 것은 현대사회에 있어서 귀하와 같은 청소년들에 관한 미래 정책의 수립에 우리 스스로가 참여하게 된다는 것입니다.

본 설문에 대한 모든 응답은 철저히 익명으로 처리될 것이며 엄격하게 그 비밀이 보장될 것입니다. 본 조사를 제외한 어떠한 사람도 설문의 응답지를 볼 수가 없게 되어있습니다. 본 조사는 귀하의 학교나 기타 관계기관과는 전혀 관계가 없으며 미국의 미시간 주립대학에서 공부하고 있는 본 조사자의 박사학위 논문의 자료로 이용될 뿐이므로 귀하의 학교나 선생님들께서는 전혀 본 조사에 관계할 수 없다는 사실을 분명히 말씀드립니다. 또한 설문의 응답지에 귀하의 이름을 기입할 필요가 없기 때문에 심지어 본 조사자조차도 특정의 응답지가 누구의 것인지 전혀 알수가 없게 되어 있습니다.

보다 의미있는 표본조사가 되기 위해서는 가능한 한 많은 학생들이 본 조사에 참여할 필요가 있으므로 모든 학생들께서 약간의 시간을 할애하여 배부된 설문지를 끝까지 작성해 주시면 대단히 감사하겠습니다.

모든 설문에 빠짐없이 끝까지 답해주시길 다시 한번 부탁드립니다. 도와주신데 대해 진심으로 감사드리며 즐거운 마음으로 설문지를 작성해 주시리라 바라마지 않습니다.

1986 년 9 월 이 윤 호

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| | <u>강렬히 동의한다.</u> | <u>동의한다.</u> | <u>반대한다.</u> | <u>강렬히 반대한다.</u> |
|--|----------------------|--------------|--------------|----------------------|
| 1) 나는 대체로 학교생활에 만족한다. | 1 | 2 | 3 | 4 |
| 2) 나는 학교에서 내가 배우고 싶어하는 것을 배우고 있다. | 1 | 2 | 3 | 4 |
| 3) 내가 성인으로 성장하는데 있어 학교 가 상당한 도움을 준다. | 1 | 2 | 3 | 4 |
| 4) 내가 학교에서 배우는 것들이 장래 내가 좋은 직장을 구하는데 큰 도움 이 될 것이다. | 1 | 2 | 3 | 4 |
| 5) 개인적으로 내가 중요하다고 생각하 는 사항들을 학교에서 배우고 있지 않다. | 1 | 2 | 3 | 4 |

| | <u>강력히 동의한다.</u> | <u>동의한다.</u> | <u>반대한다.</u> | <u>강력히 반대한다.</u> |
|---|----------------------|--------------|--------------|----------------------|
| 6) 나의 학교생활은 여타의 교외생활 에 비해 오히려 시간의 낭비이다. | 1 | 2 | 3 | 4 |
| 7) 교육이란 매우 중요한 것이기 때문 에 별로 내키지 않을 지라도 학업에 열중할 필요가 있다. | 1 | 2 | 3 | 4 |
| 8) 대다수의 내포래 학생들 보다 나는 학교공부에 더 많은 어려움을 겪고 있다. | 1 | 2 | 3 | 4 |
| 9) 대다수의 내포래 학생들 보다 나는 부모님과 더 가까운 편이다. | 1 | 2 | 3 | 4 |
| 10) 나의 부모님께서서는 내가 외출시 어 디서 누구와 같이 있는지 알고 계 신다. | 1 | 2 | 3 | 4 |
| 11) 나는 부모님과 나의 장래계획에 대 해서 즐거이 의논한다. | 1 | 2 | 3 | 4 |
| 12) 나는 대체로 내생각이나 감정을 부 모님과 같이 나누는 편이다. | 1 | 2 | 3 | 4 |
| 13) 나에게 고민이 있을 땐, 나는 부모 님과 상의한다. | 1 | 2 | 3 | 4 |
| 14) 내가 성인이 되면 나는 부모님을 모 시고 살고 싶다. | 1 | 2 | 3 | 4 |
| 15) 부모님을 기쁘게 해 드리는 것이 나 에게는 힘든 일이다. | 1 | 2 | 3 | 4 |
| 16) 부모님께서서는 나를 이해하시는 것 같다. | 1 | 2 | 3 | 4 |

