The Risk Behaviors of High School Students and Causes Thereof: A Qualitative Study[*]

Lise Öğrencilerinde Riskli Davranışlar ve Nedenleri: Nitel Bir Çalışma

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ABSTRACT: This study searches the causes of risk behaviors committed by adolescents, the risk factors in their lives and the protective factors against such risks. This qualitative study has been developed in a phenomenological design. As such, the data has been collected through interviews with a total of 47 students. A semi-structured interview, prepared in line with the theoretical information, was utilized in this study. The data is analyzed by using content analysis method. The results have been considered under the general features such as family and friend relations, whereas the causes revealed with effect to each dimension of risk behavior's have been assessed under the light of the respective literature. In addition, it can be said that risk behavior predicts risk behavior, in other words, risk behavior can cause another risk behavior. Therefore, school-based prevention programs will be beneficial in order to prevent risk behaviors.

Keywords: alcohol and cigarette use, eating habits, suicide tendency, school dropout, drug use, antisocial behavior, adolescence

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ÖZ: Bu araştırmada ergenlerin riskli davranışlarının nedenleri, yaşamlarındaki risk faktörleri ve ergenleri koruyucu faktörler incelenmiştir. Olgu bilim desenin kullanıldığı bu nitel çalışmada okul psikolojik danışma ve rehberlik servislerinin her bir risk alanına göre riskli davranış sergilediğini ileri sürdükleri toplam 47 öğrenciyle görüşmeler yapılarak veriler toplanmıştır. Veri toplama aracı olarak araştırmada kuramsal bilgiler ışığında hazırlanan yarı yapılandırılmış bir görüşme formu kullanılmıştır. Veriler içerik analizi yöntemiyle çözümlenmiştir. Sonuçlar ergenlerde farklı boyutlarda ele alınan bu riskli davranışların ortaya çıkmasında sıklıkla aile ve arkadaş ilişkilerinin etkili olduğunu ortaya koymuştur. Ayrıca çalışmanın sonuçlarına dayalı olarak riskli davranışı diğer riskli davranışların da yordadığı, riskli davranışların birbirine neden olduğu, söylenebilir. Okul temelli önleme programlarının riskli davranışlara müdahele ve önlenmesinde kritik bir öneme sahip olduğu düşünülmektedir.
Anahtar sözcükler: alkol ve sigara kullanımı, beslenme alışkanlıkları, intihar eğilimi, okul terki, madde kullanımı, antisosyal davranış, ergenlik dönemi

1. INTRODUCTION

The understanding and prevention of risk behaviors performed by adolescents, and its negative impact upon their personal and social development as well as serious obstacles against their academic success it can create, has gained prominence among researchers. There are several theories, based on biological, psychological and sociological foundations, which explain the risk behaviors of adolescents (Siyez, 2009). However, the "Problem-Behavior Theory" claimed by Jessor and Jessor (1977) explains the adolescent risk behaviors under a psychosocial view has been widely accepted. This theory provides a substantive foundation from which to understand adolescent risk behaviors.

The problem-behavior theory presents the risk behaviors of adolescents primarily as their attempt at establishing a position against the social norms and laws as well as constituting a problem in social terms. The theory claims that the risk behaviors are learned. Likewise, in all learned behaviors, these are also functional, purposful and instrumental behaviors (Donovan and Jessor, 1985). Thus, under this context, the risk behaviors may be defined as, besides their negative impacts, the functional but unhealthy behaviors of adolescents' attempts to meet certain needs such as belonging, involvement or receiving recognition.

