

A MODEL OF YOUTH TOLERANCE LIMITS
AND JUVENILE DELINQUENCY

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CHAPTER I

INTRODUCTION

Sociological theory has frequently been criticized for its inability to offer a simple, yet realistic explanation of social deviance. Large gaps in the data persist and only minimal amounts of the variation can be explained with any given theory. Akers (1968) has noted that there has been a shift away from sociological explanations of deviant behavior toward developing theoretical perspectives on the societal reactions to and definitions of deviance and crime. This shift has led to the neglect of the fundamental etiological concerns of why some persons deviate from the normative patterns of society while others do not.

If a normative dissensus exists in relation to a specific form of deviance, an explanatory relationship may be offered by the labeling and conflict perspectives. If, however, a societal consensus is established in relation to a certain form of deviance, the etiological questions remain unanswered.

The primary goal of the present study was to construct an integrated theoretical model to more fully explain the etiology of deviance in our society. Combining the major theoretical orientations of deviance, various associations and explanative variables among the theories were to be identified in order to gain theoretical continuity and modeling uniformity.

Statement of the Problem

Theories of deviance are often narrowly defined and little developed. These theories also attempt to be as uniquely different from other theories as possible. It is clear, however, that many of the theoretical models of deviance are closely allied to one another, even if not by design. That is, structural theories appear to have come from the same primary sources as control theories (Durkheim, 1987). The strain theories are essentially the same as the major structural theories. The disorganization and cultural disorganization theories are also allied closely to learning and imitation theories. The subcultural theories are often only extensions of the structural or strain theories.

Although theories of deviancy and delinquency are discussed in virtually every current textbook concerned with the subject matter, little has been done to point out the interrelationships of these theories. In view of the relative importance of theory in guiding what we study at the empirical level, it was the purpose of this study to attempt a theoretical synthesis of some major theories of deviance and to collect data from youth and young adults to make an initial test of the soundness of the integrated model.

Objectives

The objectives of this research were threefold. The first objective was to develop an integrated model of deviance based upon the current major theories in the field. Secondly, an empirical analysis was conducted in an effort to test and interrelate the operational variables of many theories into a single etiological definition of the behavior.

Thirdly, many of the operational variables from the past were utilized to create uniformity and consistency throughout the research effort.

The Expected Contributions

Considering the varieties of theoretical models which attempt explanations of deviant behavior, the most important contribution of the research was a merging of several theories into one. This integration should allow for more precise definitions of deviancy and offer easier operational consistency in future researches. Additionally, the integrated model approach should offer others a chance to determine how related the major theories of deviance are or are not. In a similar vein, it should also clear up some of the misconceptions created by theories that may not be open to empirical investigation.

Organization of the Study

Following this introductory chapter, Chapter II will provide a review of the related literature of pertinent theoretical perspectives and the research studies related to these theories. Chapter II will also present materials related to how the theoretical model was derived. These materials will include the particular features of those theories which are to be tested by the model. Chapter III will develop the theoretical model which is the focus of this research. Included in Chapter III will be assumptions, definitions, rationale, and hypotheses for the theoretical model. Chapter IV will explain the research methodology including the construction of the questionnaire, the sample and the collection of data. Chapter IV will also describe the population characteristics. The hypotheses proposed by the theoretical model will

be evaluated in Chapter V. Chapter VI will offer the conclusions and recommendations for further study.

CHAPTER II

REVIEW OF THE SELECTED LITERATURE

Major Theories of Deviance

Durkheim (1897) presented the idea that abnormally high or low levels of social integration and of social regulation generate high suicide rates. A society is integrated to the extent that its members are morally bonded to each other through interaction, a commitment to common societal goals and sharing a collective conscience. Durkheim (1897) also viewed crime as necessary and as being bound up with the fundamental conditions of all social life. This functional aspect of crime was later elaborated by Erickson (1966) who views deviants as boundary maintaining individuals. The parameters of acceptable behavior are set by the consensus of the group. Persons who venture beyond these set parameters are defined as deviant or criminal; thus in effect, reinforcing the solidarity of the members remaining within the established boundaries.

Durkheim's work gave rise to a major perspective in the sociological study of deviance, anomie. This term basically means a state of normlessness in which individuals are no longer bound to the societal expectations. Durkheim (1897:8) stated that "no living being can be happy or even exist unless his needs are sufficiently proportioned to his means."

Merton (1938) decided to expand the Durheimian notion of a means-end tension. The anomie theory was developed into a schema or typology in which culturally desired goals are related to institutionalized means of goal attainment. The typology includes five separate categories: (1) conformity, or a person who has a positive view of the culturally accepted goals of the society and follows the institutionalized means of attaining the goals; (2) innovation, or a person who accepts the cultural goals but rejects the institutionalized means of goal attainment; (3) ritualism, or a person who ascribes to the institutionalized means of goal attainment, but not to the goals themselves; (4) retreatism, or a person who rejects both the institutionalized means of goal attainment and the culturally specified goals; (5) rebellion, or a person who rejects both the goals and means, but also chooses to replace the goals and means with substitutes of his own. Merton's model of accounting for criminality can be seen in the analysis of some social dislocations. The anomie theory of deviance proposes that the frustrated desire to conform to the conventional order causes non-conformity.

Merton's work, like Durkheim's, was similarly followed up by other sociologists. Cohen (1955) and Cloward and Ohlin (1961) presented certain variations and extensions to the anomie theory of deviance. Both of these extensions are described as differential opportunity theories. Cohen (1955) emphasized the various aspects of aspiration and achievement. He placed a great amount of validity in the goal of status attainment among youths. The unequal opportunity for the lower-class boys in terms of competition for status rewards is denied due to the lower-class status, which leads to frustration. These frustrated youths seek a form of solution to this status deprivation in a middle-class environment.

The solution is to act collectively as a gang subculture, where status is gained according to the rules of the gang. This conformity to the subcultural values of the group, leads to direct violations of the larger normative patterns of acceptable behavior.

Cloward and Ohlin (1961) offer a more streamlined explanation of deviance. The theory is a differential opportunity theory which is extended to include both legitimate and illegitimate opportunities for goal attainment. Cloward and Ohlin claim three different types of groups arise in the ghettos and lower rent districts due to the differential opportunity structures which exist. These are: (1) criminal, or gangs who steal for profit; (2) conflict, or violent gangs who war with one another for territorial rites and; (3) retreatist, or drug addicts who withdraw from the scene altogether. These delinquent types are the consequence of differential access to legitimate and illegitimate opportunities for achieving both cultural and subcultural goals.

Another major theory in the sociological study of deviance has been termed cultural disorganization. The focus of this perspective includes investigating the concentration of lower-class delinquency in certain areas of the city, the study of high crime rates in various areas of the city and how individuals become involved in delinquency. The cultural disorganization theories claim that delinquency is the result of the desire to conform to cultural values which are in conflict with those of the dominant culture.

Shaw and McKay (1942) gave impetus to this theoretical orientation with their studies of the city of Chicago. These researchers found that high concentrations of delinquency were more apparent near the central

business district of the city. It was also discovered that certain areas of the city retained high rates of delinquency even though different cultural groups moved in and out of these areas. Shaw and McKay (1942) proposed the idea of "culture conflict" to explain the high rates of delinquency. The tradition of crime is carried on and transmitted from generation to generation which appears to perpetuate disorganization in the culture.

Sutherland (1939) set forth one of the most important theories of delinquency and crime from a sociological viewpoint. Differential association and differential group organization are more detailed theories of cultural transmission and cultural conflict, respectively. The basic principles of differential association are stated as follows:

1. Criminal behavior is learned.
2. Criminal behavior is learned in interaction with other persons in a process of communication.
3. The principal part of the learning of criminal behavior occurs within intimate personal groups.
4. When criminal behavior is learned, the learning includes (a) techniques of committing a crime, which are sometimes very complicated, sometimes very simple; (b) the specific direction of motives, drives, rationalizations, and attitudes.
5. The specific direction of motives and drives is learned from definitions of the legal codes as favorable or unfavorable.
6. A person becomes delinquent because of an excess of definitions unfavorable to violations of the law.
7. Differential association may vary in frequency, duration, priority, and intensity.

8. The process of learning criminal behavior by association with criminal and anticriminal patterns involves all of the mechanisms that are involved in any other learning.
9. While criminal behavior is an expression of general needs and values, it is not explained by these general needs and values since non-criminal behavior is an expression of the same needs and values.

Differential group organization is less developed, but is basically a cultural conflict theory of social area variations in crime rates.

Some elaborations and extensions have been made in Sutherland's (1939) theory of differential association. Glasser (1956) proposed the theory of differential identification. This theory refers to the process whereby a person pursues criminal behavior to the extent that he identifies himself with real or imaginary persons from whose perspective his criminal behavior seems acceptable. This adjustment of differential association does not depend on participation in a group, but depends on any number of passing social contacts and/or mass media influences.

Closely allied to the theories of cultural disorganization are those theories of social learning. Jeffery and Jeffery (1959) claim that Sutherland's theory of differential association is basically correct, but needs revision in terms of recent advances in the psychology of learning. Criminal behavior is maintained by its consequences, both material and social. Social variables such as age, sex, social class, ethnic membership and residential area influence the manner in which criminal behavior is conditioned. Jeffery sees punishment used to control criminal behavior as being likely to create avoidance and escape behaviors, rather than law abiding behaviors.

Burgess and Akers (1968) also offer some suggestions to improve Sutherland's basic theory by including some modern principles of behavior theory. This theory is the differential association-reinforcement theory of criminal behavior. Akers (1977) has expanded his theory of social learning in which the approach is viewed as a processual model. It is considered a soft behaviorism which he views as compatible with the major structural theories of deviance.

Control theories of deviance are related to both the strain or anomie theories and to the cultural disorganization theories, but are also somewhat different. Nye (1958) describes those factors which are implied in the control of delinquent behavior: (1) direct control imposed from without by means of restriction and punishment; (2) internalized control exercised from within through conscience; (3) indirect control related to affectional identification with parents and other non-criminal persons; and (4) availability of alternative means to goals and values. Delinquent behavior is seen as an alternative way to satisfy the same needs that motivate other types of behavior.

Reckless (1961) put forth his own version of control theory, known as containment theory. This theory emphasizes the person (internalized) and the social (direct) controls. Individuals are controlled through outer and/or inner containment. The outer containment aspect of the theory involves social constraints to obey rules and norms of one's group. Inner containment or self-control is made up of belief in the legitimacy and moral validity of the law. There are always internal pushes, similar to the id drives, and external pulls of the environment. When containment fails to control these forces, deviance becomes possible.

Hirschi (1969) has developed a more complete control theory than others because it specifies both theoretically and empirically the elements of the bond to society (attachment, commitment, involvement, belief) and the significant units of control (family, school, law). Delinquent behavior is possible when there is inadequate attachment to parents and school; inadequate commitment to educational and occupational success. Encompassed within the theory, also, is the idea that these control mechanisms are developed through socialization and the learning process. The theory asserts that people who do not develop a bond to the conventional order because of incomplete socialization feel no moral obligation to conform.

Sykes and Matza (1957) view law violations not as complete breaks in the bond to society, but as episodic releases in the moral restraints which surround law violation. The techniques of neutralization developed by these authors are rationalizations which enable people to break the moral bind of the law and to break the law without feeling the effects of guilt. The five basic techniques of neutralization are as follows: (1) denying responsibility; (2) denying injury; (3) denying the victim; (4) condemning the condemners; and (5) appealing to higher loyalties. All of these techniques are used in a similar manner to the defenses to crimes in the legal system.

Research of the Major Theories of Deviance

Rootman (1973) evaluated data from 55 different societies in an attempt to test Durkheim's theory of suicide. He found that the concepts of integration and regulation are not the same concepts, but must be separated. The concept of integration is much more important in

causing suicide than is regulation. Rootman (1973:84) summed up his findings by stating that, "The less and more integrated a society, group, or social condition is, the higher its suicide rate". Therefore, the higher the level of egoism/anomie in a society, the higher the suicide rate. For Durkheim, of course, ineffective social control explains suicide, which has been substantiated in several empirical studies.

Closely allied to Durkheim's theories are those of Merton (1938), Cloward and Ohlin (1961) and Cohen (1955) who are, with minor differences, strain theorists. That is, social structural elements cause some form of strain to develop among certain groups of people. These strains usually come about because of some discontinuity between culturally defined goals and the means available to the individual or group for achieving the goals. Those theories which fall within the parameters of the strain and subcultural models depend heavily upon the relationship between socioeconomic status and delinquent behavior. These theories depend for their explanative power upon the variable pressures and norms as causal factors in deviant behavior. Gold (1963) found through careful interviewing, that socioeconomic status did not present a strong relationship to delinquent behavior. Erickson and Empey (1965) concluded also that class is a poor indicator of delinquency. Hirschi (1969) in some careful quantitative analysis found the relationship between socioeconomic status and delinquency to be small or nonexistent. Johnson (1979) views the studies using class as a variable as being very confusing. The President's Commission on Law Enforcement and the Administration of Justice views the most serious forms of delinquency as being committed by those in the lower classes. These inconsistencies add to

the confusion of distinguishing the variables which do have an effect upon deviancy.

Possibly the most useful concept to appear in relation to delinquency and social class is that of underclass (Hewitt, 1970). The underclass concept includes characteristics such as female head of household, marginal or no employment, poverty-level income and receipt of welfare benefits. Hirschi's (1969) study lends some support to the concept of underclass in relation to delinquency. Gold (1963) also using the underclass conceptualization found that, as one proceeds down the socioeconomic ladder, delinquency increases. Johnson (1979) does not view socioeconomic status per se as a very good indicator of delinquency, but the related aspects of poverty, welfare and unemployment may be of importance in research of crime and delinquency.

The social disorganizational theories have also had some support for their propositions. Shaw (1929) made three major discoveries about the distribution of delinquency rates in the city of Chicago: (1) juvenile delinquents are not distributed uniformly over the city of Chicago but tend to be concentrated in areas adjacent to the central business district and to heavy industrial areas; (2) there are wide variations in the rates of delinquency between areas in Chicago; and (3) the rates of delinquency tend to vary inversely with distance from the center of the city. The general structural elements were found to be of importance in explaining delinquency.

Sutherland's theory of differential association has been given some empirical support. Short (1974:6) found that within certain parameters, ". . . strong support has been found for the differential association theory." Short also felt that continued investigations might reveal

types or patterns of delinquency which are related to particular processes of differential association. According to DeFleur and Quinney (1966), Sutherland's theory "handles" crimes for which prior socialization can be established. It is basically a subcultural theory of socialization, accounting for behavior, leading to the initial commission of acts defined as criminal. Reiss and Rhodes (1963) have also found some empirical support for differential association.

Akers et al. (1979) have developed and tested a social learning theory of deviance, which contains elements of the differential association theory developed by Sutherland. The most important variables found from the empirical test were those of differential association, definitions, differential reinforcement, and imitation. Again, there are many inconsistent findings from the literature relating to any single theory.

Conger (1976) also has attempted to test the relationship between the control models and the social learning models of deviance. The findings indicated that the social learning perspective goes beyond the social control model rather than disagreeing with it. The social learning perspective provides information about the group processes of social interaction. It is pointed out that control theory is more incomplete than incorrect. The logic behind this research lies in the type of peers one is attached to, and not just the idea of whether one is attached or not attached.

Previous Syntheses of Deviance Theories and the Related Research

Cernkovich (1978) evaluated both the structural theories related to Merton (1938), Cohen (1955), and Cloward and Ohlin (1961) and the control

theories of Hirschi (1969) and Reckless (1973). The findings indicated control theory could explain more of the variance in delinquency than could the structural theories. However, when the two models were combined, predictions of delinquency were greatly improved. The structural model variables of socioeconomic status and perception of limited opportunities were important predictors of delinquency because of their effect on the control model variables of conventional and subterranean value orientations. Eve (1978) found that control theory manifested the greatest explanatory power, followed by cultural and strain theories. The research presented interrelationships between strain, culture conflict, social control and the labeling perspectives in relation to the etiology of deviance.