| | <u>강력히 동의한다.</u> | <u>동의한다.</u> | <u>반대한다.</u> | <u>강력히 반대한다.</u> |
|--|----------------------|--------------|--------------|----------------------|
| 17) 부모님께 화를 내거나 반항하고 싶을 때가 종종 있다. | 1 | 2 | 3 | 4 |
| 18) 부모님께서는 항상 나의 트집을 잡으신다. | 1 | 2 | 3 | 4 |
| 19) 부모님께서는 나의 문제를 이해하려고 하시는 것 같지 않다. | 1 | 2 | 3 | 4 |
| 20) 나는 부모님의 바람에 어긋나는 일을 종종 한다. | 1 | 2 | 3 | 4 |
| 21) 부모님께서는 현재의 나 자신에 대해서는 종종 못 마땅해 하신다. | 1 | 2 | 3 | 4 |
| 22) 부모님께서는 나의 행동에 대해서 종종 못 마땅해 하신다. | 1 | 2 | 3 | 4 |
| 23) 부모님께서는 나의 걸모습에 대해 종종 못 마땅해 하신다. (옷차림이나 머리모양 등) | 1 | 2 | 3 | 4 |
| 24) 부모님께서는 나의 일상생활에 대해 종종 못 마땅해 하신다. | 1 | 2 | 3 | 4 |
| 25) 종종 나는 부모님과 말다툼을 한다. | 1 | 2 | 3 | 4 |
| 26) 나는 종종 부모님께서 나를 지나치게 통제하신다고 느낀다. | 1 | 2 | 3 | 4 |
| 27) 부모님께서는 내가 당한 당혹한 일을 이해할 수 있도록 도와준다. | 1 | 2 | 3 | 4 |
| 28) 나는 종종 부모님께서 나를 어린애 취급한다고 느낀다. | 1 | 2 | 3 | 4 |
| 29) 부모님의 신념이나 가치관에 대해서 나는 종종 의구심을 느낀다. | 1 | 2 | 3 | 4 |

| | <u>강력히 동의한다.</u> | <u>동의한다.</u> | <u>반대한다.</u> | <u>강력히 반대한다.</u> |
|---|----------------------|--------------|--------------|----------------------|
| 30) 부모님과 함께 나 자신에 관한 사항을 결정할 때, 부모님께서 일방적으로 결정하셔서 나에게 지시할 따름이다. | 1 | 2 | 3 | 4 |
| 31) 부모님께서 나에게 하시는 말씀을 나는 거의 믿을 수가 없다. | 1 | 2 | 3 | 4 |
| 32) 부모님께 나 자신에 관한 문제를 말씀 드리는 것은 나에게겐 무척 힘든 일이다. | 1 | 2 | 3 | 4 |
| 33) 부모님께서는 나의 의견이나 생각을 존중해 주시는 것 같다. | 1 | 2 | 3 | 4 |
| 34) 우리나라가 발전하기 위해서는 우리의 모든 전통적 관습과 정신적 사고방식을 버리고 새로운 사고방식을 받아들여야 한다. | 1 | 2 | 3 | 4 |
| 35) 우리 문화의 주체성을 보전하기 위해서는 우리의 고유문화가 외래 대중문화의 홍수로 부터 오염되지 않도록 보호해야 한다. | 1 | 2 | 3 | 4 |
| 36) 부모님께서 준수하시는 윤리관이나 규율은 나 자신에게도 유익한 것들이다. | 1 | 2 | 3 | 4 |
| 37) 연장자에 대한 절대복종과 존경은 우리들이 배워야 하는 가장 중요한 미덕이다. | 1 | 2 | 3 | 4 |