The risk behaviors, then, as understood through based on the psychosocial based problem-behavior theory definitions and explanations, may be grouped into six group of anti-social behaviors, alcohol and cigarette use, suicidal tendency, eating habits and school drop-out. Jessor (1991) defines antisocial behaviors as behaviors which include deliberately damaging other's property, running away from school or home and acts of physical violence. The alcohol and cigarette use is defined as when an adolescent willfully consumes one or more such substances. Durkheim (1992) defines suicide as any death incident which is a direct or indirect result of an act performed by a deceased person who was conscious of such death consequence. Whereas, suicidal tendency refers to existing risk of an individual to commit suicide (as cited in Gençtanırım, 2004). The risky eating habits are identified as unhealthy and unbalanced eating which may result in a range of negative impacts on adolescents. These results can range from obesity to anorexia. Finally, the risk behavior identified as school drop-out is defined as a student leaving school but before graduation or completing its continuing program (McWhirter and McWhirter, 2004).

The problem-behavior theory explains the risk behaviors under three interrelated social systems, which differ from each other. These are personality, perceived social environment, and behavior. Personality systems consist of social thoughts, values, beliefs and attitudes of an individual. The perceived environment system comprises of impacts of family and peers on the adolescent. The behavior system includes problem behaviors. Each system includes both protective factors against such risk behaviors and the risk factors which increase the tendency of the adolescents towards the same behavior (Jessor, Turbin, Costa, Dong, Zang & Wang, 2003). These protective factors are the positive models around the adolescents, such as social support from family and friends, as well as the control of the risk behaviors by the parents and friends.

These factors not only act to protect the adolescents against the risk behaviors but also decrease the effect of the risk factors on the actual behavior. The risk factors, on the other hand, are those factors in the adolescent's environment which can increase a youth's tendency towards risk behavior. Examples of these can include the presence of persons with problem behaviors around the adolescent, as well as easy access to tobaco, alcohol or drugs. There is some evidence that intervention could have negative effect on adolescents' risk behaviors (Dishion, McCord & Poulin, 1999; Dishion, Veronneau & Myers, 2010; Gifford-Smith, Dodge, Dishion & McCord, 2005).

When risk behaviors are examined under the frame of the problem-behavior theory, it is seen that the interactions of the adolescents with the individuals' models around them play an important role in the occurence of such behaviors. Indeed, previous studies have shown that family, peers and teachers substantially impact the risk behaviors of high school students (Berk, 2002; Clark & Gross, TY; Dolcini & Adler, 1994; Garnier & Stein, 2002; Guo, Hill, Hawkins, Catalano & Abbott, 2002; Kinard, 2006; Ruangkanchanasetr, Plitponkampim, Hetrakul & Kongsakon, 2005; Spear & Kulbok, 2001). For example, according to Özer, Gençtanırım and Ergene (2011) family, peer, and teacher social support level predict school dropout directly and indirectly. Cenkseven Önder and Yılmaz (2012) found in their study of 12 secondary education institutions that perceived high levels of family control/supervision was effective in preventing risk behaviors, due to the satisfaction adolescents experienced from their families, schools and themselves. Interrelational problems among parents, economic concerns, and a chaotic home atmosphere have all been shown to significantly increase adolescent risk behaviors (Arslan & Balkıs, 2014). Bulut Ateş and Çeçen Eroğul (2017) have shown in their studies of high school students that adolescent perceptions of parental conflict and their own history of physical abuse can significantly increase adolescent risk behaviors. Additionally, the average occurrence of risk behaviors has been shown to increase when adolescents' family and friends are smokers (Akça & Selen, 2016). Çavuş, Çavuş, and Görpelioğlu (2017) noted from their study that the three most important factors related to adolescent risk behaviors are whether or not the students smoke, the existence of friends who use drugs, and students' grade point average. Considering such effects, the modelling, i.e. persons close to the adolescent performing such behaviors, is understood to be a significant risk factor. However, it is of importance to note that modelling, as also expressed under stated theory, may be considered both a risk factor or a protective factor. The negative models increase risk whereas more positive, prosocial models or close relations performing healthy behaviors decrease risk behaviors. Arthur, Hawkins, Pollard, Catalano and Baglioni (2002) described protective factors as family attachment, prosocial peer attachment, sociability, resililience, belief in the moral order and discussed how they prevent adolescents from risk behaviors.