Aultman and Wellford (1978) present five processes which result in delinquency: (1) negative labeling from others; (2) reduced access to desirable social roles; (3) social alienation; (4) lack of control from others; and (5) lowered self-esteem. These variables are placed in a time ordered causal model which eventually leads to delinquent behavior.

Control theory has enjoyed wide popularity and has undergone an impressive amount of empirical testing. Poole and Regoli (1979) found that attachment to parents minimizes the impact of delinquent associates, which lends support to control theory. When compared to differential association, control theory was shown to have more empirical support in relation to the over-all model (Hepburn, 1977). Furthermore, Cernkovich (1978) compared the structural theories to the control theories. The findings indicate that the control model of deviance can account for more of the variation than can the structural models. When these two models were merged, however, even more of the variation is explained

than by either model alone. Krohn and Massey (1980) also found significant support for the elements of the social bond encompassed in the control model.

Matza (1964) claims that through the use of techniques of neutralization, the bonds to society are loosened and the individual may lapse into delinquent episodes. Ball (1968) offers substantial support for the neutralization theory and claims that delinquents tend to accept more excuses for a variety of offenses than do non-delinquents. The study also allowed a temporal ordering of neutralizations in terms of excuses accepted before, during, or after delinquency.

Hepburn (1976) in a similar attempt at theoretical integration tested several alternative theoretical models. Support was established for the distinction made by Hirschi that delinquent definitions, whether constraint or willingness to engage in delinquency, precede delinquent associates in relation to the differential association theory.

Friday and Hage (1976) offer their synthesis in relation to Durkheim's ideas about social integration, which encompasses patterns of role relationships. It was suggested that when adolescents have meaningful kin, educational, work, and community relationships, they are more likely to become socialized to the dominant norms of society. This suggests that the structural conditions in the society hinder the development of an integrated role pattern.

Landis et al. (1963) developed scales to test value orientations and the awareness of limited opportunities among juveniles. Their conclusions indicated that differences in values and awareness perceptions between lower and middle class children are in all probability slight at the present time in American urban society.

Akers (1977) indicates that the structural perspectives of deviance are congruent with the social learning theory. Both the conflict and labeling approaches emphasize the power differences between the definers and the deviants. Stress on the failure of socialization and social control is common to the disorganization-anomie and control theories. The basic premise of the social learning approach is that both conforming and deviant behavior are learned in the same way. The connection presented by Akers which connects social structure and the mechanisms of learning is that social structure is an arrangement of sets and schedules of reinforcement contingencies. Akers et al. (1979) conducted research to test the social learning theory and deviant behavior. The findings indicate that the social learning theory does have empirical support. The dependent variables of drug and alcohol use were related strongly to the social learning variables of differential association, definitions, differential reinforcement, and imitation.

Conger (1976) claims that the social learning theory of deviance goes beyond the social control models rather than necessarily disagreeing with them.

Johnson (1979) has put forth an elaborate model of delinquency which sets out the process of theory integration. A major finding for Johnson was the complimentary findings suggested in the literature. In comparing the different theories, it was demonstrated that the strain notions fail to account for any substantial amount of variation in self-reported delinquency. The best theory appeared to be a combination of the social learning perspective and the social bonding or control orientation.

The Theories Related to the Proposed Model

The model presented in this research is designed to test a general synthesis of a number of larger theories. The attempt is to incorporate some of the major components of the more traditional theories of deviance. It is hoped that a more complete understanding of delinquent behavior may be derived as a result of this synthesis.

The proposed model presented in the following chapter must be preceded by a brief section describing the theoretical components of the model and the relationships to previous theories.

Given the complexity of the traditional theories of deviance, the researcher will explain the model's relationship to each theory involved. The first major theory involved is Durkheim's (1897) anomie theory. This includes Merton's (1938), Cohen's (1955), and Cloward and Ohlin's (1961) respective variations in the theory. The model taps into several levels of this major theory but is especially related to the idea that people seek goals in the society. Cohen's theory of status gain is of special importance because the researcher felt that all persons, especially youths, seek status for their behavior from both parents and peers in the society. Given this goal orientation different youths will respond in various ways. The tolerance idea contained in the model allows youths to decide how far they are willing to stretch various norms in order to gain status both among parents and peers. The anomie or normlessness idea is encompassed in the model by the model's examination of certain structural strain elements involved in the status gaining environment of youths. The choice of violating, in a progressive fashion, the various levels of norms is built into the model, especially in Cohen's sense of "status frustration."

A second set of theoretical relationships to the model comes from the social learning theories of deviance. These include theorists such as Sutherland (1939), Glasser (1956), Jefferey (1959) and Burgess and Akers (1968). The elements involved in the model are basically the learning of roles by youths which place them where they desire to be in the social milieu of their parents and peers. This is based on the idea that deviant behavior is learned and, following Akers, that behavior which is rewarded positively will be reinforced and supported. Youths will learn what behaviors are correct or incorrect and which behaviors will be accepted by either parents or peers in terms of giving them status or making them a part of the group. It would be logically correct to assume that behavior which gives status would be maintained and reinforced.

A third set of theoretical propositions comes from the control theories of Hirschi (1969), Nye (1958) and Reckless (1961). These theories are especially relevant to the derived model because most persons do have bonds to the society. Most persons believe in what the writer terms "prolegal ideas" such as stealing is wrong. These control theory ideas are related to the socialization processes of learning and internalizing right and wrong behavior. These theories are closely associated in the model of Sykes and Mazza's (1957) theory of neutralization. This theory claims that law violations are not complete breaks with the bonds to the normative social order, but episodic releases in the moral restraints which surround law violations. Both neutralization and drift theories concrete the author's model together by adding relevance to the tolerance idea. These ideas combine with the previously mentioned theories to create a synthesis.

The synthesis created by the combination of the above mentioned theories relies on the general ideas both within and between these theories. Generally, given the socialization and bonding processes of social life, each person wants to belong to various groups in the society. The writer feels that this is a type of status striving procedure. The model's real substance lies in the idea that youths are willing to either not violate norms or violate norms of parents and peers in order to be accepted as a member. The model has a flexibility aspect built into it which allows some tolerance with various norms but holds that there are limits to the behaviors involved. For example, a youth may violate their parents' ideas of correct behavior while at the same time gain acceptance in their peer group with the same behavior. Further, youth may go to such extremes so as to violate even what their peers see as acceptable behavior. The implication is several variations of deviant behavior. Youth can be both acceptable to parents and peers or one can be acceptable to one or the other group. If the person is deviant from his parents' perspective, he may in fact be just one of the group from the perspective of his peers. The problem cases in the example of this model are those who are perceived to be deviant from both parents and peers. This is the youth whose behavior is unacceptable even to his peers. In Cohen's (1955) work when status became such a problem the lower class boys would gang together to construct a totally new normative system from which to gain status in that particular group. In the presented model, this type of person is viewed as the deviant.

CHAPTER III

A MODEL OF SITUATIONAL AND PROLEGAL TOLERANCE LIMITS AMONG YOUTHS

After reviewing the most relevant theories and research pertaining to the etiology of deviance, a theoretically synthesized model of delinquency was developed. It should be noted that this model is general in scope and therefore may be predictive of other behaviors of juveniles.

The development of any theoretical model dealing with human beings necessarily rests upon several basic assumptions concerning human behavior. The model presented in this study rests upon the basic assumptions given in the next section.

Assumptions

A₁: Prolegal values are the dominant values in modern complex societies.

A₂: Members of these societies generally accept the main body of values and attempt to socialize members to these same values.

A₃: Acceptance of prolegal values leads to behavior which is consistent with these prolegal values.

A₄: Prolegal values are flexible in situations.

A₅: Tolerance limits exist for this flexible behavior.

A₆: Knowledge of tolerance limits is acquired from the reactions of others.

A₇: In addition, for youths, behavior is motivated by the desire to gain social validation by peers and parents.

A₈: Peers have greater tolerance limits for prolegal values than adults.

A₉: Deviance results when situational tolerance limits are surpassed.

Definition of Concepts

Prolegal Value - formal values which govern behavior with respect to written rules enforced by formal authority.

Flexibility - prolegal values have variation in them which allows different behavioral responses.

Tolerance Limits - a range of responses in situations which are normative.

Social Validation - acceptance as one of the group and an input into normative structure.

Deviance - behavior which is rejected by persons in normative peer groups.

Status - being esteemed and accepted by parents and/or peers.

Model Presentation

Given the assumptions and concepts previously presented, the model will be discussed and elaborated upon in this section. Of major importance is the derivation and subsequent development of the model. After reviewing the major theories in the delinquency literature, it appeared that many of the elements in these theories were similar to one another. For example, the learning theories of delinquency are essentially based

upon the learning of acceptable or unacceptable behavior. The control theories are very similar in that the majority are based upon the idea of socialization. Subsequently, the idea of socialization is very similar to learning. Both ideas are related to positive and negative sanctions which reinforce or negate behavior. Anomie theories and the strain theories are likewise similar in many ways. As noted in Chapter II, there has been a number of previous attempts at theory integration. Most of these attempts, however, have been limited to synthesizing two theories together or testing one against another in an attempt to account for certain amounts of variation. The model presented in this research is founded on the idea that many theories are similar even if not by design. It is also contended that many of the major elements from these theories may be used together without causing any theoretical conflicts. It was additionally thought that if one theoretical proposition can account for a certain amount of variation, then combining these propositions in the correct manner should account for more of the variation, and thus provide a better understanding of deviance. These ideas combined with the author's desire to contribute to the overall development of the study of deviance resulted in the following model.

In deriving the present model the author conceptualized several categories of behavior in relation to some theoretical propositions. For example, there developed four ideal type propositions of behavior. The first ideal type has been called the "prolegal ideas." Within this proposition lies the control theory elements, learning theory elements and to lesser degrees, the status seeking notion of the anomie theories. That is to say that youths have attachments to some prolegal ideas (i.e., murder is wrong). These ideas are socialized into youths by

parents and other social control mechanisms. In learning and internalizing these values, youths also learn acceptable exceptions to these prolegal ideas. In this case, for example, youths may learn that killing another person in self-defense is a situational exception to the prolegal absolute idea that murder is wrong. This second ideal type proposition then is the "parental situational exception." It could easily be argued and certainly is argued by the labeling theorist, that all behavior which has a high societal consensus of being wrong has situational exceptions to it. The exception to the rule idea certainly makes sense when we define or study social deviance. Therefore, the author has added this dimension to the model to allow this incorporation of other elements of the anomie theories and also to allow further elaboration of the learning theories as they relate to behavioral exceptions to prolegal ideal types.

The situational exception proposition was divided into two distinct categories. The reason was to allow for a parental situational exception to various prolegal ideas. That is, behavior which parents in general would agree with even though the behavior violated the prolegal idea. An example might be driving faster than the speed limit in an emergency. In this example, the prolegal idea is violated, even though the parents uphold the prolegal idea; because the situation mitigates its violation. There are many examples of this type of exception for parents and youths.

The "youths situational" category extends the parental exceptions to the prolegal idea beyond the boundaries of acceptable behavior in terms of not only violating the prolegal idea, but also in many instances, the parental notion of legitimate exceptions to the prolegal idea. To clarify this category an example is in order. Suppose the prolegal idea involves a norm against driving faster than the legal speed limit. The

parental situational exception, as previously stated, would allow exceeding the speed limit in cases of emergency. The youths situational category involves youths in peer group situations in which the prolegal idea and the parental situational exceptions are often violated. For example, youths may drive faster than the speed limit when no emergency exist. It is at this level of the model that the status striving notion becomes very important. It is contended that the desire to fit into the socially important peer group often leads to behaviors with parents and formal control authorities would disagree. Of course there are limitless degrees of variation in these situations, but many are status gaining attempts.

The fourth ideal type proposition contained in the model has been labeled the "youths situational violation" category. This segment of the model is of great importance even though it is slightly nebulous in design. That is, in this category, youths are attempting to gain status and also juggle both the prolegal idea, parental exceptions and youths situational behavioral norms. It is contended by the author that the behavior which violates strictly prolegal ideas, parental situational exceptions, and youths situational modes become deviant as judged by the peer group. An example, again using the speed limit behavior, will help shed light on this important aspect of the model. The prolegal idea is stated as, it is wrong to violate the speed limit. The parental situational exception gives flexibility to this notion by stating the speed limit may be violated in an emergency. The youths situational example of the same behavior might be that the speed limit can be violated for reasons other than emergencies (e.g., status gain). Finally, the youths situational can be violated and result in the behavior being labeled

deviant. In this category behavior which is extremely anti-prolegal becomes objectionable to even the youths who may only mildly violate the prolegal idea. For example, the youths who drive 30 to 40 miles an hour over the speed limit becomes deviant to even their normative, although not prolegally normative, peer group.

It is this aspect of the model in which deviance becomes relative to the degree of flexibility and tolerance which has been imputed into various behaviors. Of course, in breaking these sequences down, a synchronic model of behavior is implied. It should be noted, however, that the model must be viewed as dychronic or processual in design.

The four ideal type propositions previously presented represent a continuum which evaluates behaviors in respect to each category. It is contended that each set of human behaviors is similarly evaluated at an empirical level. That is, prolegal proscriptions or prescriptions have exceptions, but also have limits set on these exceptions. When these flexibility limits are reached, depending on the situation, the behavior is judged to be deviant. In the present research the common notions are incorporated that youths learn from parents and peers, that youths desire status or acceptance from parents and peers and that the youth's social selves develop as a result of these processes.

Status was utilized in four different ways in the model. Status was categorized as giving youths self esteem-and acceptance by parents and/or peers. There were two status levels related to parents. The first related to how much status youths perceived themselves as having from their parents. Much of the youth's behavior depends on the amount of status they perceive as having from parents.

The second level related to the amount of status youths desired from parents. This aspect of the status dimension within the model added another etiological element by allowing the desire for status from parents to determine, to a degree, what behaviors are acceptable to gain parental status. Flexibility and tolerance levels are influenced greatly by these status dimensions.

The third and fourth status levels were related to the youths peer groups. The third related to how much status youths perceived themselves as having from their peers. Again, much of the youth's behavior was dependent upon the amount of status they perceived themselves as having.

The fourth level of status related to the youth's desire for status from peers. Again, this added certain etiological elements to the model. The overall effect of the status elements of the model was the various causal dimensions that these status elements added. If youths have status from parents without desiring anymore status from parents, then many behaviors will not be attempted. If, however, youths do not have status from parents, then youths may be willing to attempt many behaviors to gain status from parents. The same thing is true of the youth's status relations to peers. Depending on the relation between perceived status from peers and desired status from peers, youths may or may not be willing to become involved in various types of behaviors--especially behaviors which may violate societal norms. Acceptance or rejection at all levels should be thought of as approval through positive rewards or disapproval through negative rewards. This important dimension of the model relates to all levels of the aforementioned ideal type continuum (i.e., prolegal ideas, parental situational, youth situational

and youth situational violation). This dimension contains attachment elements related to the control theories, status elements related to the anomie theories and elements of learning related to the learning theories of delinquency.

The Working Model

Given the model presentation of the last section, a brief discussion is now presented to show how the model combines the ideal type dimensions and other variables to more fully explain delinquency. It must be understood that the variety of elements which make up the model come from a variety of theoretical positions. This may be called theory merging or theory synthesization. In the present synthesization attempt, it is not enough to settle for the dialectic as a tool because the differences in the various theories being merged are delicate.