| | <u>강력히 동의한다.</u> | <u>동의한다.</u> | <u>반대한다.</u> | <u>강력히 반대한다.</u> |
|--|----------------------|--------------|--------------|----------------------|
| 38) 조상숭배와 같은 몇몇 우리의 전통적 관습은 더 이상 행해지지 않아야 한다. | 1 | 2 | 3 | 4 |
| 39) 인간은 가능한한 타인으로부터 독립하여 자립적으로 살아야 한다. | 1 | 2 | 3 | 4 |
| 40) 연로하신 부모님들은 자식들이 모시고 살아야 한다. | 1 | 2 | 3 | 4 |
| 41) 항상 권력자를 존경해야 한다. | 1 | 2 | 3 | 4 |
| 42) 그들의 잘잘못에 관계없이 상급자겐 무조건 복종해야 한다. | 1 | 2 | 3 | 4 |
| 43) 여자가 담배피우는 것은 있을 수 있는 일이다. | 1 | 2 | 3 | 4 |
| 44) 급변하는 한국 사회에서 우리의 전통적 생활방식을 버리고 새로운 서구식 생활방식을 받아들여야 한다. | 1 | 2 | 3 | 4 |
| 45) 절대 복종과 존경보다는 오히려 자립심과 개성을 익혀야 한다. | 1 | 2 | 3 | 4 |
| 46) 여자가 술을 마시는 것은 있을 수 있는 일이다. | 1 | 2 | 3 | 4 |
| 47) 처벌을 면할 수만 있다면 적당히 법을 피해서 사는 것도 괜찮은 일이다. | 1 | 2 | 3 | 4 |
| 48) 남보다 앞서기 위해서는 올바른 일도 약간은 해야만 한다. | 1 | 2 | 3 | 4 |
| 49) 도박도박 반드시 법대로만 사는 것은 어리석은 일이다. | 1 | 2 | 3 | 4 |

직접해 본 경험이 없다면 응답지의 경험유무란에 “없다”를 나타내는 2 번에 ○ 표해 주십시오. 만일 어떠한 행위를 지난 1 년동안 직접 해 본 경험이 있어서 “예”의 1 번에 ○표를 하셨다면, 바로 그 행위를 지난 1 년동안 대충 몇번 정도나 하였는지 그 회수를 응답지의 경험회수란에 적어주십시오.

보기: (설문)

| | 지난 1 년간 경험유무 | | 지난 1 년간 경험회수 |
|----------|-----------------|----|-----------------|
| | 있다 | 없다 | |
| 동생을 때린 일 | ① | 2 | 100 |
| 형을 때린 일 | 1 | ② | |

| | 지난 1 년간 경험유무 | | 지난 1 년간 경험회수 |
|--|-----------------|----|-----------------|
| | 있다 | 없다 | |
| 57) 정당한 사유없이 수업을 때먹거나 결석한 일 | 1 | 2 | |
| 58) 시험때 부정행위를 한 일 | 1 | 2 | |
| 59) 학교 선생님께 정면으로 대든 일 | 1 | 2 | |
| 60) 고의적으로 학교비품을 파괴하거나 손상을 입힌 일 | 1 | 2 | |
| 61) 학교에서 무엇인가를 훔친 일 | 1 | 2 | |
| φ 62) 다른 학생으로부터 돈이나 물건을 강제로 빼앗은 일 | 1 | 2 | |
| 63) 다른 학생을 때린 일 | 1 | 2 | |
| 64) 고의로 집안 물건을 파괴하거나 손상시킨 일 | 1 | 2 | |
| 太 65) 가출한 일 | 1 | 2 | |
| 66) 집에서 돈이나 물건을 훔친 일 | 1 | 2 | |
| 67) 부모님께서 못나가게 하셨음에도 불구하고 야간에 외출한 일 | 1 | 2 | |

