The Perceptions of Tendency to Crime’s High School Students Regarding Their Family

DOI=http://dx.doi.org/10.17556/jef.88333

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Extended Summary

Purpose

Making an effort to match and pair the equal education and training opportunities of disadvantaged children is significant in terms of socioeconomic aspect. People have different abilities even at birth and they may also show differences due to various environmental factors and cultural development during their pre-school, primary and secondary school years. Cognitive factors as well as non-cognitive factors such as self-concept, the characteristics of family and environment, the quality of teaching, the level of academic expectations, and the attitudes towards school, teachers and school administrators have an impact on the school success of children especially the disadvantaged ones.

Thanks to these factors, the personality structures of individuals affect the balance of trust and distrust feelings during their adolescence. If individuals carry a personal structure from birth to their adolescence years in which they develop a sense of distrust instead of a sense of basic trust, indecisiveness instead of independence, guiltiness instead of initiative, feelings of inadequacy instead of success, they will struggle to cope with even more challenges in addition to the natural depressions they have during their adolescence years.

It is known that during adolescence period some personality structures are challenged more compared with the other periods and this condition gives rise to the disintegration of personality structures in a way that it becomes difficult for the ego to integrate. The cases of committing crimes, committing suicide and bouts of mental illnesses are often observed during this period and they are considered as unhealthy ways to cope with internal and external strains caused by unhealthy and insecure personality structures (Kılıççı, 2000).

Thus, the factors including family, cognitive development, academic success of individuals and their socialization in school contexts play a significant role in developing positive behaviour changes in individuals. Families, in particular, have a
huge impact on the academic, social and emotional development of adolescents. Therefore, in this study it is aimed to determine family-related perceptions of high school students who are crime-prone and have been pushed to commit crimes.

**Method**

Researches aiming to describe the facts in the past or present as it is, are organized researches regarding descriptive model (Karasar, 2003). In this study it is revealed to determine family-related perceptions of high school students who are crime-prone and have been pushed to commit crimes. Accordingly, this research is a study patterned descriptive model.

**Study Group**

The study group consists a total of 142 students who are crime-prone and have been pushed to commit crimes studying in 9th, 10th, 11th and 12th grades in five different high schools in the Spring Semester of 2011-2012 Academic Term. Of the students participating in this study, 23 are female students (16.2%, mean age=16.35, SD=1.15) and 119 are male students (83.8%, mean age=16.99, SD=1.05).

**Data Collection Tool**

Developed by Turker (1977), the Form geared for the socioeconomically disadvantaged students was used as a data-gathering tool in this study. However, only 14 items concerning the relationship between families and students were used and the frequencies and the percentages regarding the responds given were calculated accordingly.

**Results and Discussion**

The findings have suggested that the most positive perception regarding the relationship between parents and high school students who are crime-prone and pushed to commit crimes is that families trust these students in their drive to make the most suitable decision, develop the most appropriate concept and the most proper behaviour about themselves among other choices and therefore select the most appropriate motive, the other perception is when families are concerned about their academic success, and when these students are far away from home families believe these students make the appropriate move. According to Havinghurst, when parents who realistically prepare their children for language-related and cognitive efforts which schools require, academic success of students is high. It is well known that the people who play the most significant role in affecting students' academic success are parents themselves and no other individual is able to take their place. (Brookover et al, 1965). On condition that disadvantaged parents perform their role in an appropriate way, most of the challenges that students have will be able to be resolved (Cited in., Türker, 1977). Therefore, it can be argued that students who are crime-prone and pushed to commit crimes will develop a positive self-conception and end
up with more realistic solutions to their problems if parents give support to their children's decisions and behaviours.

On the other hand, it was found that the most negative perceptions of these crime-prone students are when their fathers or mothers have a meeting with school administrators in the case of a difficulty these students face or when they face academic failure. It was determined that 47.2% of mothers and 21.1% of fathers of the students participating in this study are graduates of primary school. Thus, it can be argued that these parents do not possess enough readiness for them to develop positive behaviours regarding the education of their children.

**Suggestions**

In the light of these study findings, some studies geared for the parents of students who are crime-prone and pushed to commit crimes can be carried out through using interviewing techniques. What is more, longitudinal studies with these students can be conducted. In addition, some protective and preventive guidance activities can be carried out in collaboration with guidance and counselling departments of schools.