The theories represented in this study for synthesization into the model presented by the author are as follows: (1) the anomie theories, (2) the control theories, (3) the strain theories, (4) the learning theories and (5) neutralization theory. These theories are partially combined through the usage of various elements from each. This is especially apparent when various workings are explained about the model. The anomie theories utilize status in many ways, but each usage is nevertheless striving for acceptance into a particular group. The author uses both status and status striving in addition to other structural variables to merge anomie with the other theories.

The control theories add to the overall synthesization through the elements of socialization and social control. That is to say, behavioral variations have boundaries socialized into the person by the elements of

social control. This idea is central to the control theories because various control mechanisms constrain the person or bind the person, which relates to anomie theory. The attachment to parents and prolegal ideas is presented in the model and incorporates these elements.

The strain theories are very similar to anomie theory and control theories. In fact, it could be argued that these two major theories are strain theories. Disorganization theories are, however, more precisely strain theories. The disorganization either of structural, ecological or cultural elements causes strain to occur which, in turn, causes various behavioral responses. Strain is merged into the model in terms of youths having to choose and respond, depending on many variables, between prolegal ideas, parental responses to and even peer responses to various behaviors. This idea either increases or decreases the amount of tolerance which is contained in behavioral responses. It also adds the dimension of flexibility in that strain may cause the youth to violate tolerance limits if status and acceptance become problematic and virtually unattainable.

The learning theories are merged simply because most behavior is learned in the process of interaction with others. It is further rewarded or punished in part by the responses of others to it. Those youths who are accepted by their parents and peers without having to violate any norms learn how to balance these two different groups. The same would be true of a youth who alienated his parents because of his behavior, which gained him status in the peer group.

The neutralization theory fits very well into the overall model because of its notion of justification for norm-violating behaviors. Youths may justify norm violation in order to fit into the group. That

is to say that flexibility must be kept in mind when deviance or even behavior of any kind is discussed. For every situation there is a multitude of behavioral responses. The way the person justifies a particular response depends on many things, but the author contends that it depends heavily upon other's responses in a situation. The youths who become deviant may be over-neutralizing in the situation so as to draw criticism not only from parents and prolegal authorities but also from peers who interpret the response as over stepping proper boundaries.

So now that the theoretical interrelationships have been expressed, a brief running account of the model will be presented. First, consider that youths have attachments to prolegal ideas because of the cultural norms and parental attachments. This is not to suggest all norms, but the vast majority of high consensus norms. Youths, it would also seem, attach themselves to parents as a result of socialization and developmental processes. Secondly youths learn that there are exceptions to the prolegal ideas with which parents generally agree. For example, stealing food for a starving family is technically wrong but morally right.

Thirdly, youths begin to interact with other youths. Since acceptance was gained from parents due to correct behavioral responses to normative patterns, so it becomes the method of gaining acceptance in the peer group. The problem may be that youths attempt to establish their own group situational exceptions to the prolegal or parental exceptions. For example, stealing is done for fun and in order to gain acceptance into the peer group. However, this is an extreme form of situational behavior and is not necessarily representative of all youths. The point to be made is that youths peer groups all seem to create

testing situations for member acceptance. These situations are often times not in agreement with either the prolegal idea or the parental exceptions.

Finally, even though every response outside the prolegal idea is technically deviant, the behavior may not be interpreted by the group in the same way. The behavior which violates even the youth situational exception limits is interpreted as deviant. For example, stealing to be accepted has limitations. Minor thief may be acceptable, but grand larceny may be too much to be seen as simply status-gaining behavior. In these situations, the youths who continue to violate youth exceptions may become subculture groups with their own set of codes for behavioral interpretations. This would be an example of Cohen's (1955) idea of ganging in order to solve status frustration problems. The present model did not concern itself with this aspect of deviant behavior but stays within the purview of situational creations of deviance as judged by the peer group.

To further elaborate the model, two graphic presentations are included in order to clarify the processes involved (see Figures 1 and 2). For example, Figure 1 presents a diagram of the theoretical model. As can be seen, various elements from the theories are presented in a behavioral continuum. If youths only stay within prolegal guidelines, they may gain status or acceptance from parents but may not do so with peers. This may be an idea of over-conformity. The second level may allow youths acceptance from parents and peers. This is those youths who can gain acceptance from both without necessarily alienating the other group or violating either group's norms. The third theoretical possibility would be the youths who violate the prolegal and parental

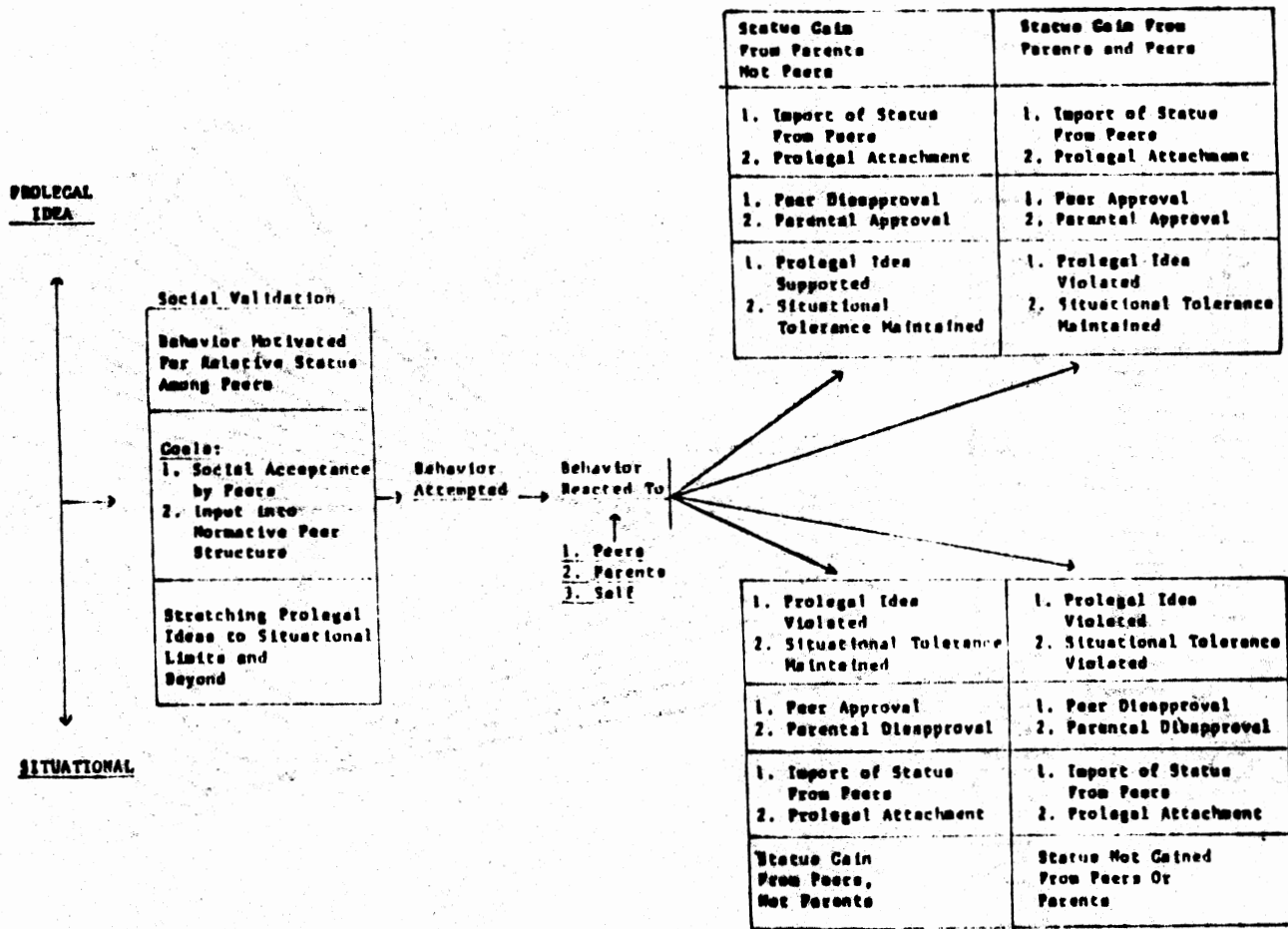
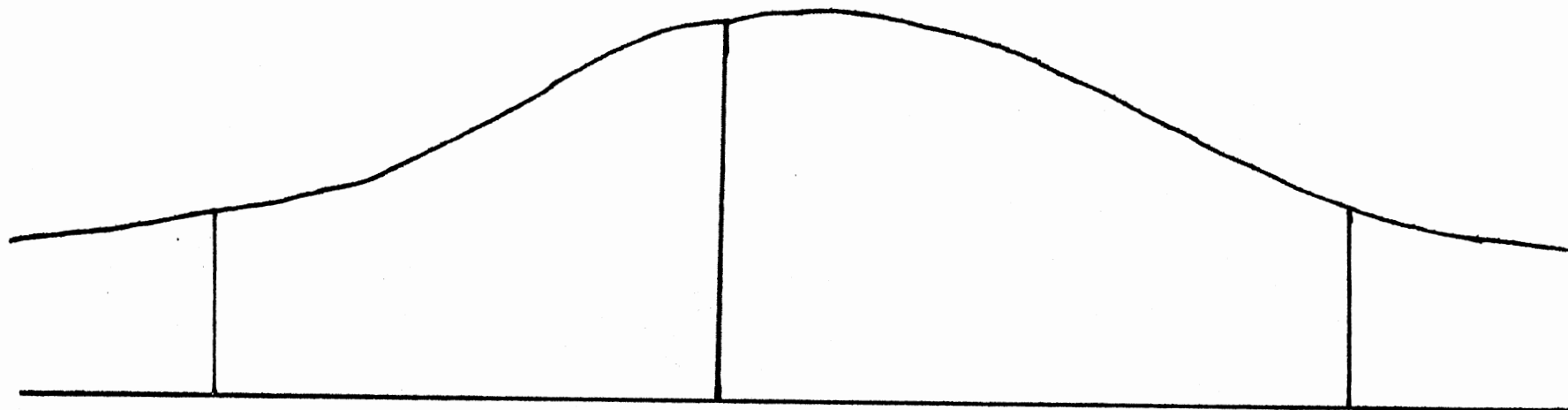


Figure 1. Diagram of the Theoretical Model



A.
Delinquent
Parents -
Peers -

B.
Situational
Parents -
Peers +

C.
Situational
Parents +
Peers +

D.
Prolegal Idea
Parents +
Peers -

- A: Behavior Disapproved By Parents And Peers.
 B: Behavior Disapproved By Parents, But Approved By Peers.
 C: Behavior Approved By Parents and Peers.
 D: Behavior Approved By Parents, But Disapproved By Peers.

Figure 2. Hypothetical Formulation of Tolerance Continuum

exceptions to gain status among their peers. Perhaps this is brought on because of a lack of acceptance in a normative sense from parents or peers. The fourth category presented in Figure 1 represents the youths who have virtually no acceptance from parents or peers. Therefore, they become much more prone to act out extremely non-normative behaviors in an attempt to gain acceptance from the peer group. The situational response, however, usually leads to further rejection of such behavioral responses. The youths in the last category are not attached at any level and can become very desperate to be accepted by some group.

Figure 2 presents a curve and delineates the proportions of youths which may fall within each category. As can be seen, category C, would be the best of both worlds for youths. Categories A and D would both be very undesirable for the majority of youths. Category B is acceptable to many youths and is most commonly thought of as making up only minor deviant acts.

The model presented in this research is general in scope. It gains its explanative power through the process of combining several major deviance theories. Combining these elements to create new theory does not seem to violate any of the underlying assumptions of the major theories merged by the present model. The attempt was to create a better understanding of deviance, especially as it relates to youths. The model heretofore presented is the result of that attempt.

Hypotheses

Based upon the previous discussion of the model, the following predictions were formulated and tested in this study:

Prolegal Ideas

H₁: Youths have attachments to prolegal ideas.

H₂: The greater the attachment youth have to prolegal ideas:

a) the less likely are they to agree with parental situational exceptions, b) the less likely are they to agree with youth situational exceptions, c) the less likely are they to agree with situational violations, d) the less likely are youths to engage in delinquent behavior.

H₃: The greater the status youths have from parents, the greater their attachment to prolegal ideas.

H₄: The greater the desire for status from parents, the less likely are youths to engage in delinquent behavior.

H₅: The greater the status youths have from their peers, the less likely are they to engage in delinquent behavior.

H₆: The greater the desire for status from peers, the less attachment youths will have to prolegal ideas.

Parental Situational

H₇: Youths agree with parental situational exceptions to prolegal ideas.

H₈: The stronger the agreement youths have with parental situational exceptions, a) the more likely are they to agree with youths situational exceptions, b) the more likely are they to agree with youths situational violations, c) the more likely are youth to engage in delinquent behavior.

H₉: The greater the status youths have from parents, the weaker the agreement youths have with parental situational exceptions.

H₁₀: The greater the desire youths have for status from parents, the weaker the agreement they will have with parental situational exceptions.

H₁₁: The greater the status youths have from peers, the weaker the agreement they will have for parental situational exceptions.

H₁₂: The greater the desire for status from peers, the more likely are youth to agree with parental situational exceptions.

Youth Situational

H₁₃: Youth agree with youth situational behavior.

H₁₄: The stronger the agreement youth have with youth situational behavior, a) the more likely are they to engage in delinquent behavior, b) the less likely are they to agree with strictly prolegal ideas, c) the more likely are they to agree with youth violations.

H₁₅: The greater status youth have from parents, the less likely are they to agree with youth situational exceptions.

H₁₆: The greater the desire youths have for status from parents, the less likely are they to agree with youth situational exceptions.

H₁₇: The more status youth have from peers, the more likely are they to agree with youth situational exceptions.

H₁₈: The more status youth desire from peers, the more likely are they to agree with youth situational exceptions.

Youth Situational Violations

H₁₉: Youths disagree with youths situational violations.

H₂₀: The stronger the agreement with youths situational violations, a) the more likely are youths to engage in delinquent behavior, b) the less likely are youths to agree with the prolegal ideas, c) the more likely are youths to agree with the parental exceptions and youths situational categories.

H₂₁: The greater status youths have from parents, the less likely are they to agree with youths situational violations.

H₂₂: The greater the desire youths have for status from parents, the less likely are they to agree with youths situational violations.

H₂₃: The greater the status youths have from their peers, the less likely are they to agree with youths situational violations.

H₂₄: The greater the desire youths have for status from peers, the more likely are youth to agree with youths situational violations.

Complex Hypotheses

H₂₅: Those youths who accept the prolegal idea without necessarily accepting other categories will: a) be less delinquent than other categories, b) when delinquent, they will be delinquent in only minor ways, c) have status from parents and will not desire any more from parents, d) have very little status from peers and will not desire any more status from peers.

H₂₆: Those youths who accept the prolegal idea and only the parental exception will: a) be less delinquent than the youth situational group or violation group, but more delinquent than the strictly prolegal

category, b) will tend to be involved in slightly more serious delinquency than the prolegal youths, c) have status from parents, and desire more status from parents, d) have status from peers and will not desire more status from peers.

H₂₇: Those youths who accept the prolegal idea and the parental exceptions and the youth exceptions will: a) be more delinquent than the youths who accept one or both of the prolegal and parental exceptions categories, b) tend to be involved in the moderate to more serious forms of delinquency, c) lack substantial status from parents, but may desire more status from parents, d) have status from peers and will desire slightly more status from peers.

H₂₈: Those youths who accept the prolegal ideas and parental exceptions and youths exceptions and the youths situational violations will: a) be more delinquent than those accepting only the first three categories, b) be involved in the most serious types of delinquency, c) lack substantial status from parents and do not desire any more status, d) lack substantial status from peers and desire an increase in status from peers.