| | 지난 1 년간 경험 유무 | | 지난 1 년간 경험 회수 |
|--|------------------|-----|------------------|
| | 있다. | 없다. | |
| 68) 부모님께 정면으로 대든 일 | 1 | 2 | _____ |
| 69) 부모님께 고향을 지르거나 악담을 한 일 | 1 | 2 | _____ |
| 70) 값어치가 만원 이상되는 물건을 훔친 일 | 1 | 2 | _____ |
| 大 71) 도난품인 줄 알면서도 장물을 사거나 판 일 | 1 | 2 | _____ |
| 大 72) 패싸움을 한 일 | 1 | 2 | _____ |
| 大 73) 다른 사람으로부터 돈이나 물건을 빼앗기 위해 물리적 힘을 가하거나 위협한 일 | 1 | 2 | _____ |
| 大 74) 성행위를 하기 위해서 상대방을 위협하거나 물리적인 힘을 가한 일 | 1 | 2 | _____ |
| 大 75) 상대의 의사를 무시한 채 강제로 성행위를 한 일 | 1 | 2 | _____ |
| 大 76) 의사에게 보여야 할 정도로 사람을 심하게 구타한 일 | 1 | 2 | _____ |
| 大 77) 무기를 이용하여 싸움을 한 일 | 1 | 2 | _____ |
| 大 78) 경찰관에게 거짓말을 하거나 사실을 진술하기를 거부한 일 | 1 | 2 | _____ |
| 79) 클럽, 교회, 학급, 혹은 학교의 공금을 개인적으로 남용한 일 | 1 | 2 | _____ |
| 80) 경찰관으로부터 도망치려고 시도한 일 | 1 | 2 | _____ |
| 大 81) 날치기를 한 일 | 1 | 2 | _____ |
| 大 82) 소매치기를 한 일 | 1 | 2 | _____ |
| 83) 무기로 다른 사람을 공격한 일 | 1 | 2 | _____ |
| 84) 돈을 목적으로 판돈을 놓고 화투나 카드를 한 일 | 1 | 2 | _____ |
| 85) 무언가를 훔치기 위해 건물이나 가정집에 주인 몰래 침입한 일 | 1 | 2 | _____ |

| | 지난 1 년간 | | 지난 1 년간 |
|--|---------|-----|---------|
| | 경험 회 수 | | 경험 회 수 |
| | 있다. | 없다. | |
| 86) 학교비품이나 집안물건이 아닌 다른 사람 소유의 물품을 고의로 파괴하거나 손상시킨 일 | 1 | 2 | _____ |
| 87) 값어치가 만원 미만되는 물건을 훔친 일 | 1 | 2 | _____ |
| 88) 가게에서 조그만 물건을 훔친 일 | 1 | 2 | _____ |
| 89) 자동차, 사람 혹은 건물등에 돌맹이나 빈병등을 던진 일 | 1 | 2 | _____ |
| 90) 미성년자 관람불가의 영화를 보기 위해서나 미성년자 출입금지 술집에 들어가기 위해서 혹은 술이나 담배를 사기 위해서 자신의 나이를 속인 일 | 1 | 2 | _____ |
| 91) 칼과 같은 무기를 몸에 숨기고 다닌 일 | 1 | 2 | _____ |
| 92) 여자와 성행위를 한 일 | 1 | 2 | _____ |
| 93) 공공장소에서 소동을 피운 일 | 1 | 2 | _____ |
| 94) 주인의 허가없이 남의 모터사이클, 스쿠터 혹은 자전거를 훔쳐 탄 일 | 1 | 2 | _____ |
| 95) 영화관람료, 전철이나 버스요금 혹은 음식값등을 내지않고 술쩍 때 먹은 일 | 1 | 2 | _____ |
| 96) 공공장소에서 술에 취한 일 | 1 | 2 | _____ |
| 97) 낯선 사람으로부터 돈이나 물건을 구걸한 일 | 1 | 2 | _____ |
| 98) 외설전화를 한 일 (모르는 사람 아무에게나 전화를 걸어 상대를 희롱하거나 욕설을 하는 일 등) | 1 | 2 | _____ |
| 99) 미성년자의 출입이 금지된 술집, 디스코텍, 혹은 나이트클럽과 같은 유흥업소에 출입한 일 | 1 | 2 | _____ |
| 100) 부모님의 허락없이 외박한 일 | 1 | 2 | _____ |
| 101) 길거리에서 행인을 희롱하거나 욕설을 한 일 | 1 | 2 | _____ |
| 102) 주먹싸움을 한 일 | 1 | 2 | _____ |