Besides the surrounding models, the personal factors of adolescents also impact the intensity and frequency of risk behaviors. A qualitative study performed in the USA was conducted on Afro-American rooted participants with ages varying from 18 to 35 has shown that shame experiences and identity problems of youth can strongly impact their feelings of anger. Furthermore, anger has been identified as the secondary motive for many antisocial acts, including violence (Ankhesenamun, 2010). As such, the shame experiences and identity confusions faced in the adolescent period may be predictive of anger and consequent acts of violence. Thus, under this frame, the past undesired experiences and identity problems of the adolescents may be claimed to be an important personal factor in the antisocial dimension of the risk behaviors. This is in line with a previous study on high school students in Turkey (Tuzgöl Dost & Keklik, 2014), where chronic anxiety and hopelessness were found to notably predict risk behaviors. Furthermore, in a separate investigation of vocational high schools, (Ekşi, Arıcan & Yaman, 2016) the following factors also significantly impacted risk behaviors: social appearance anxiety, self-oriented perfectionism, and perfectionism. Additionally, the

adolescents' perception of their own bodies, in conjunction with the physical changes that accompany the adolescent period, when mixed with the social image anxiety and the high standards adolescents set for themselves, may be another significant factor, particularly in terms of eating habits.

In accordance with the information stated before, Vasters and Pillon (2011) note that substance use as one of the risk behaviors is one of the important behaviors which increases risk of problem behavior among adolescents. Their qualitative study aimed to understand why adolescents use drugs. This study has been conducted with 14 adolescents, mostly male, who have left school between the ages of 14 and 19. The study found that the most common substance consumed is "marijuana" and that most adolescents have consumed drugs in order to avoid conflicts as well as negative feelings. Moreover, the researchers state that parties held with friends provide convenient environments for adolescents to consume illegal drugs. This adds further support to the importance of the peer environment in either increasing or decriasing the risk behaviors among adolescents. Furthermore, in line with the explanations of the problem-behavior theory which labels substance use as a dimension of risk behaviors, the substance use may also be functional in the lives of the adolescents in so much as it helps the adolescent cope with their feelings. A party environment, with its increased accessibility to substances, then also increases such risk.

Additioanlly, when the literature is examined, many studies focused on risk behaviors utilized a quantitative examination of the risk behaviors. These studies have expressed the prevalence of the risks, risk factors and protective factors preventing the performance of such behaviors (Ansary and Luther, 2009; Chung and Elias, 1996; Ingerski, Janicke and Silverstein, 2007; Kıran- Esen, 2003; Luther, 2008; White and Kelly, 2010). However, quantitative studies concentrate on an examination of the adolescents in the same risk category with predefined causes but underestimate the sociocultural and environmental factors. As such, these studies, generally, utilized paper-pen tests as a single data gathering tool i.e. focusing on average points. These factors then limit the correctness, coverage, subjectivity etc. dimensions of the obtained data. For this reason, the findings, coverage, generalizability, and subjectivity dimensions of the data are limited.

This limited scope can be seen in other areas, including pharmacology treatments, for example. They have tended to become specific to individual issues more recently. Yet, the premise that psychological counseling and guidance interventions targeted at reducing risky behaviors must then also be applied in a uniform manner for each adolescent is hard to accept. Thus, qualitative studies aimed at obtaining more substantial and broad information related to the risky behaviors are needed. Our study has been designed and conducted in order to address this need. While it is apparent that a considerable number of studies have undertaken the general topic of adolescent risk behaviors, the greater majority of these studies utilize a quantitative approach. The number of qualitative approaches, however, is far more limited. One of these studies (Savi Çakar, Tagay, Karataş & Yavuzer, 2015), did not focus on students who had engaged in risk behaviors. Another (Atlan & Kutlu, 2015) narrowed the focus to only that of eating habits. Furthermore, Nalbant and Babaoğlan (2016), looked specifically only at adoelscents at risk of exhibiting risk behaviors. Additionally, a significant number of these qualitative studies focuses on a single dimension of risk behaviors (Bayhan & Dalgıç, 2012; Demir and Bademci, 2016; Gilligan and Kypri, 2012; Kingston et al., 2017; Polat, 2015; Taş, Selvitopu, Bora and Demirkaya, 2013). However, this present study attempts to examine the construct through six different dimensions and by focusing on students who have already exhibited risk behaviors. This study aims to assess the risk and protective factors affecting adolescent risk behaviors. Therefore, the following research questions were identified:

1. What are the identifiable characteristics of the adolescents' risk behaviors, antisocial behaviors, alcohol use, eating habits, suicide attempts, smoking and school drop-out?

2. What are the features of the risk behaviors, antisocial behaviors, alcohol use, unhealthy eating habits, suicide attempts, smoking and school drop-out demonstrated by the adolescents?

2. METHOD

This study utilized a qualitative research methodology. Since it is aimed at understanding the lived experiences of individuals who have claimed to engage in risk behaviors, a phenomenological design (Smith & Osborn, 2015) was chosen. The individuals who participated in the study, the data gathering tools, data gathering process and analysis of the data were provided in order hereinafter.

2.1. Participants

This study used a criterion sampling method. All the participants were high school students who were identified by school psychological counseling and guidance service to be at risk of one or more of the six risk areas. The participants were students of the Ankara and Kırşehir high schools in the 2011-2012 Spring and 2012-2013 Fall semesters. Characteristic of the participants are given under Table 1.

Table 1. The demographic features of the students demonstrating risky behaviors

Gender	f	Class	F	Age	f	Risk Area	f	Employment Status	f	Family	f	Birth Sequence	f
Male	27	9	3	15	3	Antisocial behavior	9	Employed	16	With parents	46	Youngest child	6
Female	20	10	5	16	8	Smoking	19	Not employed	31	Divorced parents	1	Middle child	11
		11	8	17	9	Alcohol use	8			Mother living	35	Oldest child	14
		12	10	18	17	School drop-out	21			Mother passed away	12	Only child	2
				19	4	Suicidal tendency	7			Father living	34		
										Father passed away	13		
				20	2	Eating habits	2			Stepfather	1		
										Living with relatives	2		
				22	1					Father not arrives home	1		
										Father with uncertain working hours	1		
										Father cheats	1		

As may be seen from Table 1, 20 of the participating students are girls and 27 of them are boys. The students, excluding the school drop-out risk group, consist of 10 students in 12th grade, 8 students in 11th grade, 5 students in 10th grade and 3 students in 9th grade. The ages of the students vary between 15 and 22.3 students are 15 years old, 8 students are 16 years old, 9 students are 17 years old, 17 students are 18 years old, 4 students are 19 years old, 2 students are 20 years old, and 1 student in 22 years old. 31 students are not employed and 16 of them are employed. The employed students are all in the "school drop-out risk" group. When their family characteristcis are examined, it may be seen that the parents of only 1 student are separated. 46 of the students' parents are married. The number of the students living with their relatives is 2. The number of students with mothers who are currently alive is 35, whereas the mothers of 12

students have passed away. The number of students with father who are currently alive is 34, whereas the fathers of 13 students have passed away. One student identified a step-father as his paternal caregiver. One student stated that his father has been cheating on his mother and other students reported uncertain working hours of his father. One student claimed that his father has not been coming to the home. 6 of the students are the youngest children in their households, 11 of them are middle children and the leaving 14 are oldest children of their families. 2 students are the single child of their respective families.