CHAPTER IV

METHODOLOGY AND SAMPLE CHARACTERISTICS

Introduction

This study investigated the interrelationships between several major sociological theories of deviance. A review of the related literature suggested that there appears to be many similarities among these theories which are seldom pointed out. Also, the partial merging of these related theoretical ideas is often ignored or referred to as being too eclectic to be of theoretical value. Included in this research was an empirical evaluation of the tenability of the researcher's model. In this chapter, the research variables were presented, followed by the specific research design for data collection. Additionally, the sample characteristics, factor analysis and questionnaire items were presented in order to better establish the reliability of the scales utilized in this research.

Variables

The major variables included in this study regard four major propositions within an over-all multi-dimensional tolerance scale designed to test part of the theoretical model (see Appendix). These included items related to how attached youths are to a variety of prolegal ideas such as telling the truth, not stealing, etc. A second set of items are related to certain parental tolerance items which are considered not

strictly prolegal, but still within the range of acceptable behaviors. This scale includes such items as evading minor taxes, driving faster than the speed limit in an emergency, etc. (see Appendix). A third set of items pertain to the parental violation questions, such as, stealing items for pleasure, driving faster than the speed limit without an emergency, etc. These items are intended to tap the idea that youths do violate their parent's standards of right or wrong behavior, but still consider the behavior as correct within the parameters of the peer group (see Appendix). The final category within the tolerance scale consist of items which relate to behaviors considered as violating even the youth peer group tolerance limits of acceptable behavior within given situation (see Appendix). The above named scale types and items are structured into a type of tolerance and flexibility instrument (see Figure 1). The responses can range anywhere from youths being unwilling to violate prolegal expectations to youths being willing to violate every level of tolerance up to and including their own peers expectations of proper behavior.

A second set of scales was developed in an attempt to measure several dimensions of the perceived status youth have with parents, peers, and themselves (see Appendix). These variables are related to the general model with the idea that the more attached youth feel to their parents, the less likely are they to violate their parents' expectations. Similarly, there are items which relate to the youths' attachment to peers in terms of status and also self perception items. A second dimension of these scales incorporate the idea of how much status youth feel they want from both parents and their own peer groups.

The final set of items in this research are an actual set of delinquency items. These items range from simply disobeying parents to attempted homicide. The scale is meant to determine the extent to which youths have violated norms in relation to the other major variables of the model (see Appendix).

The Research Design

The construction of a theoretical model must be followed by the proper sampling procedures and data gathering techniques which are appropriate for a valid test of the model. For the purposes of this research, which appears somewhat exploratory in nature, an availability sample was utilized. The study considered all students at Oklahoma State University enrolled in introductory sociology classes for the Fall of 1981. The primary scope of the sampling procedure was directed toward new incoming freshman because they can more appropriately recall high school experiences. All other classifications of persons was also included for more variation in responses. This sample appears to include a large variety of natural cases which are assumed to range along a full continuum of the major dimensions of the formal system from which the model has been derived (Willer, 1967). Therefore, in this study the sample attempts to include subjects which are assumed to exhibit characteristics related to the entire range of possibilities of variation relating to the variables of the model.

The data for this study was collected through the utilization of a questionnaire constructed to operationalize the main variables of the model (see Appendix). The instrument was distributed to 555 students attending introductory Sociology classes in the Fall of 1981. This was a

cross-sectional study with the questionnaire being administered by the writer. Quantification of the data is built into the design in order that hypotheses testing, using standard statistical techniques, was possible.

Sample Description

A description of some of the characteristics of the sample is contained in Table I. Forty-six percent of the sample was male and 53 percent was female. The percentages for community size was fairly evenly distributed along the categories offered, with the highest percentage of respondents coming from a city of between 25,001 and 50,000 people. There was 89.1 percent of the respondents who were white, with the remaining respondents being black, Mexican American, Indian or other. A majority of the respondents claimed they were Protestant and also attended church only a few times a year. The majority also lived in either a fraternity or sorority house.

As was expected by the researcher, 58.9 percent of the respondents were freshman at the time the questionnaire was administered. Twenty-seven percent of the respondents were sophomores and the remaining 14 percent were either juniors, seniors, or graduates.

Another question contained in the demographic section of the questionnaire concerned the participation in the high school peer group. Sixty-one and 5/10 percent felt they were in the leading crowd in high school. Twenty-five and 9/10 percent claimed they were in another crowd in high school, while approximately 12 percent felt they were either in a crowd outside of school or in no particular crowd at all.

TABLE I
CHARACTERISTICS OF THE SAMPLE

Characteristic	Categories	Total Sample
Sex	Male	*46.8
	Female	53.2
Community Size	On a farm or ranch	9.3
	Town, under 2,500	4.8
	Town, 2,501 to 5,000	8.8
	Small City, 5,001 to 10,000	8.8
	City, 25,001 to 50,000	12.5
	City, 50,001 to 100,000	16.5
	City, 100,001 to 100,000	9.9
	City, 600,001 to 1,000,000	11.9
Race	Black	5.4
	Mexican American	1.3
	Indian	1.8
	White	89.1
	Other	2.4
Church Attendance	Never	6.8
	A few times a year.	28.6
	About once a month.	14.2
	Several times a month.	22.2
	Every week.	22.3
	Several times a week.	5.9
Religious Preference	Catholic	17.3
	Jewish	0.2
	Protestant	49.8
	None	3.5
	Other	29.2
Place of Residence While Attending College	With parents, relatives, or guardian.	4.3
	In a fraternity or sorority house.	12.3
	In a dormitory.	62.6
	In an apartment with roommate(s).	10.9
	In an apartment with husband or wife.	4.5
	In a room or apartment by myself.	2.6
	Other	2.8
Participation In High School Peer Group	Leading Crowd	61.5
	Another Crowd	25.9
	No Crowd	9.7
	Outside Crowd	2.9

TABLE I (Continued)

Characteristic	Categories	Total Sample
Year In School	Freshman	58.9
	Sophomore	26.9
	Junior	11.3
	Senior	2.3
	Graduate	0.4
	Other	0.2

*Numbers are percentages.

The over-all demographic picture seems to suggest that there appeared to be some variation in the sample, especially in terms of the classification in college. The researcher hoped for a majority of freshman because they appear to be closer to high school experiences and their parents.

Instrumentation

A factor analytic procedure was utilized in this study to substantiate the presence of a general dimension underlying the set of items comprising the ten subscales.

The first step taken by the researcher was to combine the raw data to intercorrelate all of the items in all scales. The resulting intercorrelation matrix (R) is the starting point for factor analysis. In the factor analysis procedure the eigenroots and vectors are extracted from the intercorrelation matrix. The result is a matrix of factor loadings which will indicate the degrees of relationship between the original items and each of the new factor variables.

The original first factor in the principal axis analysis considering all items did not prove to be helpful. This is not surprising considering that the various scales are constructed to tap quite different information. Table II contains the first factor loadings for all items considered together. The loadings for these items are either low or even negative with all items being considered (see Table II). This was to be expected because the scales were constructed to measure very different concepts and opinions. A mean of 2.5 on the items was a neutral finding with the range on items and scales being from 1 to 5 which is a common Likert scaling range, with 5 indicating maximal agreement.

TABLE II
PRESENTATION OF THE RESULTS OF FACTOR ANALYSIS
FOR THE VARIOUS SCALES AND THEIR ITEMS

Scales and Items	Final Mean	Original First Factor	Final First Factor
<u>1. Prolegal Idea</u>			
Q12. I believe it is wrong to take something which does not belong to me.	4.57	-0.26	0.38
Q19. I believe it is always best to tell the truth.	4.04	-0.42	0.54
Q26. I believe it is wrong to get drunk.	2.80	-0.64	0.74
Q34. I believe it is wrong to drive faster than speed limit.	2.83	-0.43	0.53
Q39. I believe having sexual intercourse outside of marriage is wrong.	3.15	-0.54	0.72
<u>2. Parent Situational</u>			
Q13. I believe it is O.K. to take food which does not belong to me when I'm hungry.	2.21	0.38	0.47
Q14. I believe it is O.K. to take a road sign to decorate my room.	2.00	0.56	0.53
Q20. I believe it is O.K. not to report all of my income on my income tax return.	2.39	0.52	0.52
Q21. I believe it is O.K. to tell half-truths to children about sex.	2.19	0.16	---
Q27. I believe it is O.K. to drink at a special party.	3.85	0.55	0.78
Q28. I believe it is O.K. to drink at home.	3.57	0.55	0.76
Q35. I believe it is O.K. to drive faster than the speed limit to go to the hospital.	4.15	0.19	0.37

TABLE II (Continued)

Scales and Items	Final Mean	Original First Factor	Final First Factor
Q40. I believe sexual intercourse is O.K. if I'm engaged to the person.	3.13	0.76	0.67
<u>3. Youth Situational</u>			
Q15. I believe it is O.K. to take the opposing team's mascot when our team is playing them.	2.64	0.44	0.49
Q16. I believe it is O.K. to take someone's bicycle if I plan to return it later.	2.64	0.44	0.49
Q22. I believe it is O.K. to lie about my age to get into a nightclub.	3.13	0.52	0.69
Q23. I believe it is O.K. to lie to my parents about where I go at night.	3.06	0.52	0.55
Q29. I believe it is O.K. to get drunk at a special party.	2.78	0.72	0.78
Q30. I believe it is O.K. to get drunk at home.	2.62	0.66	0.72
Q36. I believe it is O.K. to drive faster than the speed limit when I'm in a hurry.	2.86	0.50	0.51
Q41. I believe sexual intercourse is O.K. if I'm dating the person.	2.74	0.70	0.72
Q42. I believe sexual intercourse is O.K. if both partners agree to it.	3.10	0.65	0.71
<u>4. Situational Violation</u>			
Q17. I believe it is O.K. to take some candy from a store without paying for it.	1.35	0.50	0.64
Q18. I believe it is O.K. to take some clothes from a store without paying for them.	1.34	0.40	0.57
Q24. I believe it is O.K. to lie to my friends about things I really haven't done.	1.73	0.38	0.52
Q25. I believe it is O.K. to lie to anyone if it makes me look good.	1.51	0.44	0.56

TABLE II (Continued)

Scales and Items	Final Mean	Original First Factor	Final First Factor
Q31. I believe it is O.K. to go to class when I've been drinking.	1.78	0.49	0.63
Q32. I believe it is O.K. to drive a car when I've been drinking.	1.80	0.59	0.64
Q33. I believe it is O.K. to drive a car when I'm drunk.	1.24	0.49	0.64
Q37. I believe it is O.K. to drive 20 to 30 miles an hour faster than the speed limit.	2.00	0.51	0.56
Q38. I believe it is O.K. to drive as fast as I want to when no one is around.	2.52	0.50	0.52
Q43. I believe a sexual intercourse if O.K. with a good friend's steady.	1.51	0.45	0.55
<u>5. Youth Status From Peers</u>			
Q44. People my own age seek my advice when making decisions.	3.81	0.40	0.73
Q45. People my own age listen to what I have to say.	3.90	0.40	0.71
Q46. I feel like I am a part of the in-crowd at school.	3.42	0.56	0.63
Q47. People my own age tend to do what I do.	3.14	0.34	0.53
Q48. I try to do things which people my own age would disagree with.	4.12	0.35	0.42
Q49. I try to have close relationships with people my own age.	4.07	0.72	0.78
Q50. I try to participate in activities with people my own age.	4.12	0.76	0.80
Q51. I want people my own age to invite me to things.	4.20	0.81	0.84
Q52. I want people my own age to act close and personal with me.	4.03	0.77	0.82

TABLE II (Continued)

Scales and Items	Final Mean	Original First Factor	Final First Factor
Q53. The opinions people my own age have of me are very important to me.	3.90	0.62	0.63
<u>6. Youth Status From Parents</u>			
Q54. My parents respect my judgment.	4.30	0.74	0.84
Q55. I have an input into family decisions.	4.14	0.67	0.78
Q56. My parents respect whatever I choose to do.	3.81	0.61	0.70
Q57. My parents are proud of my accomplishments.	4.41	0.76	0.77
Q58. My parents approve of my friends.	4.28	0.77	0.80
Q60. My parents' opinions of me are very important to me.	4.45	0.67	0.76
Q61. I try to do things which my parents would disagree with.	4.43	0.41	0.58
Q62. I want my parents to respect me.	4.52	0.69	0.85
Q63. I want my parents to care for me.	4.61	0.66	0.85
<u>7. Perception of Self</u>			
Q64. I am proud of my accomplishments.	4.34	0.78	0.79
Q65. I feel that most of my behavior is O.K.	4.29	0.76	0.75
Q66. I have never really done anything wrong.	2.72	0.28	---
Q67. I am not ashamed of who I am.	4.52	0.73	0.74
Q68. I am a popular person.	3.59	0.64	0.65
<u>8. Delinquency Scale (How often have you:)</u>			
Q69. Disobeyed your parents?	4.46	0.43	0.62
Q70. Run away from home?	1.17	0.42	0.73

TABLE II (Continued)

Scales and Items	Original		Final First Factor
	Final Mean	First Factor	
Q71. Used force to take money or valuables from another?	1.08	0.38	0.71
Q72. Visited a house of prostitution?	1.07	0.26	0.64
Q73. Used illegal narcotic drugs?	2.07	0.59	0.77
Q74. Taken things worth more than \$100	1.13	0.53	0.86
Q75. Broken into a home, store, or building?	1.16	0.57	0.60
Q76. Defied parental authority to their faces?	2.07	0.41	0.66
Q77. Taken a car for a ride without the owner's permission?	1.24	0.42	0.50
Q78. Started a fight?	2.06	0.47	0.70
Q79. Purposely damaged other people's property?	1.75	0.56	0.71
Q80. Taken things worth \$20 to \$100?	1.38	0.69	0.88
Q81. Skipped school?	3.62	0.52	0.59
Q82. Carried a concealed weapon?	1.47	0.47	0.63
Q83. Taken things worth less than \$20?	2.20	0.70	---
Q84. Drunk alcoholic beverages (under legal age)?	4.18	0.45	0.65
Q85. Engaged in premarital sex?	3.07	0.55	0.72
Q86. Used marijuana?	2.81	0.66	0.87
Q87. Attempted rape?	1.00	0.27	0.89
Q88. Attempted homicide?	1.01	0.21	0.85

When the scale items were selected out as to which items related to a specific scale the analysis produced much improved loadings in the final first factor (see Table II). The scale which tests the attachment to prolegal ideas in the final first factor can explain 58% of the variance with all five items loading better than .38 on the final factor.

The second scale for parental situational items also performed much better when only these items were considered together. In this case 42% of the variation was explained with all items loading better than .37 on the final first factor.

The youth situational scale contains nine items which explain 57% of the variance and all items loaded at .39 or better on the final first factor on the principal axis. The items of this scale relate to behaviors which youth view as O.K. in peer-oriented situations (see Table II).

The final set of items relate to situational violations from the youth tolerance limits. This is a subscale of the larger tolerance scale. There were ten items retained in the final first factor which explain 58% of the variance with all ten items loading better than .39 on the principal axis. The above four scales are the tolerance aspect of the theoretical model designed by the writer. These scales contain items concerned with attitudes toward strictly prolegal aspects of behavior, parental exceptions to prolegal behavior, youth situational exceptions to prolegal behavior and situational violations which are extreme violations to prolegal ideas in the flexibility model.

The second set of scales involved in the model relate to status both the desire for status and present status from parents and peers. The youth status from peers scale contained ten items which explained

.69 percent of the variation on the final first factor in the principal axis with no item loading less than .42.

Nine items were retained for the parental status scale which explained 77 percent of the variation with no item loading less than .54 on the final first factor on the principal axis (see Table II). The self perception items originally contained five items which dealt with how the person perceived themselves in relation to others. One item, however, failed to load at .30 or above and was not retained in the final first factor. Four items were retained which explained 73 percent of the variation with no item loading less than .64 on the final first factor on the principal axis.