| | 지난 1 년간 | | 지난 1 년간 |
|---|---------------|------------|---------------|
| | <u>경험 회 수</u> | | <u>경험 회 수</u> |
| | <u>있다.</u> | <u>없다.</u> | |
| 103) 아무런 잘못된 일도 없는 어린애를 때린 일 | 1 | 2 | _____ |
| 104) 대마초를 피운 일 | 1 | 2 | _____ |
| 105) 접착제 (고무풀) 의 냄새를 취하도록 들여마신 일 | 1 | 2 | _____ |
| 106) 남녀 혼숙을 한 일 | 1 | 2 | _____ |
| 107) 성인용 비디오 테이프를 본 일 | 1 | 2 | _____ |
| 108) 남녀혼성으로 캠핑이나 여행을 간 일 | 1 | 2 | _____ |
| 109) 친구들과 어울려 도로상에서 춤을 춘 일 | 1 | 2 | _____ |
| 110) 비좁은 시내버스안에서 옆에 탄 여자승객의 몸을 더듬은 일 | 1 | 2 | _____ |

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다음의 두 질문 (111 - 112) 은 음주와 흡연에 관한 것입니다. 만약 담배를 상습적으로 피우거나 술을 상습적으로 마신다면 “ 예 ” 의 1 번에 ○표 해 주시고 아니면 “ 아니오 ” 의 2 번에 ○표 해 주십시오. 만약 담배를 상습적으로 피운다면 하루에 평균 몇개피 정도를 피우며 술을 상습적으로 마신다면 일주일에 평균 몇번 정도나 마시는지 그 회수를 적어주십시오,

| | <u>상습흡연유무</u> | | |
|-----------------------|---------------|------------|-----------------|
| | <u>예</u> | <u>아니오</u> | <u>일일평균흡연회수</u> |
| 111) 담배를 상습적으로 피우는지요? | 1 | 2 | _____ |
| 112) 술을 상습적으로 마시는지요? | 1 | 2 | _____ |

.....

아래의 설문 113 번 부터 154 번까지에 대해서는, 각 설문을 읽으신 다음 그 설문에 대한 자신의 입장을 가장 잘 나타낸다고 생각하는 응답의 번호를 골라 응답지의 그 번호에 ○표 해 주십시오.

- 113) 얼마나 자주 부모님과 함께 외출하여 오락을 즐기는지요?
1. 매우 자주 한다.
 2. 가끔 한다.
 3. 거의 안한다.
 4. 전혀 안한다.
- 114) 얼마나 자주 부모님과 하루하루의 생활에 관한 대화를 나누는지요?
1. 매우 자주 한다.
 2. 가끔 한다.
 3. 거의 안한다.
 4. 전혀 안한다.
- 115) 얼마나 자주 친구들과 함께 야간에 외출을 하는지요?
1. 매우 자주 한다.
 2. 가끔 한다.
 3. 거의 안한다.
 4. 전혀 안한다.
- 116) 얼마나 자주 영화구경을 가는지요?
1. 매우 자주 간다.
 2. 가끔 간다.
 3. 거의 안간다.
 4. 전혀 안간다.
- 117) 얼마나 자주 여자친구와 데이트를 즐기는지요?
1. 매우 자주 한다.
 2. 가끔 한다.
 3. 거의 안한다.
 4. 전혀 안한다.
- 118) 얼마나 자주 전자오락실에 가는지요?
1. 매우 자주 간다.
 2. 가끔 간다.
 3. 거의 안간다.
 4. 전혀 안간다.
- 119) 얼마나 자주 중국음식점, 경양식집, 분식집, 혹은 제과점 등엘 가는지요?
1. 매우 자주 간다.
 2. 가끔 간다.
 3. 거의 안간다.
 4. 전혀 안간다.
- 120) 얼마나 자주 당구장이나 탁구장에 가는지요?
1. 매우 자주 간다.
 2. 가끔 간다.
 3. 거의 안간다.
 4. 전혀 안간다.
- 121) 친구들이 학생으로 하여금 그릇된 일을 하도록 꼬인적이 몇번이나 있는지요?
1. 여러번 있었다.
 2. 가끔 있었다.
 3. 거의 없었다.
 4. 전혀 없었다.