2.2. Interview Form

The researchers prepared a semi-structured interview form for gathering the data. The form was prepared in line with the respective theoretical information and it was finalized with the specialist opinions of five academicians from the field of psychological counseling and guidance. The mentioned specialists all have performed/published theses, articles and project works related to the risk behaviors. The upper side of the form includes a section which specifies the place, date, school, age, gender, and risk area information. The lower side of the form then includes the questions specific to the respective risk area. In line with the previously stated literature review, the form included 10 questions for antisocial behaviors, smoking and alcohol use, 12 questions for eating habits and 11 questions for suicidal tendency and school drop-out.

2.3. Data Gathering Process

All researchers involved have experience counseling adolescents who are at risk. One of the researchers previously worked with delinquent adolescents while another researcher wrote a dissertation about risk behaviors along with acquiring extensive research in the field. Before data gathering, ethical permission from the university Institutional Review Board and permission from Ministry of National Education were obtained. Throughout the data gathering stage of the research; a required cooperative relationship with school directors and school psychological counseling and guidance services was maintained in order to ensure access to the students. The families of the students to be interviewed were informed before the interviews by the school directorates or the school counselors and informed consent of the families were accordingly obtained. Each student was informed about the purpose of the study and the interviews were performed in the school psychological counseling and guidance services offices only after the student demonstrated a voluntary participation. The semi-structured interview form prepared by the researchers was used during the interviews. The students were asked the questions specifically prepared under the coverage of respective risk areas. The interviews were performed by the scholars and researchers. As to avoid any loss of data, and under the permission of the participants, audio or visual recordings of the interviews were used. Since some schools did not permit such recording, the researchers also kept written records of the interviews. The interviews were 25 minutes in length as average.

The researchers took certain measures as to ensure the validity and reliability of the study. Such measures are summarized hereinafter. The researchers visited the schools of the participating students and arranged the interview environments beforehand. All of the interviews were performed in the offices of the school psychological counseling and guidance services during class hours. The assistance from the school administration and counselors was obtained ahead of time to ensure that entry to school psychological counseling and guidance services during the interview hours was strictly prevented. A face to face seating arrangement was made in order to minimize potential distractions. Introductory questions, not related to the risk area directly, were utilized at the start of each interview with each subject with the aim of developing a relationship with the student and to establish mutual trust. Basic psychological counselling skills were also utilized during the interview in order to create a positive, working relationship with the students. Thus, the students were able to feel more comfortable. The audio

recording instruments (for the permitting students) were placed as not to bother the student whereas the visual recording instruments (for the permitting students) were placed in spots determined by the respective students themselves. Thus, the researchers worked to enable the students to be as comfortable as possible while being recorded. For the students who had not permitted any audio or visual recording, notes were taken on the interview form however short and key words were preferred so as not to damage the authenticity of the interview process with the student. The adjectives, concepts and terms used by the student are reflected directly in the notes. The interviewer made a clean copy once the interview ended and summarized the conversation with concrete and direct phrases without any comments, in order to ensure more objectivity when analyzing the data. After decoding the audio and visual records, four researchers from the study groups were provided two sessions of coding training. As to ensure consistency of such coding, a two-page document was prepared and distributed to the respective researchers.

Following the mentioned training, the analyzing process began. The records decoded by the previously identified four researchers were read. The coding has been recorded on an excel file generated on a cloud system. In the beginning of the coding process, each researcher worked independently on decoding however, the cloud system permitted more than one coder to use the same coding list and instantly see any addition to the coding list. Thus, corresponding different codes to the same behavior by different coders was avoided.

Following the completion of the coding, the research group came together fully and reviewed each code so as to ensure a standard, consistent coding process. In addition, four of the examined interview records of each researcher was randomly selected by another researcher and re-coded. The reliability among the coders has been calculated by the reliability coefficient proposed by Huberman (1994) and the range is found between .91-.97. Apart from this study, the actuality of the findings was examined by four participants and the suitability of the coding issues was examined by two academicians from the field of psychological counseling and guidance.