The delinquency scale utilized for purposes of this research contained 19 items which ranged from running away from home to attempted homicide. As was expected, there were several different types of delinquency contained within the over-all scale. The original factor analysis with all items involved extracted an over-all delinquency factor with all items showing a positive loading (see Table II). Over 50% of the variation was explained by the first factor. In addition to the general delinquency factor, five other factors were extracted from the delinquency scale. When the factors were rotated orthogonally, several delinquency types emerged from these factors.

There appeared to be five general dimensions within the delinquency scale utilized for this research. The rotation findings indicated that various items of the scale clustered together and were similar indications of a more general type of delinquency. These findings lead to these items being combined together and subjected to a final first factor analysis.

The items from each of the factors were combined and refactored in relation to delinquency types for each factor considered and appeared to explain a great deal more of the variation than the first factor indicated with all items factored together.

Items 73, 81, 85 and 86 loaded together on the final first factor and explained 72 percent of the variation with no item loading at less than .59 on the principal axis. These items related to drug and alcohol use, skipping school and minor sexual misbehaviors (see Table II). This factor was labeled the peer group delinquency factor and involved fairly mild forms of delinquency.

The second factor extracted from the delinquency scale related to prostitution, rape and homicide. These three items (72, 87, 88) explained 79 percent of the variation on the final first factor with no item loading less than .65 on the principal axis. These items involved the most serious forms of delinquency and was labeled the serious delinquency factor.

A third factor related to weapons, use of force and running away from home. Items 70, 71, and 72 contained in the factor explained 69 percent of the variation with no item loading at less than .6 on the principal axis. These items involved somewhat serious forms of delinquency related to aggressive independence, which is what the factor was labeled.

Items 69, 76, 78, 79 related to various degrees of disobeying parents to minor property damage. This factor was labeled the minor delinquency factor and the items explained 67 percent of the variation with no item loading at less than .63 on the principal axis for the final first factor.

Items 74, 77, 80 related to various types of larceny. These items explained 75 percent of the variation with no item loading at less than .50 on the principal axis. This factor was labeled the moderate delinquency factor.

The theoretical model presented in this study produced several levels of tolerance, status and delinquency which have all been subjected to factor analysis. Although the original first factor did not produce the relationships expected, this is not a problem for data evaluation. It appears to be much more appropriate to break down the items into their respective categories, rather than viewing them in a combined manner.

Limitations of the Study

The writer concluded that the study was limited in several ways. First, the dimensions of the model could have been expanded and many other behavioral items included. That is, more variation in the model would allow a more streamlined examination of the theoretical model and the theory synthesis.

A second limitation of the study was the conceptualization and subsequent operationalization processes could have been improved with a major pretest of the questionnaire. Time and lack of funds would not allow such a pretest. Another factor related to the conceptualization process was the explorative nature of the research itself. It would take several years to perfect instrumentation that was demonstratively valid and reliable.

A third limitation of the research may have been the sample of 555 students at Oklahoma State University. This may or may not have been a

limitation because it could easily be argued that social theory, if valid, should be true anywhere and with any group. However, it could also be argued that the sample was limited and should be at least national in scope to be considered as being a contribution. The writer conceded the sample was a slight limitation, but acceptable under the conditions of the research itself.

A final limitation of the research was the problem of asking the respondents to recall various past experiences and attitudes. This may not have been a great problem because of the relatively young age of the majority of the respondents.

CHAPTER V

TEST OF THE MODEL

Prolegal Ideas Hypotheses

All of the major hypotheses presented in Chapter III are investigated and discussed in the present chapter. These hypotheses are presented by number in order as they were displayed in Chapter III. After the hypotheses are evaluated and discussed, some interpretations of the results in relation to the theoretical model are made.

The first hypothesis derived from the theoretical model dealt with the concept of youth being attached to prolegal ideas. This concept was operationalized using five Likert scaled items (see Table II). A mean value of 3.47 was found which indicates that the hypothesis was accepted. A mean value of 3.47 was quite large considering that a mean value of 2.5 would be a natural response and the range of values was from 1, indicating minimal agreement, to 5, indicating maximal agreement, with the over-all scale of items. Youths in this case had a substantial amount of agreement with these particular items of prolegal attachment. Hypothesis 2 contained an elaborate examination of several sub-dimensions. These dimensions relate to the strength of the attachments youths have to prolegal ideas. Part a) of the hypothesis states that the stronger the attachments youths have to prolegal ideas, the less likely are they to agree with parental situational exceptions. A correlation coefficient of $-.64$ was calculated between the parental exceptions and the prolegal

TABLE III

MEANS, STANDARD DEVIATIONS AND CORRELATIONS ON THE MAJOR CATEGORIES OF THE MODEL (N=555)

Categories	Mean	Standard Deviation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Prolegal Ideas	3.47	0.66	--	-.64	-.72	-.54	.06	.21	.16	-.01	.08	-.48	-.53	-.04	-.19	-.25	-.22
2. Parental Exceptions	3.04	0.63		--	.77	.52	.04	.11	-.07	.11	.02	.49	.53	.13	.18	.25	.21
3. Youth Situational	2.62	0.74			--	.67	-.05	-.19	.16	.07	-.04	.57	.62	.10	.21	.32	.25
4. Violation	1.66	0.45				--	-.21	-.31	-.31	-.09	-.17	.44	.37	.19	.29	.27	.27
5. Self	4.17	0.50					--	.39	.45	.42	.34	-.07	-.01	.08	-.05	-.07	-.07
6. Parental Status (H)	4.18	0.60						--	.49	.24	.22	-.28	-.21	-.02	-.23	.79	-.20
7. Parental Status (D)	4.52	0.51							--	.26	.31	-.16	-.10	-.07	-.13	-.14	-.11
8. Youth Status (H)	3.68	0.45								--	.41	-.02	.48	.01	-.11	.02	-.09
9. Youth Status (D)	4.06	0.57									--	-.02	-.02	-.05	-.10	.03	-.09
10. Delinquency Total	2.01	0.55										--	.85	.20	.55	.71	.61
11. Delinquency One	3.16	1.22											--	.09	.32	.39	.30
12. Delinquency Two	1.03	0.24												--	.09	.10	.11
13. Delinquency Three	1.24	0.51													--	.32	.24
14. Delinquency Four	2.60	0.88														--	.30
15. Delinquency Five	2.06	0.65															--

ideas categories. This finding indicates that the stronger the attachment youths have to prolegal ideas the weaker their attachments are to the parental situational exceptions and therefore part a) of this hypothesis was accepted.

Part b) of the hypothesis suggests that the stronger the attachment youths have with the prolegal ideas, the less attachment youths will have to the youth situational exceptions category. This is consistent with the model's design, and acceptable if the correlation between the two categories of $-.72$ is evaluated. This finding indicates a negative relationship between the two categories of prolegal ideas and youth situational exceptions. With these findings considered, part b) of this particular hypothesis was accepted.

Part c) of hypothesis 2 relates to the relationship between the youth's attachment to prolegal ideas and the youth situational violations category. The correlation between this category and the prolegal idea category was also a negative finding of $-.54$ (see Table III). This again suggests that the stronger the attachments youths have to the prolegal ideas, the less likely are they to agree with the youth situational violations. Part c) of hypothesis 2 was accepted based on this finding.

Part d) of hypothesis 2 states that the stronger the attachment youths have to prolegal ideas the less likely are youths to engage in delinquent behavior. The correlation between prolegal ideas and total delinquency was significant because the coefficient of $-.48$ indicates that the stronger the attachment to prolegal ideas the less likely are youths to engage in delinquency (see Table III). Therefore, part d) of

hypothesis 2 is accepted. The various sub-categories of delinquency are examined in a later section in relation to prolegal ideas hypotheses as well as the other categories of the model.

Hypothesis 3 deals with the notion that if youths have status from their parents they will subsequently have attachments to the prolegal ideas. This hypothesis is valuable to the model because it was predicted that if parents give youths status through respect, input in family, etc., the youths will have strong attachment to the prolegal ideas. Table III shows a correlation coefficient of .21 between these two categories which is significant and hypothesis 3 was accepted.

Hypothesis 4 relates to certain causal elements of the model. That is, the more desire youths have to gain status from their parents the less likely are they to engage in delinquent behavior. This is associated with the idea of living up to parental expectations which causes conformity in youths if they value the prolegal ideas presented to them from their parents. A correlation coefficient of $-.28$ was calculated between these two categories which supports the hypothesis and therefore hypothesis 4 was accepted.

Hypothesis number 5 examines another aspect of status from the youths' perspective. How much status do they feel they have from their peers and how does this relate to delinquency? The model design would suggest that youths who have status from peers would be less likely to engage in delinquency. A correlation coefficient of $-.02$ was calculated between these two categories. This indicates that there was no significant relationship at all (see Table III). Hypothesis 5 was not accepted based on these findings.

Hypothesis 6 dealt with the desire youths have for status from their peers and how this affects their attachment to prolegal ideas. A correlation coefficient of $-.08$ was calculated for these two categories which shows a very slight positive correlation. The hypothesis was not accepted because these findings indicated that the greater the desire youths have for status from peers the more attached they are to the prolegal ideas.

Contributions of the Prolegal Ideas Hypotheses

In evaluating the preceding six hypotheses, it was found that four were accepted as stated. It must be determined how each of the preceding hypotheses contributed to the support of the theoretical model and the related synthesis elements. The first hypothesis does suggest that youths do have attachments to prolegal ideas. For example, that it's wrong to steal, lie, get drunk, drive faster than the speed limit and engage in sexual intercourse outside of marriage. As an overall category of prolegal items, youths agree with these ideas. This hypothesis supports the major elements in the control theories and parts of learning theory.

Hypothesis 2 was considerably more complex. All of its sub-categories were accepted as true. This hypothesis dealt with the degrees of attachment or strength of bonds to prolegal ideas. The stronger the bond, the more youth tend to agree with parental exceptions to behavioral modes. For example, they agree it is correct to exceed the speed limit in an emergency. They will not, however, stretch the prolegal idea to encompass the youth situational exception nor the youth situational violations. These categories, to become viable, must depend on other factors. This

hypothesis and its sub-categories again strike the central elements of the control theories, but also add unique dimensions of its own. These dimensions involve tolerance and flexibility. There is tolerance on the part of the law and others with respect to prolegal ideas violations of a minor nature because of the flexibility involved in prolegal ideas. These dimensions relate the control, neutralization, learning and strain theories. The prolegal idea may be violated but is neutralized because of situational exceptions. Learning the prolegal ideas involves parents and subsequently their notions of exceptions to the rule. The strain theories are incorporated through the use of status striving or acceptance attempts in both the parental and peer groups. This leads to various adaptations in reaching the desired goal of group acceptance and participation.

The hypotheses related to peer status for youths were both unacceptable as stated. Peer status either at present or desired status did not show the predicted relationships with the prolegal ideas category. The causal elements related to these hypotheses were subsequently questioned.

Parental Situational Exceptions Hypotheses

The following hypotheses relate to the parental situational exceptions to the prolegal ideas and the related categories. Hypothesis number 7 simply states that youths agree with parental situational exceptions to prolegal ideas. Table III shows that a mean value of 3.04 was found for the parental situational exception category. The items in this category relate to responses which parents would consider proper behavior in a situation even though the prolegal idea had technically

been violated. The mean in this case suggest that there is above-average agreement with the items in this particular category. Items related to this category were behaviors like stealing to feed one's family, driving faster than the speed limit in an emergency or drinking on social occasions. These items relate to exceptions to legal or moral ideas and are situationally dependent. Since the mean value of 3.04 was greater than the neutral value of 2.50, hypothesis 7 was accepted.

Hypothesis number 8 was again similar to hypothesis number 2 in that it relates to varying degrees of agreement or disagreement with the parental situational category. Part a) states that the stronger the agreement with the parental situational exceptions the more likely are youths to agree with youth situational exceptions. A Correlation coefficient of .77 was calculated between the parental situational exceptions and youth situational categories (see Table III). The stronger the agreement with a more tolerable category the stronger the agreement with the next most tolerant category. Considering these findings part a) of hypothesis number 8 was accepted.

Part b) of hypothesis number 8 related to the next category of the model and the parental situational exceptions, that of the youth situational violations. The hypothetical relationship predicted that the greater the agreement with the parental exceptions the more agreement youths would have with the youth situational violations category of items. Table III shows a correlation coefficient of .52 between these two categories. This suggests that the stronger the agreement with parental situational exceptions the more likely are youths to agree with youth situational violations. Part b) of hypothesis number 8 was accepted.

Part c) of hypothesis 8 deals with youths' attachment to parental situational exceptions and how this might influence delinquent behavior. It was hypothesized that the stronger the agreement youths have with parental situational exceptions, the more likely are they to engage in delinquent behavior. A correlation of .49 was calculated between the two categories of delinquency total and parental exceptions (see Table III). This finding indicated that the stronger the agreement youths have with parental situational exceptions the more likely are they to engage in delinquent behavior. This part of hypothesis 8 was accepted. The more agreement youths have with tolerance in the parental exceptions category the more likely are they to engage in delinquency.

Hypothesis number 9 dealt with the amount of status youths perceive themselves as having from parents and the effects of this perception on the amount of agreement they have with parental situational exceptions.

A correlation coefficient of .11 was calculated between these two categories and even though mildly significant was in the positive direction. Hypothesis 9 stated that the greater the status youths have from parents the weaker the agreement youths have with parental situational exceptions. Hypothesis number 9 was not accepted because the findings indicated that the more status youths have from parents the stronger their agreement with parental exceptions.

Hypothesis number 10 states that the greater the desire youth have for status from their parents, the weaker the agreement they will have with parental situational exceptions. A correlation coefficient of $-.07$ was found for these two categories which is the direction expected from the hypothetical predictions. In this case, although slight, the greater the desire youths have for status from parents, the less they tend to

agree with parental situational exceptions. Hypothesis number 10, however, was not accepted based upon these findings because a value of .08 statistically significant (see Table III).

Hypothesis number 11 states that the greater the status youths have from peers, the weaker the agreement they will have with parental situational exceptions. Surprisingly, a correlation coefficient of .11 was found between the two categories of parental exceptions and youth status from peers (see Table III). This hypothesis was not accepted because the findings indicated that the more status youths have from peers the stronger the agreement they have with the parental exceptions category. This correlation is statistically significant although of low magnitude.

Hypothesis number 12 is quite similar to eleven except that it deals with future desired status youths have from peers and what effects this has upon agreement with parental exceptions. The correlation between these two categories, however, does not support the contention of the hypothesis. A coefficient of .02 was found between these two categories (see Table III). This may be interpreted as an increase or decrease in the desire for status from youths has virtually no effect upon agreement with parental situational exceptions. Therefore, hypothesis number 12 is not accepted.

Contributions of the Parental Situational Exceptions Hypotheses

In evaluating the preceding hypotheses, it was apparent that not all of them were supported as stated. Before discussing the hypotheses which were rejected, an examination of the acceptable hypotheses is presented.

Hypothesis seven related to parental exceptions to prolegal ideas. This element of the model taps the strain or structural theories or anomie in terms of boundary definitions and also learning theories, which imply that parents teach children proper behavior. It was found that there was above average agreement with this category and indicates that youths do agree with exceptions to the rules. This is a type of structurally imputed neutralization where normative patterns gain flexibility in situations.

Hypothesis 8 related to several ideas which related to the amount of agreement youths have with parental exceptions. This hypothesis examined the various agreements with other categories and delinquency as a result of agreement or disagreement with this category. This adds not only the first tolerance deliniation but the theoretical notions related to neutralization theory and various aspects of control theory.

The hypotheses which were rejected were all related to the status notions of the category. Hypotheses 9, 10, 11 and 12 were not accepted because the findings were contrary to the hypothetical formulations. The status items appeared not to have contributed much to the model in relation to the category of parental exceptions.