- 122) 주위에서 일어나는 일에 관해서 가족끼리 얼마나 자주 대화를 나누는지요?
1. 매우 자주 한다.
 2. 가끔 한다.
 3. 거의 안한다.
 4. 전혀 안한다.
- 123) 얼마나 자주 가족단위로 영화구경, 소풍 또는 캠핑 등을 가거나 혹은 외식을 하는지요?
1. 매우 자주 한다.
 2. 가끔 한다.
 3. 거의 안한다.
 4. 전혀 안한다.
- 124) 현재의 가정이나 가족생활에 대해 대체로 어느 정도나 만족하는지요?
1. 매우 만족한다.
 2. 약간 만족한다.
 3. 거의 만족치 못하다.
 4. 전혀 만족치 못하다.
- 125) 두분 부모님께서 서로 싸우시거나 형제, 자매들끼리 서로 싸우는 등 집안식구들끼리 싸우는 것을 얼마나 자주 볼 수 있는지요?
1. 매우 자주 본다.
 2. 가끔 본다.
 3. 거의 볼 수 없다.
 4. 전혀 볼 수 없다.
- 126) 학생들의 친구 중 어느 정도가 상습적으로 담배를 피운다고 생각하는지요?
1. 거의 모든 친구가 피운다.
 2. 제법 많은 친구가 피운다.
 3. 몇몇 친구만 피운다.
 4. 거의 아무 친구도 안피운다.
- 127) 학생의 친구중 어느 정도가 담배피우는 것을 괜찮은 것으로 인정한다고 생각하는지요?
1. 거의 모든 친구가 인정한다.
 2. 제법 많은 친구가 인정한다.
 3. 몇몇 친구만 인정한다.
 4. 거의 아무 친구도 인정하지 않는다.
- 128) 학생의 친구중 어느 정도가 경찰에 붙잡힌 적이 있다고 생각하는지요?
1. 거의 모든 친구가 붙잡힌 적이 있다.
 2. 제법 많은 친구가 붙잡힌 적이 있다.
 3. 몇몇 친구만 붙잡힌 적이 있다.
 4. 거의 아무 친구도 붙잡힌 적이 없다.
- 129) 학생의 친구중 어느정도가 지난 1년동안 어떤 종류의 불법행위에 가담한 적이 있다고 생각하는지요?

1. 거의 모든 친구가 불법행위에 가담한 적이 있다.
2. 제법 많은 친구가 불법행위에 가담한 적이 있다.
3. 몇몇 친구만 불법행위에 가담한 적이 있다.
4. 거의 아무 친구도 불법행위에 가담한 적이 없다.

130) 학생의 친구중 어느 정도가 학교에서 처벌을 받은 적이 있다고 생각하는 지요?

1. 거의 모든 친구가 처벌받은 적이 있다.
2. 제법 많은 친구가 처벌받은 적이 있다.
3. 몇몇 친구만 처벌받은 적이 있다.
4. 거의 아무 친구도 처벌받은 적이 없다.

131) 학생의 친구중 어느 정도가 어떠한 용감하지만 법에 어긋나는 일을 하는 것을 뿌듯하게 여긴다고 생각하는 지요?

1. 거의 모든 친구가 뿌듯하게 여긴다.
2. 제법 많은 친구가 뿌듯하게 여긴다.
3. 몇몇 친구만 뿌듯하게 여긴다.
4. 거의 아무 친구도 뿌듯하게 여기지 않는다.

132) 친구들과의 크리스마스 파티 중 그날밤 늦게 철수가 행동이 거칠 정도는 아니지만 그래도 약간 지나칠 정도로 술에 취하게 되었다면 이러한 철수의 술취한 행동에 대해 어떻게 생각하는 지요?

1. 절대로 받아 들일 수 없는 일이다.
2. 거의 받아들일 수 없는 일이다.
3. 어느정도 받아들일 수 있는 일이다.
4. 절대적으로 받아들일 수 있는 일이다.