2.4. Analysis of the Data

The interview records were examined by using a content analysis method. The basic aim of the content analysis was to reach the concepts and relations that may explain the gathered data (Yıldırım and Şimşek, 2008). The content analysis process included, in the given order, the phases of coding the data, generation of I. level themes, arrangement of the data with respect to the codes and themes, and finally, the determination of II. level themes using the relationship between the I. level themes.

3. FINDINGS

This section includes the findings of the study with regards to the features of the adolescents demonstrating risk behaviors and the features of such risk behaviors.

3.1. The features of the adolescents demonstrating risk behaviors

As a result of the interviews performed with the students, this study gathered information with regard to four main titles. These titles are: the family level, school level, friends and personal level. Under these titles, observations of authoritarian mother/father, quarrels with mother/father, closeness desire to mother or father were coded and then converted to categories of either positive or negative relationship with mother/father and placed under II. level categories as "relation with mother" and "relation with father". The II. level category "family attitude" includes positive and negative sub-categories along with comprising authoritarian family attitude, protective family attitude codes. Quarrels between students and their school's principal, vice principal, or other authority figure, school director as well as their expressed

anger, and other hostile emotions, towards the same are categorized as "communication with the directors" and also separated as positive and negative. Finally, while determining the personal features of the students, this study used certain questions requiring close end answers as "exists" or "none". Furthermore, the questionnaire established the respective social assistance sources with certain questions such as "to whom do you talk when you have a problem?", "who is your role model?" Accordingly, the features of the students demonstrating risk behaviors have been provided under Table 2 by means of I. and II. level categories.

Table 2. Features of the students demonstrating risk behaviors

Family								School				Friend	
Relation with mother	f	Relation with father	f	Family attitude	f	Family model	f	Academic success	f	Relation with directors	f	Close friends	f
Positive	6	Negative	4	Negative	21	Negative	13	Medium	7	Negative	1	Related to risk behavior exists	17
Negative	1	Positive	1	Positive	7	Positive	0	High	4	Positive	0		16
								Low	2			None	1

Personal													
Successful area	f	Goal	f	Strength	f	Hobbies	F	Psychological assistance	f	Social support sources	f	Any characteristic desired to be changed	f
None	28	Exists	28	Exists	44	Exists	28	None	44	Family	9	None	39
Exists	19	None	19	None	3	None	19	Obtained	3	Teacher	8	Exists	8
										Friend	4		

When examining Table 2, it may be seen that, with regard to family features, six students have stated positive relationship with their mother and one student has a negative relationship; only one student a positive relationship with his or her father, leaving four negative. Seven students reported positive family attitudes and 21 students a negative one; and 13 students reported a negative family model meaning not one student assessed his/her family model as positive. Two students reported low academic achievement, seven students medium academic achievement, and four students high academic achievement. One student stated a negative relation with the directors. 16 students identified having close friends and one student responded having none. 17 students stated that their friends engage in risky behaviors. The number of students claiming to have strengths is 44, whereas the number for the ones stating to have no strength is three. Similarly, 28 of the students claimed to have one or more hobbies and 19 students did not mention any personal hobbies. Three of the students were seen to have obtained psychological assistance whereas 44 of the group did not obtain any such asistance. Nine students reported that they obtained psychosocial support from their families, whereas four students claimed to have psychosocial support from their friends. Eight students identified their teachers as their source of psychosocial support. Eight of the students stated that they are not satisfied with their personal features and desire to change them.

3.2. The features of the adolescents demonstrating risky behaviors with regard to the respective risky behavior

Each risky behavior has been considered separately and the features of each of them have been examined. Table 3 provides the behavioral features of the adolescents demonstrating antisocial behaviors.