Youth Situational Hypotheses

Hypothesis number 13 states that youths agree with youth situational exceptions. That is, behaviors which may violate prolegal ideas and parental situational exceptions, but not necessarily violate youths ideas of correct peer behavior. Table III displays a mean value of 2.62 for the youth situational category. This finding is an above average mean which indicates youths do agree with youth situational exceptions.

Hypothesis 13 was accepted and lends support to the model by demonstrating youths tend to agree on the average with the more tolerant youth orientated exceptions to prolegal ideas.

Hypothesis 14 again is a somewhat complex hypothesis because it contains several parts which depended on the extent of agreement youths have with the youth situational exceptions. Part a) of hypothesis fourteen states that the stronger the agreement youths have with youth situational exceptions, the more likely are they to engage in delinquent behavior. This part of hypothesis 14 was accepted based on the following evidence. A correlation coefficient of .57 was found for the two categories of youth situational exceptions and delinquency total. This was a significant positive correlation which supports part a) of hypothesis 14 (see Table III).

Part b) of hypothesis 14 involves the idea that the stronger the agreement youths have with youth situational exceptions, the less they will agree with prolegal ideas. This hypothesis was accepted due to a correlation coefficient of $-.72$ between these two categories (see Table III). This finding indicated that the more youths agree with youth situational exceptions, the less likely were they to agree with the prolegal ideas which is the least tolerant category of the model.

The last part of hypothesis 14, part c) states that the stronger the agreement youths have with youth situational exceptions, the more likely are they to agree with youth situational violations. This relationship was true when we consider the correlation coefficient of .67 between the two categories (see Table III). This relationship can be interpreted as the stronger the agreements youths have with youth situational exceptions the more likely are they to agree with youth situational

violations. Considering this relationship, part c) of hypothesis 14 was accepted. All three parts of hypothesis 14 were accepted as correct hypothetical formulations, and supportive of the model.

Hypothesis number 15 states that the greater the status youths have from parents, the less likely are they to agree with youth situational exceptions. A correlation coefficient of .19 was calculated between these two categories which supports the contention of the hypothesis (see Table III). The greater the status youths have from parents the less likely are youths to agree with youth situational exceptions.

A related hypothesis was hypothesis number 16, which deals with youths desire for status from parents and how this might affect their agreement with youth situational exceptions. Table III displays a correlation coefficient of .16 between these two categories. This finding indicated that the greater the desire for status youths have from parents the more likely are they to agree with youth situational violations. This was just the opposite of what the hypothesis predicted and thus this hypothesis was not accepted. Both of the preceding hypotheses related to youths relations with parents in terms of the status youths perceived themselves as having from their parents and the youth's desire for status from their parents.

Hypothesis number 17 relates to youth's status among peers and how this might affect their agreements with youth situational exceptions. A correlation coefficient value of .07 was calculated between these two categories (see Table III). The direction of this finding was in the predicted direction, even though it was not statistically significant. Therefore, hypothesis 12 was not accepted.

Hypothesis number 18 states that the greater the desire youths have for status from peers, the more likely are they to agree with youth situational exceptions. The hypothesis could not be accepted because the correlation between these two categories produced a coefficient of .04 which does not indicate an increase in one and a subsequent increase in the other in any positive direction (see Table III). This hypothesis, therefore, could not be accepted. There was no indication that youths agree more with youth situational exceptions due to an increase in desire for status from their peers.

Contributions of the Youth Situational Hypothesis

All hypotheses in this section were accepted except three. These hypotheses contribute to the theoretical ideas of importance of status in groups and further add support to the flexibility and tolerance notions of the model. For example, hypothesis 13 demonstrated that youths agree with youth situational exceptions. These are behaviors which violate strictly prolegal ideas and stretch parental exceptions beyond parentally acceptable limits. The model contends youths are agreeing for several reasons: status gain from parents as being able to succeed with peers; status gain from peers to be one of the group; and also, agreeing so as not to be alienated from the group. The writer would further contend that this is a sort of testing ground for ideal, parental exceptions and finally youth situational behaviors. How do youths learn if behavior is proper or improper? They learn the reaction of others in that particular milieu at that particular time, which is how most social learning takes place. Within this category there is a tremendous amount of room for variation. The youth peer group will

extend acceptable behavioral boundary lines in some sense. Although these boundaries still theoretically violate the two less tolerant categories, they open new avenues of expression to youths and include attitudes on guilt feelings and authority reactions. Of course, hypothesis 14 contributes to this notion because it deals with the degree of acceptance of youth situational exceptions.

The idea which was also involved in hypothesis 14 is that of neutralizing attitudes about right and wrong. It was also found that the more status youths have from parents, the less likely are they to agree with this category. This is certainly control and parts of strain theory combined.

The status questions related to youth peers do not seem to have been as important as parental status questions. They do shed light on the model, however. It was felt that an increased desire for status from peers would lead to more tolerant attitudes in this category. It appears that parental status has a much more definitive affect than the peer status idea in this particular category. This may indicate that youths desire to gain status from parents is much more important than any forms of status they may have or desire from their peer groups.

Youth Situational Violations Hypotheses

Hypothesis number 19 states that youths disagree with youth situational violations; that is, with behaviors which even normative peer groups would disagree. A mean value of 1.66 was found for the items in this particular category (see Table III). It was evident from this finding that there was far less than average (2.50) agreement with these items and therefore the hypothesis was accepted.

Hypothesis number 20 was another example of a hypothesis with several parts to be tested. Part a) of hypothesis 20 states that a stronger agreement with the youth situational violations category leads to youths being more likely to engage in delinquent behavior. This particular part of the hypothesis was accepted. Presented in Table III is a correlation coefficient of .44 between these two categories. This finding indicated a moderately strong relationship which was in agreement with the hypothetical formulation.

Part b) of hypothesis number 20 related to the idea that the stronger the agreement youths have with youth situational violations, the less likely are they to agree with prolegal ideas.

Table III presents a correlation coefficient of $-.54$ between these two categories which indicated that the stronger the agreement youths had with the youths violations category the less agreement they had with the prolegal ideas category. Part b) of hypothesis number 20 was accepted.

Part c) of hypothesis 20 stated that the stronger the agreement with the youths violation category the more likely are youths to agree with the two less tolerant categories of the model--the parental exceptions and the youth situational exceptions. Table III shows a correlation coefficient of .52 between the parental exceptions and the youth violations categories which supports the hypothesis. The table also shows a correlation coefficient of .67 between the youth situational exceptions and the youth violations categories. This finding also indicated support for the hypothesis. Based upon these findings, part c) of hypothesis 20 was accepted.

Hypothesis 21 again relates to youths perception of status from parents and the effects this has on youths agreements with youth situational

violations. Table III presents a negative correlation coefficient of .31 which indicates that this hypothesis was accepted. There was less agreement with youth violations if status from parents was stronger.

Hypothesis 22 states that the greater the desire for status from parents, the less likely are they to agree with youth situational violations. It was found that the correlation between these two categories was the same as that found in hypothesis 21. A coefficient of .31 was calculated and as before, verifies the significance of the hypothesis (see Table III). Therefore, hypothesis 22 was accepted.

Hypothesis number 23 relates the amount of status youths feel they have from peers and how this affects their agreement with youth situational violations. This hypothesis was accepted because of the weak but significant negative correlation coefficient of $-.09$ found in Table III. That is, the greater the status from peers, the less likely are youths to agree with youth situational violations.

Hypothesis number 24 deals with a variation on status. That is, it was concerned with the effects which desire for status from peers has upon their agreements with youth situational violations. This hypothesis did prove to be acceptable at the empirical level. A correlation coefficient of $-.17$ was produced for these two categories which indicates the opposite effect of what was predicted (see Table III). This hypothesis was not accepted because of this finding.

Contributions of the Situational Violation Hypotheses

The previous six hypotheses dealt with the youths violation category and its relationships to the other categories and dimensions of the

model. This category deals with the deviant and most flexible aspect of the model. It appeared that the stronger the agreement youths have with the items in this category the more delinquency they will have been committed. This includes less agreement with prolegal ideas and more agreement with the more tolerant categories of the model. The hypotheses of this particular section also confirmed that these types of youths are less attached to the more traditional value systems of their parents, which confirms status frustration ideas to a certain degree.

Complex Hypotheses

The following section was set aside for the examination of what was labeled "complex hypotheses". These hypotheses were designed to clarify the four major categories of the model. These are: prolegal ideas, parental situational exception, youth situational exception and the youth situational violation categories. It was necessary to examine each category separately in its relation to other major variables of the model.

Hypothesis number 25 deals with various expectations in variables if youths agree with only the prolegal ideas category. Part a) predicts less delinquency for those agreeing only with the prolegal category than for those who agree with other categories. This was accepted because those youths who agreed with only the prolegal ideas category appeared to be less involved in delinquency than did other youths. Presented in Table IV are the mean values for categories of the model in relation to all other variables of the model. Those youths only agreeing with the prolegal ideas category are less delinquent than other categories. A mean value of 1.68 was calculated for this group compared to a mean

value of 1.91 for those agreeing with parental situational exceptions and a mean value 2.29 for the youth situational category and a mean value of 3.22 for those agreeing with the youth violations category. A mean value of 2.50 was a neutral response in the scaling of values. Youths agreeing with only the prolegal ideas category were considerably below average in the amount of delinquency they claimed to have been involved in.

Part b) of the hypothesis dealt with variations in the seriousness of delinquency. It was hypothesized that the prolegal category would be less delinquent, which was true, and also when delinquent, it would be in less serious forms. Table IV presents findings which support part b) of the hypothesis. Youths agreeing with only the prolegal ideas claimed to have been involved with drugs, alcohol and vandalism rather than the more serious forms of delinquency. A mean value of 2.36 was calculated in the drug and alcohol use type of delinquency. This value was the largest delinquency mean calculated for this category of youth but still lower than the other three categories in relation to drug and alcohol use by youths. A mean value of 2.35 was calculated for youths in the prolegal ideas category in relation to delinquency 4 which related to running away from home and vandalism (see Table IV). This value was the second largest mean value calculated in this category of youth but was lower than the 2.50 neutral point indicating less than average involvement in these types of delinquency by prolegal ideas youths. This value was also less than the values calculated for the other categories of the model in relation to vandalism and running away.

Presented in Table IV are the remaining means related to the prolegal ideas category and the other types of delinquency. These values are the

TABLE IV
MEANS ON THE MAJOR CATEGORIES OF MODEL

Variables	Categories				Total
	Prolegal Ideas	Parental Situational	Youth Situational	Youth Violations	
1. Prolegal Ideas	4.02	3.52	3.44	2.93	3.47
2. Parental Situational	2.04	3.10	3.05	4.00	3.04
3. Youth Situational	1.54	2.51	3.16	3.44	2.62
4. Youth Violations	1.35	1.44	1.64	2.21	1.66
5. Self	4.20	4.23	4.10	4.25	4.17
6. Parental Status (Have)	4.30	4.24	4.12	4.06	4.18
7. Parental Stauts (Desired)	4.59	4.56	4.40	4.83	4.52
8. Youth Status (Have)	3.63	3.71	3.79	3.73	3.68
9. Youth Stauts (Desired)	4.08	4.07	4.07	3.73	4.06
10. Delinquency Total	1.68	1.91	2.29	3.22	2.01
11. Delinquency One (Drug Use)	2.36	3.04	3.81	4.20	3.16
12. Delinquency Two (Rape/Homicide)	1.01	1.05	1.02	2.33	1.03
13. Delinquency Three (Weapons/Force)	1.14	1.19	1.33	2.11	1.24
14. Delinquency Four (Runaways/Vandalism)	2.35	2.42	2.97	3.50	2.60
15. Delinquency Five (Larceny)	1.09	1.20	1.38	2.67	1.57

lowest values calculated in relation to other categories of youth as well as types of delinquency which indicated the least agreement with these types of delinquency by prolegal ideas youths.

Part c) of hypothesis 25 relate to the present and desired forms of status from parents by youths. Youths who have status from parents should not desire to any large degree more status from parents in the prolegal ideas category. This part of the hypothesis was accepted because a mean value of 4.30 was calculated for the status youths have and a mean value of 4.59 for status desired from parents (see Table IV). This was indication enough to accept this part of the hypothesis. The youths in the prolegal ideas category claim to have more status from their parents but have only slightly more desire for more status from their parents.

Part d) of hypothesis 25 relates to the youths desire for and present perception of status from their peers. The hypothesis contends that those agreeing only with the prolegal category will not have much status from their peers nor will they desire much status from their peers. The findings presented in Table IV indicated that the first part of the hypothesis was acceptable because those youths agreeing with only the prolegal ideal perceived themselves as having the least amount of status from their peers. These youths had a mean value of 3.63 compared to 3.71, 3.79 and 3.73 in the succeeding more tolerant categories. This finding indicated that youths in this category do have an above average amount of status from peers but less than the other more tolerant categories of the model.

The second part of part d) of hypothesis 25 was not accepted. This hypothesis contended that these youths would not desire any more status

from peers. The findings presented in Table IV, however, shows a mean value of 4.08 for this category which was the highest mean in any category. This indicated that youths agreeing with only the prolegal ideas category had a greater desire for status from peers than did youths in any of the other categories.

Hypothesis number 26 investigated relationships between those persons who accept both the prolegal ideas and parental situational exceptions without necessarily accepting the other categories. Part a) of the hypothesis attempts to gage how delinquent this group should be given the dictates of the model. This group should have indications of being more delinquent than the strictly prolegal category, but less delinquent than the two more tolerant categories. This part of the hypothesis was accepted. Youths are more delinquent in this category than those only in the strictly prolegal category as was evident from the differing means presented in Table IV. This category had a mean value of 1.91 while the youth situational group had a mean value of 2.29 and the youth violations category a mean value of 3.22 on the delinquency total variable. The prolegal ideas category had a mean value of 1.68 which was the lowest mean value for delinquency total. Part a) of hypothesis 26 was accepted because the parental situational category was slightly more delinquent than the prolegal ideas category but less delinquent than the two more tolerant categories of the model (see Table IV).

Part b) of hypothesis 26 stated that youths in this category would tend to be involved in slightly more serious delinquency than the youths agreeing with only the prolegal ideas category. This part of the hypothesis was accepted because this category had higher mean values on all

types of delinquency (see Table IV). For example, a mean value of 3.04 was calculated for this category related to the alcohol/drug use variable as compared to a mean value of 2.36 for the prolegal category and this form of delinquency.

Part c) again deal with status from parents and status desired from parents for those who agree with these two categories. These youths do have status from parents and have an increased desire for status from parents. Presented in Table IV is the mean value of 4.24 for youth's perceived status from parents for youths in the parental situational category. This finding indicates youths have substantial status from parents. A mean value of 4.56 for desired status from parents indicated youths in his category do desire slightly more status from parents than they have.

Part d) involves status from and status desired from peers in relation to the parental exceptions category. There appeared to be a similar relationship for this part of the hypothesis as was determined in part c) with a slight exception. That is, youths who agree with these two categories have status from peers, but may desire more status from peers. Presented in Table IV are the means related to these hypotheses. Those youths in this category did have a substantial amount of status from peers ($\bar{x}=3.71$) but, rather than not desiring any more status as hypothesized, had an increased desire for status from peers ($\bar{x}=4.07$). This indicated that the first portion of part d) was acceptable while the second portion in relation to youths desire for status was not acceptable.

Hypothesis 26 was accepted although two of its parts were not overwhelmingly significant. In summary however, those youths agreeing with

these two categories without necessarily agreeing with the two more tolerant categories are less delinquent than those of the other categories. When delinquent, they tend to be delinquent in only slightly more serious matters than the strictly prolegal category. They perceive themselves as having status from parents and desire slightly more status from parents. In addition, they perceive themselves as having status from peers but desire only slightly more status from peers.