133) 어느날 밤 철수가 집에서 숙제를 하고 있을 때 친구들이 전화로 같이 외출하여 길거리를 쏘다니자고 제의하였다. 철수는 하든 숙제를 그만 두고 친구들이 제의한 대로 외출하기로 결정했다면 이러한 철수의 결정에 대해 어떻게 생각하는 지요?

1. 절대로 받아들일 수 없다. 2. 거의 받아들일 수 없다.
3. 어느정도 받아들일 수 있다. 4. 절대적으로 받아들일 수 있다.
- 134) 그 동안 걱정해 온 대단히 중요한 시험이 있던 하루 전날밤, 철수에게 그날 밤 거창한 디스코 파티에 갈 기회가 생겼을 때, 철수는 내일 있을 중요한 시험준비 대신 그 디스코 파티에 가기로 결정했다면, 이러한 철수의 결정에 대해서 어떻게 생각하는지요?
1. 절대로 받아들일 수 없다. 2. 거의 받아들일 수 없다.
3. 어느정도 받아들일 수 있다. 4. 절대적으로 받아들일 수 있다.
- 135) 철수는 늘 사고 싶어해 온 새 스테레오를 살수 있을 정도로 상당히 많은 돈을 저축했으나 철수의 부모님께서는 장래 철수가 꼭 필요한 비상시에 긴요하게 쓸 수 있도록 스테레오를 사지말고 그 돈을 계속 저금해 두라고 했음에도 불구하고 철수는 그 돈으로 늘 사고 싶어하던 새 스테레오를 사기로 결정했다면 이러한 철수의 결정에 대해 어떻게 생각하는지요?
1. 절대로 받아들일 수 없다. 2. 거의 받아들일 수 없다.
3. 어느정도 받아들일 수 있다. 4. 절대적으로 받아들일 수 있다.
- 136) 철수는 다니는 학교의 가장 유명한 야구선수 중 한 사람이지만 철수의 학교 성적은 신통치 않은 편인데, 만약 철수가 야구를 계속 한다면 철수의 학교 성적이 더욱 떨어질 것을 잘 알면서도 철수는 야구를 계속 하기로 결정했다면 이러한 철수의 결정에 대해 어떻게 생각하는지요?
1. 절대로 받아들일 수 없다. 2. 거의 받아들일 수 없다.
3. 어느정도 받아들일 수 있다. 4. 절대적으로 받아들일 수 있다.
- 137) 만일 학생이 원하는 데로 무엇이든지 될 수 있다면, 얼마만큼이나 유명한 운동선수가 되고 싶은지요?
1. 굉장히 되고 싶다. 2. 약간 되고 싶다.
3. 거의 되고 싶지 않다. 4. 전혀 되고 싶지 않다.
- 138) 만일 학생이 원하는 데로 무엇이든지 될 수 있다면, 얼마만큼이나 여학생들에게 매우 인기있는 그런 학생이 되고 싶은지요?