Table 3. Antisocial behavior features

Categories	Codes	f
Violence	Physical violence	2
	Verbal violence	1
Breaking the Rules	Rebel moods	4
	Smoking in school	3
	Contrast dressing	2
Facing Disciplinary Actions	Bringing sharp tools into the school	1
	Physical violence against friends	1
	Arguments with friends	1
	Gang leadership	1
Impulsivity	Breaking the rules in response to perceived insult	1
	Breaking the rules due to attractiveness of forbidden acts	1
Post discipline feeling	Confusion	2
	Sadness	2
	Fear	1
	Regret	1
Damaged relationships	Damaged relationships with close environment	4
	Psychological burden	2
	Bothering the close relationships	1
	Feeling of guiltiness	2
Feelings when breaking the rules	Nervousness	1
	Happiness	1
Facing Disciplinary Actions	Taking discipline penalty	9

When examined the Table 3, it may be seen that, under the violence feature, two students resort to physical violence and 1 performs verbal violence. With regard to the feature of breaking the rules, four of the students have stated that they had performed rebellious acts. One of the students stated that: *"We used to solve everything with fighting... and I am the head of them''* One of the students has faced disciplinary action due to committing violence against friends, one for bringing sharp weapons to the schools, three students for smoking in school, one for being a gang leader, one for having an argument with friends and two students for inappropriate clothing. If we examine the impulsivity features of the students, it can be seen that one student has broken the rules when experiencing insults and another one due to the attractiveness of the forbidden acts. A student has made a statement as follows: "*I generally lose control when I am nervous; I am fully out of control.*" Moreover, it was identified that, following the disciplinary action, one student has experienced fear, another one a feeling of regret as well as two students experienced confusion and another two students, sadness. Among the ones whose relationships have spoiled due to antisocial behaviors, four students stated that their relationships with close persons have been damaged, whereas one student expressed that their circle of friends had been impacted negatively, and two students reported experiencing a psychological burden on themselves. Nine of the interviewed students have faced disciplinary actions (disciplinary penalties). After breaking the rules, one student stated a feeling of

happiness, another one nervousness, while two students reported feelings of guilt. The statements of one of such students are as follows: *"In fact I do not want to do it, I cannot understand fully… I feel regret in some cases… Everyone sees differently… There is anger, like they look at me [like] they are [going] to kill me. I have damaged nearly everyone; I have performed the act to make them angry. This is for sure. I feel their looks of unacceptance and criticism."* Another student responded that he did not approve of his behavior but that he also did not consider the environmental factors as positive either: *"I do not enjoy these behaviors. I think there must be a structure, but I am opposed to too many rules…"*

When examining alcohol use; it may be seen that two students consume alcohol for socialization purposes, another one for personal pleasure, and three others to satisfy their curiosity. One of the alcohol consuming students has made the following statements*: "I mean I feel more funny and energetic when I drink two beers, I smile and bla bla… I mean just being more joyful. It adds to your fun and if you do not take a drop too much it makes life better."* The other one identified the alcohol function as *"Consuming alcohol does not add value to my life. Just on special days like this… it faulters…I mean, like when I drink two beers, a person becomes more fun, you laugh, and stuff and you just become more fun. It adds enjoyment to a person's life and so when it is not overdone it is good."*

When examining participant's eating habits, it was seen that that one student has irregular eating habits and another one sees eating as an obligation. The student with irregular eating habits has provided the following statements: *"It is something you must do. In fact, I do not like being hungry, I feel I am hungry. I order a meal or I make a meal for myself if I am at home. Then after eating a few spoons, I feel full. I feel I am full but in fact I am hungry."*

Table 4. Suicidal tendency features

Categories	Codes	f
Form of attempt	Using medicine	4
	Cutting the wrists	3
Personal factor triggering the attempt	Failure in lessons	1
	Psychological problems	1
	Feeling of distress	1
Social factor triggering the attempt	Conflict	5
	Family past	5
Personal cause for attempt	Getting rid of depression	3
	Desire for peace	2
	Self-loathing	1
	Fear of failure	1
	Not to use drugs	1
Social cause for attempt	Relations with family	1
	Girlfriend	1
	Escaping their social environment	1
	City	1
	School	1
	Attention Seeking	1
Feeling after suicidal attempt	Love for life	1
	Being understood	1