Hypothesis 27 examined the relationships of the statuses and delinquency for those who agree with the prolegal idea, parental exceptions and the youth exceptions categories. Part a) of hypothesis 27 states that youths agreeing are more delinquent than youths agreeing with one or both of the less tolerant categories. This part of the hypothesis was accepted. There was a much larger mean for this category and total delinquency than for either of the two less tolerant categories (see Table IV). A mean value of 2.29 was calculated which indicates more delinquency than the two less tolerant categories of prolegal ideas and parental exceptions. It must be pointed out, however, that this mean value was still below the neutral value of 2.50.

Part b) of this hypothesis relates to the types of delinquency involved in by youths. Those who agree with these categories without necessarily agreeing with the most tolerant category should be involved in the more moderate to serious forms of delinquency. Those of this agreement were involved more with drugs, alcohol and premarital sexual behaviors than were other categories. They were also more involved in disobeying parents and running away from home than other categories (see Table IV). They were not, however, involved in the most serious delinquencies and therefore this part of the hypothesis was accepted.

Presented in Table IV are the mean values related to various types of delinquency and the youth situational category. Not only was delinquency total ($\bar{x}=2.29$) higher than the two less tolerant categories but so were all the other mean values except the most serious delinquency. Delinquency one related to alcohol and drug use had a mean value of 3.81 for this category compared to a mean value of 3.04 and 2.36 for the two less tolerant categories. The other mean values had similar relationships with other delinquency types.

Part c) of hypothesis 27 related this category with those of perceived status from parents and desire for status from parents. Youths should lack substantial status from parents but may desire more status from parents. This part of the hypothesis was partially accepted because youths appeared to have substantial status from parents ($\bar{x}=4.12$) and certainly desire more status from parents ($\bar{x}=4.40$). Both of these values were considerably higher than the neutral 2.50 level and the desired status mean was quite larger than the perceived present status mean. So youths in this category do not lack status from parents.

Part d) of this hypothesis again deals with status, but as it relates to peers. Youths agreeing with this category should have substantial status from peers and desire slightly more status from peers. The data presented in Table IV supported both aspects of this part of hypothesis 27. A mean value of 3.79 was calculated for status from peers for this category which was substantially above the neutral value of 2.50. A mean value of 4.07 was calculated for the desire for status from peers for this category. Both of these findings support the hypothetical statements of youths in this category having status from peers and desiring slightly more status from peers. Part d) of hypothesis 27 was accepted.

In summary, those youths agreeing with this category (youth exceptions) without necessarily agreeing with the more tolerant category are more delinquent than those of the other less tolerant categories. When delinquent, are delinquent in moderate to more serious forms of delinquency than those agreeing with less tolerant categories. Youths also have substantial status from parents and desire slightly more status from parents. Also youths do perceive some status from peers and only desire slightly more status from peers.

Hypothesis 28 relates to the last and most tolerant category of the model, the youth situational violations. Youths who agree with this particular category are considered to be the most deviant of all youths in this study. Part a) of this hypothesis states that those youths who agree with the items of this category are more delinquent than those of the other less tolerant categories. This part of the hypothesis was accepted because a mean value of 3.22 was calculated for this group for delinquency as a total (see Table IV). This finding indicated that these youths are more delinquent than any other category because the other categories had means of 2.29, 1.91 and 1.68 as they became less tolerant.

Part b) of hypothesis 28 related to the types of delinquency youths in the youths violations category have been involved with. It was hypothesized that these youths would be involved in the most serious forms of delinquency. This part of the hypothesis was accepted based on the findings presented in Table IV. It was evident that this category had higher mean values on all types of delinquency including the most serious forms like attempted murder and rape. Three of the delinquency mean values for this category were above the neutral value of 2.50. Part b) of hypothesis 28 was accepted.

Part c) of hypothesis 28 dealt with the status youths perceive themselves as having and desiring from their parents and the relationship between these categories and situational violations. It was hypothesized that youths agreeing with this category would have very little status from their parents and desire no further status from their parents. This part of hypothesis 28 was not accepted because Table IV showed a mean value of 4.06 for status youths have from parents and a mean value of 4.83 for status desired from parents. These findings were substantially above the neutral value of 2.50 and were contrary to the hypothesis.

Part d) of this hypothesis relate to the status perceived and desired from other youths. It was hypothesized that youths agreeing with items in this category would lack substantial status from peers, but would have substantial desire for more status. This part of the hypothesis was not acceptable. Presented in Table IV are the mean values for these two relationships. A mean value of 3.73 was calculated for peer status for youths in this category. A mean value of 3.73 was also calculated for youth's desire for status from peers. These findings were contrary to the hypothetical formations.

Interpretations of the Findings

Rather than attempt a systematic hypothesis by hypothesis interpretation of the findings, a structured discussion of the findings appeared more appropriate. After all, the central focus of the study was theory synthesis and the subsequent modeling.

The first six hypotheses related to the prolegal ideas category of the model. The prolegal ideas dimension of the model represented elements from several major deviance theories. This dimension of the model sought

to incorporate the elements of attachment to ideal values, beliefs, behaviors, persons and institutions in the larger normative culture. Control theories, especially Hirschi's ideas of the "bond to the society", have been very important in establishing how important attachment/agreement with the normative system is in preventing delinquency. This category certainly taps elements of the major strain or anomie theories through the attachment or belief in ideal normative patterns which must at times be neutralized in order to gain a desired goal. In particular, was the inclusion of four dimensions of status in each of the major categories. The real value here was to evaluate the present status youths had with parents and peers and also to gage their desire for additional status from parents and peers. Cohen's (1955) "status frustration" theory is brought to mind here. The present model, however, would contend that nonresponse from others leads to eventual deviant classifications rather than being necessarily linked to competition for status.

It would also follow that the prolegal idea category of the model has, to a lesser degree, elements of social disorganization or even cultural conflict theories. Logically this is very evident because these theories rest on the notion that ideas and beliefs are passed on from generation to generation, and also, that children and youths do take on the norms, values, and beliefs of parents. It was the writer's disagreement with the purported distinctive elements of several larger theories which lead to the idea of synthesis.

Since the hypothesis of this section were all accepted, the resulting interpretations were arrived at by the writer. That youths have attachments to ideal values, beliefs and normative patterns of behavior

Since all but two of the hypotheses of this section were accepted, the following interpretations are offered. It appears that youths have

attachments to ideal values, beliefs and normative patterns of behavior in the larger society, that these ideals, called prolegal ideas in the model, are learned from others, especially from parents; that youths use these ideals as parameter setting guides and evaluate situations for themselves; that these findings can be extrapolated from this particular study to give support to various elements of several major deviance theories; and that pointing out similarities and combining these elements leads to a fuller understanding of deviance in the larger society.

A second major dimension of the model was related to the parental situational exceptions category of behaviors. This category attempted to measure the idea that parents uphold the ideal values, beliefs and norms of the society, but they also make exceptions to strict rules. For example, parents may certainly believe killing another human being is wrong, but they would not blame their youths if they killed another person in self defense. And so the majority of values, beliefs and norms in the society have similar flexibility notions built into them.

It appears that this dimension of the model would further test the attachments youths have to parental and therefore societal values, beliefs and norms. The elements considered in this category were especially important to the learning theories of deviance. This category began the flexibility and tolerance notions which lead to youths being more likely to agree with more tolerant categories and being more likely to become involved in delinquency. These relationships did show up in the findings as expected. Youths did agree with the items of this category and were slightly more delinquent and agreed more with the two more tolerant categories of the model.

The four hypotheses concerning status in this particular category were rejected. It was hypothesized that status, both obtained and desired from parents and peers, would have an effect or be affective, but the findings did not indicate these ideas in this category. There was, however a high amount of status obtained from parents and peers as well as desired from parents and peers. The category, over-all, worked out very well in spite of the rejection of the hypotheses related to the status items.

The youth situational exceptions category functioned as was hoped. As a matter of fact, the parental category functioned in a similar fashion to this category. It functioned as if there were more flexibility imputed to it than was originally intended. The youth situational category was a more tolerant category of items related to youth peer orientations. It appeared that status or overall acceptance was important to youths but was tempered by their attachments to parents, ideals and peer rationalizations. It was found that the less attachment to prolegal ideas and parental exceptions the more likely are youths to engage in what peers view as situationally acceptable behaviors. Again, various aspects of these findings support major elements contained in the theories considered for synthesization in the model. It supports strain or anomie theory very well, if acceptance by others is accepted as a goal. Sutherland's learning theory and it's spin offs are certainly apparent. Neutralization in many ways is a part of learning in a society. Finally, it appeared that control or containment elements are important toward influencing behaviors and attitudes. It was also apparent that this category, although not all youths agreed, was highly related to what would be considered All-American youth delinquency; that is, behavior

which is not too serious but is still illegal. It was noteworthy that drug and alcohol use are more or less normative forms of behavior for youths.

The final category of the model involved values, beliefs and behaviors which would be considered deviant not only because they were nonprolegal but because they violated the other two more tolerant categories. Even youths who violate norms to the point of normative peer acceptance disagree with these items. For example, youths may drink alcohol to fit in to the peer group, but being drunk in class or driving while drunk, although only a variation of the same behavior, was viewed as deviant. Not only was this category the most tolerant but it was also the least agreed with category. After all, the majority of youths in our society are never officially labelled delinquent. They learn to achieve status and acceptance in other ways. These other ways may be delinquent but they are seldom caught or do not attempt radical violations of either prolegal or normative peer norms. Those youths who do violate even their peers' expectations of acceptable norm violation eventually are no longer normative peers. It is these youths who choose radical norm-violating behaviors and attitudes to attempt to gain acceptance by peers. The Freudians would further contend that these youths are attempting to cut the ties with parents by authority clashing. This was not apparent in the present study because most youths did not go to these extremes.

It would be more appropriate to say these youths are the most frustrated and out of control. They lack substantial attachments to prolegal ideas, they may or may not have traditional goals in mind and they are willing to radically violate norms in attempts to gain socially.

The four categories of status contained in each dimension of the model appeared to be a useful way of measuring the items of the categories. That is, the status youths perceive they had from parents and peers had an influence on other aspects of behavior. This was also true of the additional desire for status from parents and peers. If youths had all the status they needed from parents, they may desire a slight bit more from parents, but may or may not even need any status from peers. Another example was if youths could gain status from peers through the more conventional modes, they would not stretch the tolerance limits because they were satisfied with their present status.

The dimensions of tolerance and flexibility which permeate the entire model were what added the processual notion to the model. Situations and conditions are changing continually and therefore cause youths to adjust to these changes. These two dimensions also added the conceptual glue which held the model together and provided the linkage needed to synthesize theories of the kind considered. These ideas worked very well in the model and are what added uniqueness to it.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction

Basically this research set out to synthesize several of the more popular theories of delinquency and especially those theories which address the etiology of delinquency. These theories fall into the scientific explanations of delinquency and the humanistic explanations of delinquency. The humanistic theories do not attempt to explain deviance per se, but attempt to understand and explain the impact, results and uniqueness of deviant categorization. Therefore, the humanistic theories were not considered.

In considering the many scientific theories and explanations of deviance presented in the literature it appeared that many of these theories have within them very similar elements and assumptions. It was a further observation that most theorists claim their theory is as different as possible from other major theories, a claim which would be very difficult to demonstrate. Several additional considerations eventually lead to the idea of a synthesis. First, many of the major structural, strain or control theories initially owe their conceptualization to Durkheim. Second, it would be advantageous to the field of sociology to attempt a more developed understanding of deviance. And finally, using the important elements from several theories may eventually lead to a

theoretical synthesis which could explain the phenomena of deviance much better than any single theoretical perspective.

Theoretical syntheses are certainly not new to sociology. Auguste Comte, for example, was not so great for originality of ideas but for his abilities to amalgamate Saint-Simon, Condorcet, and, perhaps a half-dozen other theorists' works into coherent theoretical statements about society. Therefore, a model was designed in order to incorporate various elements from a variety of theories into one coherent set of ideas which appeared more effective than any single perspective theory.

Summary

The findings and results presented in this research were based upon the completed questionnaires of 555 students attending classes at Oklahoma State University in 1981. These questionnaires were constructed to test a proposed theoretical synthesis of the major theories of deviance through the use of a model.

The theoretical model encompassed several major dimensions of tolerance and flexibility as these relate to various types of behavior. The prolegal ideas category basically involved youths' attachments to ideal values, beliefs and norms. The effects these attachments have on status or vice versa and attachments to other categories of the model was examined. These other categories may include several levels of delinquency and/or agreement with more tolerant categories of the model.

The parental situational exceptions category dealt with minor exceptions to ideal behavioral norms which parents would agree. This category also had relationships to the other major categories of the model.

The youth situational exceptions category examined youths agreements with various violations of the prolegal ideas category and the parental situational exceptions category. Behavioral items within this category involved behaviors which are generally accepted by peers but technically violate the tolerance limits of parental situational exceptions and the prolegal ideas categories.

The final category of behavior was the situational violations category. The behavioral items of this category related to behaviors which violated the tolerance limits of even the normative peer group. That is, behaviors which are not only technically violations but are violations of peer normative exceptions to technical violations. Youths agreeing with these items of the model are more delinquent and would be viewed as deviant by the peer group of youths.

The variables of status attained and status desired from parents and peers were not quite so important to the overall model. This dimension added some causal notions to the model.

The delinquency scale used to measure the amount of delinquency youths had been involved with was a standard delinquency measurement device with behavioral items ranging from talking back to parents to attempted homicide.

The analysis of data resulted in several findings related to the hypotheses and model presented in Chapter III. The findings indicated that all but two of the hypotheses related to the prolegal ideas category were accepted. These hypotheses related to youths acceptance of ideal type norms and values held by the society, their parents and themselves. Examples of these normative ideals included the notions that murder is wrong, stealing is wrong, getting drunk is wrong and several others.

Youths had an above average agreement with these ideals in that they agreed these behaviors were wrong. This type of agreement was associated with less delinquency for these particular youths, greater attachments to parents and peers and less agreement with the more tolerant categories of the model. The two hypotheses related to peer status for youths were rejected.

With these findings considered, various aspects of the control theories, learning theories and structural theories of delinquency were addressed in relation to the model. These findings indicated that there was attachments by youths to parental values which is socialized control thus guiding behavior and behavioral norms. Structurally, values and beliefs gained through the process of socialization guide youths into traditional modes of goal attainment by structuring acceptable behavioral parameters. Socialization as a process of learning was somewhat axiomatic in the model and in relation to the learning theories of delinquency. Most theories related to delinquency or deviance either implicitly or explicitly examine learning in relation to behaviors. The model presented in Chapter III was based in part on the assumption that youths learn through interaction with others.

The model merged the learning, control and structural notions by examining the degree of acceptance youths have with particular values, beliefs, norms and behaviors and the related reinforcement of these elements by self and others. This category was one of the four major categories of the model which combined several theories to more fully explain delinquency. This particular category was constructed as the least tolerant and least flexible and was intended to measure attachments to ideal types of values, beliefs and norms that youths have.

The second set of hypotheses which were derived from the model were related to the parental exceptions category of the model. Youths had varying degrees of agreement with various items within this category. Ideals norms, values and beliefs may be violated or ignored in certain situations which have mitigating circumstances surrounding the violation of the ideals. Examples of items contained in this category were killing in self defense, stealing food when one is hungry or driving faster than the speed limit in an emergency. Youths had an above average agreement with the items of this category. These youths were correspondingly less likely be involved in delinquency than those youths in more tolerant categories of the model but more involved than those youths agreeing with only the prolegal ideas category of items. These youths were also more likely to have higher agreement with the more tolerant categories of the model.

All of the hypotheses related to status from the desired from parents and peers in this category were rejected. The predicted impact of the status elements did not appear to greatly effect this category. The other major hypotheses were accepted and contributed several important findings to the model and theory synthesis. Neutralization elements were added to the model through the construction of this and other categories. Additional elements of the learning theories were added at this stage because of the situational decision making processes related to prolegal ideas being violated. Finally, the strain theories were given some support because youths appeared to agree with both the prolegal ideas and parental situational exceptions categories by an above average agreement with both.