1. 굉장히 되고 싶다. 2. 약간 되고 싶다.
3. 거의 되고 싶지 않다. 4. 전혀 되고 싶지 않다.
- 139) 지금까지의 고등학교 학업성적이 대체로 반에서 어느정도 위치였는지요?
1. 상 2. 중 상
3. 중 하 4. 하
- 140) 지금까지의 고교생활이 얼마만큼이나 성공적이었다고 생각하는 지요?
1. 매우 성공적이었다. 2. 약간 성공적이었다.
3. 약간 실패적이었다. 4. 매우 실패적이었다.
- 141) 지금까지의 고교생활중 학교로부터 처벌을 받은 적이 있는 지요?
1. 있다. 2. 없다.
- 142) 만일 학생이 원한다면 원하는 만큼의 교육을 얼마든지 받을 수 있다면, 어느 정도의 교육을 받고 싶은 지요?
1. 고등학교 졸업 2. 초급대 혹은 전문대 졸업
3. 4년제 대학 졸업 4. 대학원 이상
- 143) 만일 부모님께서 단 1년 동안만 다른 지방으로 이사를 가셔서 살아야한다면, 부모님을 따라 다른 지방으로 이사를 가서 살겠는지요. 혹은 부모님께서 허락하신다면 그냥 친구집에서 1년 동안 친구와 함께 생활하겠는지요?
1. 절대적으로 부모님을 따라 이사를 가서 살 것이다.
2. 아마도 부모님을 따라 이사를 가서 살 것이다.
3. 아마도 친구와 친구집에서 함께 살 것이다.
4. 절대적으로 친구와 친구집에서 함께 살 것이다.
- 144) 만일 평소에 가입하고 싶어하던 어떠한 학생씨클로 부터 가입초청을 받았으나 부모님께서 그 씨클을 인정하지 않는다면 어떻게 하겠는 지요?
1. 부모님께서 인정하지 않으시더라도 절대적으로 가입할 것이다.
2. 부모님께서 인정하지 않으시더라도 아마 가입할 것이다.
3. 부모님께서 인정하지 않으신다면 가입하지 않을 것이다.
4. 부모님께서 인정하지 않으신다면 절대로 가입하지 않을 것이다.

- 145) 만일 부모님께서 계획하시는 가족 피서 일정이 친구들과 같이 가기로 한 캠핑일정과 겹치게 된다면 어떻게 하겠는 지요?
1. 절대적으로 부모님과 가족피서를 갈 것이다.
 2. 아마도 부모님과 가족피서를 갈 것이다.
 3. 아마도 친구들과 캠핑을 갈 것이다.
 4. 절대적으로 친구들과 캠핑을 갈 것이다.
- 146) 만일 새로운 유행의 의상이 나왔을 때 원한다면 언제든지 그 유행의 의상을 구입해서 입을 수 있다고 가정한다면, 새로 나온 유행의 의상을 어느 정도나 빨리 착용하겠는 지요?
1. 학교에서 가장 먼저 착용할 것이다.
 2. 대다수 다른 학생들과 거의 같은 시기에 착용할 것이다.
 3. 대다수 다른 학생들이 다 착용한 다음에야 착용할 것이다.
 4. 아마도 학교에서 맨마지막으로 착용할 것이다.
- 147) 고대 한국사회에서는 남여칠세부동석이라는 전통적 관습이 요구되었으나, 오늘날엔 많은 남녀공학의 학교가 생겼으며 또한 가까운 이성친구들끼리 데이트하는 것을 흔히 볼수 있게 되었다. 고교생들의 이성친구간에는 어느정도의 관계까지 용납될 수 있다고 생각하는 지요?
- | | |
|-----------|-----------|
| 1. 대화정도만 | 2. 손잡는 정도 |
| 3. 입맞춤 정도 | 4. 그 이상 |
- 148) 현재 사귀고 있는 애인이 있는 지요?
1. 있다.
 2. 없다.
- 149) 학생이 어울려 다니는 학교친구들을 학교의 대다수 선생님들께서 어느 정도나 좋아한다고 생각하는 지요?
1. 대단히 좋아한다.
 2. 약간 좋아한다.
 3. 거의 좋아하지 않는다.
 4. 전혀 좋아하지 않는다.
- 150) 만일 학생이 들치기하는 것을 친구들이 목격했다고 가정했을 때, 그 친구들 중 어느정도나 오히려 학생을 부추겨 주리라고 생각하는 지요?

158) 어머님의 최종학력이 무엇인지요? 단, 어머님께서 안계신 경우엔 “어머님 안계심”이라고 응답지에 적어주십시오.

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지금까지 귀중한 시간내서 본 설문지 끝까지 작성해 주신데 대해 다시 한번 진심으로 감사드리며 조금이라도 즐거운 마음으로 본 설문지를 작성하셨으리라 믿습니다. 여러분의 장래에 최고의 행운 가득하길 기원드리며, 다시 한번 감사의 말씀 드립니다.

설문지를 다 작성하신 분은 먼저 설문지와 응답지를 조사자에게 제출한 다음 각자의 자리에서 자습해 주시기 바랍니다. 감사합니다.

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