The third set of hypotheses derived from the model were related to the youth situational category of the model. Items contained in this category were items which are more tolerant and impute more flexibility into the ideal types norms. For example, stealing inexpensive items for kicks, driving faster than the speed limit to impress peers or drinking to excess just to be a part of the group. These items relate to youths behaviors which violate the strictly prolegal ideas and are not within what parents would view as mitigating parameters of exceptions to the prolegal ideas. These behaviors are not, however, seen by youths as necessarily wrong but more as peer normative behaviors.

Youths agreeing with the items of this category were more likely to be delinquent than youths in the less tolerant categories of the model. Their delinquency was more serious than the less tolerant groups but less serious than the more tolerant group. These youths appeared to have status from parents and peers but did not desire any more status from either group. These youths also had stronger agreements with the most tolerant category of the model and less agreement with prolegal ideas.

The peer normative behavior did appear to be important for these youths but not at the expense of drastically violating the parental exceptions category of items. These findings incorporated various elements from the major theories considered in the synthesis.

The final category of the model incorporated the most tolerant aspect of the model by presenting behavioral items which theoretically violate all of the previous categories tolerance limits. Those youths agreeing with items contained in this category were the most delinquent and were involved more in the most serious types of delinquency. There

youths also agreed less with the less tolerant categories of the model. all of the status hypotheses were accepted except one.

The behavioral items related to this category were driving faster than the speed limits for self satisfaction, stealing for the fun of it and getting drunk in an excessive fashion.

The complex hypotheses worked very well because they divided the categories up and related all other variables to the categories exclusive of the other categories. Those youths agreeing with only the prolegal ideas category without necessarily agreeing with any of the less tolerant categories were less delinquent than other youths. They were delinquent in only minor ways when delinquent. These youths also had substantial status from parents and desired slightly more status from parents. These youths had less status from peers than other youths but desired more status from peers than any other category of youths.

Those youths agreeing with the parental exceptions category exclusive of the other categories were less delinquent than the less tolerant categories of the model but more delinquent than those youths agreeing with only the prolegal ideas category. These youths also appeared to be involved in slightly more serious forms of delinquency than those youths agreeing only with the prolegal ideas category.

Youths agreeing with the parental exceptions category had status from parents and had slightly more desire for status from parents. These youths also had status from peers and desired more status from peers.

Those youths agreeing with the youths situational exceptions category were more delinquent than those youths agreeing with one or both of the more tolerant categories of the model. These youths were also involved

in more moderate or serious forms of delinquency but still appeared less delinquent than those youths agreeing with the most tolerant category of the model.

These youths also had status from parents and desired slightly more status from parents. They appeared to have status from peers and desired more status from peers.

Those youths agreeing with the youth situational violations category were more delinquent than other youths and when delinquent were involved in the most serious forms of delinquency. These youths had status from parents. These youths also had status from peers but did not desire any more status from peers.

Conclusions

Generally, it was concluded that the model proposed in this research presented evidence to suggest several major deviance theories are similar. Additional conclusions included the ideas that elements of these theories can be combined and subsequently explain deviance better than single perspective theories. That the notions of tolerance and flexibility must be considered in any theory as most persons consider these notions in action. The model overall worked well at several levels.

The theoretical synthesis level worked well, and not only logically well, but empirically well. That is, no single theory could logically lay claim to the empirical dimensions to which the present model has legitimate access. The model does not narrow itself in order to claim uniqueness but rather orders major elements from several theories to claim diversity. This was by no means an eclectic melting pot of theory, which has been a major criticism of past syntheses attempts, but an

attempt to sort through inconsistencies in order to arrive at a better understanding of deviance. On this level the model works very well even with minor shortcomings. Even the shortcomings of the model cannot overshadow the fact that every theoretical perspective considered was somehow addressed and dealt with through the model.

A second set of major conclusions involve the categories of the model and how they tap theoretical elements. The four major categories included the prolegal ideas, the parental situational exceptions, the youth situational exceptions and the youth situational violations categories. Additional categories were those dealing with status at various levels and those dealing with delinquency at various levels.

The prolegal ideas category encompassed attachment and control notions from several theories. This category empirically and logically worked well with youths having attachments and being controlled as a result of these attachments. These attachments and subsequent controls were flexible; however, because of the parental situational exceptions category of items. That is, youths do agree with certain exceptions to strictly ideal-typical norms. Neutralization, of course, happens not only to reduce guilt but to maintain social status due to mitigating circumstances.

This leads to the youth's agreement with these parental exceptions to normative proscriptions. Most agreed these were necessary because situational exceptions do exist for all ideal normative patterns. Youths may or may not agree, however, with the youth situational exceptions category of behaviors. This was dependent upon the extent of attachments to ideals and parental exceptions as well as status questions. It appeared that most youths agreed that these exceptions, although

technically violating prolegal and parental exceptions, were O.K. because of status gain and the desire to fit in with the peer group. This was very apparent if drug and alcohol usage is considered. Drug and alcohol use are considered to be common youth deviations.

The last major category adds the deviant aspect to the model, not simply because the behavior is technically a violation, but because youths and authorities judge the behavior to be too extreme to be situationally acceptable. This is certainly an important dimension of the model. Due to a lack of attachments to parents, normative/non-normative peers and status problems, youths may attempt to gain status but step over the acceptable boundary lines. These findings imply that non-attachments and success striving, along with situational exceptions to ideal norms, lead to delinquency both from peers and officially because of an increased risk of being caught.

The status categories also added to the overall model. The status youths perceived they had from parents and youths determines some of what they believed and did. A form of attachment and control in many social settings for the youths involved was evident. The status desired from parents and peers was somewhat important in determining youths attachments, neutralization attempts, and behaviors.

A final conclusion was that a processual model is significantly more appropriate for understanding than a synchronic model. Social process may allow a youth to be normal to parents, norm violating to authorities, and one of the group at school. All of these roles may be played without the youth necessarily becoming officially delinquent. This processual notion allows variation and situational ethics to define and subsequently interpret behaviors of youths.

Recommendations for Further Research

Future research efforts should attempt to point out the similarities of major theoretical arguments and not become solely occupied with differences. Theoretical syntheses are vitally important in bringing about uniformity and change in the way professionals view the phenomena of deviance.

Future researchers should also attempt to conceptualize more of the major elements from various theories and combine them through the use of models. This has proved to be an excellent way to gauge the importance of various elements and variable contained within the theories.

Finally, future researchers may want to consider sample size and pretesting various aspects of the models. Only when a theoretical synthesis gains empirical support and subsequently is tested by many researchers will we as professionals realize the benefits of such research attempts.

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APPENDIX

QUESTIONNAIRE

PART 1

Your responses to all items in this questionnaire will be kept CONFIDENTIAL.
 In order to guarantee that your responses will remain CONFIDENTIAL, please do not
 write your name.

INSTRUCTIONS: Below each question you will find a choice of answers. Please
 place a check mark in the space provided and check only one
 answer per question.

1. SEX:
 1. Male
 2. Female
- 2-3. AGE:
 (Write your age).
4. IN WHAT SIZE COMMUNITY DO YOU LIVE?
 1. On a farm or ranch
 2. Town, under 2,500
 3. Town, 2,501 to 5,000
 4. Small City, 5,001 to 10,000
 5. Small City, 10,001 to 25,000
 6. City, 25,001 to 50,000
 7. City, 50,001 to 100,000
 8. City, 100,001 to 600,000
 9. City, 600,001 to 1,000,000
5. RACE:
 1. Black
 2. Mexican American
 3. Indian
 4. White
 5. Other
6. I ATTEND CHURCH SERVICES:
 1. Never
 2. A few times a year.
 3. About once a month.
 4. Several times a month.
 5. Every week.
 6. Several times a week
7. WHICH OF THE FOLLOWING CATEGORIES COMES CLOSEST TO YOUR FATHER'S OCCUPATION?
 IF YOUR FATHER IS RETIRED OR DECEASED OR UNEMPLOYED, INDICATE HIS FORMER
 OCCUPATION. (CHECK ONLY ONE):
 1. Unskilled worker, laborer, farm worker.
 2. Semiskilled worker (machine operator).
 3. Service worker (policeman, fireman, barber).
 4. Skilled worker or craftsman (carpenter, plumber, electrician, etc.).
 5. Salesman, bookkeeper, secretary, office worker.
 6. Owner, manager, partner in small business or small farm.
 7. Professional, requiring a bachelor's degree (engineer, secondary school
 teacher, etc.).
 8. Professional, requiring an advanced college degree (doctor, lawyer,
 college professor, etc.).
8. WHERE DO YOU LIVE WHILE
 ATTENDING COLLEGE?
 1. With parents, relatives
 or guardian.
 2. In a fraternity or sorority
 house.
 3. In a dormitory.
 4. In an apartment with
 roommate(s).
 5. In an apartment with
 husband or wife.
 6. In a room or apartment
 by myself.
 7. Other
9. CLASSIFICATION:
 1. Freshman
 2. Sophomore
 3. Junior
 4. Senior
 5. Graduate Student
 6. Other
10. MY RELIGIOUS PREFERENCE IS:
 1. Catholic
 2. Jewish
 3. Protestant
 4. None
 5. Other
11. PARTICIPATION IN HIGH SCHOOL:
 1. I was in the leading crowd
 in high school.
 2. I was in another crowd in
 high school.
 3. I was in no crowd in high
 school.
 4. I was in a crowd outside
 of high school.

PART 2

INSTRUCTIONS: Please indicate your degree of acceptance or rejection of the items in this section according to the following code. (CIRCLE YOUR ANSWER):

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

- SA A U D SD 12. I believe it is wrong to take something which does not belong to me.
- SA A U D SD 13. I believe it is O.K. to take food which does not belong to me when I'm hungry.
- SA A U D SD 14. I believe it is O.K. to take a road sign to decorate my room.
- SA A U D SD 15. I believe it is O.K. to take the opposing team's mascot when our team is playing them.
- SA A U D SD 16. I believe it is O.K. to take someone's bicycle if I plan to return it later.
- SA A U D SD 17. I believe it is O.K. to take some candy from a store without paying for it.
- SA A U D SD 18. I believe it is O.K. to take some clothes from a store without paying for them.
- SA A U D SD 19. I believe it is always best to tell the truth.
- SA A U D SD 20. I believe it is O.K. not to report all of my income on my income tax return.
- SA A U D SD 21. I believe it is O.K. to tell half-truths to children about sex.
- SA A U D SD 22. I believe it is O.K. to lie about my age to get into a nightclub.
- SA A U D SD 23. I believe it is O.K. to lie to my parents about where I go at night.
- SA A U D SD 24. I believe it is O.K. to lie to my friends about things I haven't really done.
- SA A U D SD 25. I believe it is O.K. to lie to anyone if it makes me look good.
- SA A U D SD 26. I believe it is wrong to get drunk.
- SA A U D SD 27. I believe it is O.K. to drink at a special party.
- SA A U D SD 28. I believe it is O.K. to drink at home.
- SA A U D SD 29. I believe it is O.K. to get drunk at a special party.

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

- SA A U D SD 30. I believe it is O.K. to get drunk at home.
- SA A U D SD 31. I believe it is O.K. to go to class when I've been drinking.
- SA A U D SD 32. I believe it is O.K. to drive a car when I've been drinking.
- SA A U D SD 33. I believe it is O.K. to drive a car when I'm drunk.
- SA A U D SD 34. I believe it is wrong to drive faster than the speed limit.
- SA A U D SD 35. I believe it is O.K. to drive faster than the speed limit to go to the hospital.
- SA A U D SD 36. I believe it is O.K. to drive faster than the speed limit when I'm in a hurry.
- SA A U D SD 37. I believe it is O.K. to drive 20 to 30 miles an hour faster than the speed limit.
- SA A U D SD 38. I believe it is O.K. to drive as fast as I want to when no one is around.
- SA A U D SD 39. I believe having sexual intercourse outside of marriage is wrong.
- SA A U D SD 40. I believe sexual intercourse is O.K. if I'm engaged to the person.
- SA A U D SD 41. I believe sexual intercourse is O.K. if I'm dating the person.
- SA A U D SD 42. I believe sexual intercourse is O.K. if both partners agree to it.
- SA A U D SD 43. I believe sexual intercourse is O.K. with a good friend's steady.

PART 3

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

- SA A U D SD 44. People my own age seek my advice when making decisions.
- SA A U D SD 45. People my own age listen to what I have to say.
- SA A U D SD 46. I feel like I am a part of the in-crowd at school.
- SA A U D SD 47. People my own age tend to do what I do.
- SA A U D SD 48. I try to do things which people my own age would disagree with.

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

- SA A U D SD 49. I try to have close relationships with people my own age.
- SA A U D SD 50. I try to participate in activities with people my own age.
- SA A U D SD 51. I want people my own age to invite me to things.
- SA A U D SD 52. I want people my own age to act close and personal with me.
- SA A U D SD 53. The opinions people my own age have of me are very important to me.
- SA A U D SD 54. My parents respect my judgement.
- SA A U D SD 55. I have an input into family decisions.
- SA A U D SD 56. My parents respect whatever I choose to do.
- SA A U D SD 57. My parents are proud of my accomplishments.
- SA A U D SD 58. My parents approve of my friends.
- SA A U D SD 59. I try to follow the established rules set by my parents.
- SA A U D SD 60. My parents opinions of me are very important to me.
- SA A U D SD 61. I try to do things which my parents would disagree with.
- SA A U D SD 62. I want my parents to respect me.
- SA A U D SD 63. I want my parents to care for me.
- SA A U D SD 64. I am proud of my accomplishments.
- SA A U D SD 65. I feel that most of my behavior is O.K.
- SA A U D SD 66. I have never really done anything wrong.
- SA A U D SD 67. I am not ashamed of who I am.
- SA A U D SD 68. I am a popular person.

PART 4

INSTRUCTIONS: Please place a check indicating your response to each of the following items.

HOW OFTEN HAVE YOU:

69. Disobeyed your parents?

1. Never 3. Two times 5. Five or more times
 2. One Time 4. Three or four times

PART 4 (Continued)

HOW OFTEN HAVE YOU:

70. Run away from home?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
71. Used force to take money or valuables from another?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
72. Visited a house of prostitution?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
73. Used illegal narcotic drugs?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
74. Taken things worth more than \$100?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
75. Broken into a home, store or building?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
76. Defied parental authority to their faces?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
77. Taken a car for a ride without the owner's permission?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
78. Started a fight?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
79. Purposely damaged other people's property?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
80. Taken things worth \$20 to \$100?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times
81. Skipped school?
 ___ 1. Never ___ 3. Two times ___ 5. Five or more times
 ___ 2. One time ___ 4. Three or four times

PART 4 (Continued)

HOW OFTEN HAVE YOU:

82. Carried a concealed weapon?

1. Never 3. Two times 5. Five or more times
 2. One time 4. Three or four times

83. Taken things worth less than \$20.00?

1. Never 3. Two times 5. Five or more times
 2. One time 4. Three or four times

84. Drunk alcoholic beverages (under legal age)?

1. Never 3. Two times 5. Five or more times
 2. One time 4. Three or four times

85. Engaged in premarital sex?

1. Never 3. Two times 5. Five or more times
 2. One time 4. Three or four times

86. Used marijuana?

1. Never 3. Two times 5. Five or more times
 2. One time 4. Three or four times

87. Attempted rape?

1. Never 3. Two times 5. Five or more times
 2. One time 4. Three or four times

88. Attempted homicide?

1. Never 3. Two times 5. Five or more times
 2. One time 4. Three or four times

THANK YOU FOR YOUR COOPERATION

2

VITA

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