As Table 4 shows, one of the personal factors that triggers the suicide attempt of the students, who have attempted to commit suicide, is seen as a psychological problem and another one is the feeling of distress. With regard to the social factors that trigger the attempt; Five students identified the conflicts that they have faced and another five have stated the cause as their family past. One of the students defined his relationship with father as *"My father always comes home tired anyway, generally in his own mood. There is not much between us. We actually don't really do anything together actually."* Upon inspection of the personal causes of

the suicide attempts, the results show that three students attempted suicide in order to overcome depression, two students for wanting to reach a peaceful state, one student for self-loathing, one student reported the attempt was to run away from failure, and one student for not using drugs/substances. One of the students who tried to commit suicide said: *"I saw it in my dreams continuously. Tranquility comes when you are dead. I tried to reach for tranquility."* Another student made the following statements*: "I want to kill myself. You always [feel] regret for something but still want to do it. That is how I live."* Under the social causes; one student stated that family relations were his reason, one other identified his relationship with his girlfriend, whereas another student claimed a desire to run away from his or her surrounding environment. One stated the purpose was to run away from the city in which he or she lives and yet another one blamed the school. Finally, a student reported the reason for his or her suicidal attempt as being not appreciated. For instance, a 11th grade male student who identified the reasons as family relations used the following sentences*: "I can say I spend most of my time alone in my room when I am at home. I am continuously alone at home. This is because we have nothing to speak about. I am always alone".* The other one stated '*'I wouldn't attempt suicide if everything was different... My friends... my family... my relatives...'*' The feelings experienced after a suicidal attempt show that, one student expressed a love for life and another one declared a feeling of being understood.

Table 5. Cigarette consuming features

Categories	Codes	F
Positive meaning	Pacifier	5
	Friends	3
	Obituary	1
	Being accepted	1
Negative meaning	Meaninglessness	1
	Emptiness	1
	Uncertainty	1
	Financial obligation	1
	No meaning	6
Frequency in a day	A pack	6
	Six cigarettes	4
	Five cigarettes	2
	Seven cigarettes	1
	Three cigarettes	1
	Two packs	1
Social function	Acceptance to friendship	1
	Communication	1
	Activeness	1
Personal function	Nothing	2
	Forgetting the problems	2
	Pleasure	1

Negative impact	Fear	4
	Financial	3
	Sports	3
	No one knowing	2
	School	2
	Surrounding environment	1
	Health	1
	No impact	1
Starting age	Fifteen	6
	Thirteen	3
	Fourteen	2
	Sixteen	2
	Twelve	1
Environment causes	Smokers around	14
	Teacher	9
	Friend	8
	School	2
	Expressing themselves	1
Personal causes	Curiosity	5
	Extreme stress	4
	Exam stress	1
	Being dumped	1
	Lack of activity	1

Table 5 shows that the positive reasons attributed to tobacco smoking by the smoking students are the following. The cigarette was identified as a friend by three students, being accepted was the reason stated by one student, source of shelter by one student, and as a way of relaxing by five students. One of the students stated the following:*"I don't feel anything actually, but it calms me down when I am nervous''* Another one stated the following: *"The cigarette is a friend of mine. It makes me peaceful."* Whereas, with regard to the negative meanings associated to cigarette, one student has attributed meaninglessness, another one emptiness, and another one uncertainty. Additionally, one student identified financial obligations to smoking and six of them stated that smoking has no meaning for them. One of the students defined smoking as follows: *"Smoking is meaningless. If it was to have a meaning, such meaning would be meaninglessness for sure. A chaos, a pessimism… Not knowing what it is indeed; and that is what attracts me to smoking."* The other one stated *"For me it has not meaning... It started out of curiosity, and now quitting is impossible. If I don't smoke for an hour, right away, I can't stop myself."*

When investigating the cigarette consumption values of the students, the following responses were noted. One student smokes three cigarettes per day, 2 students smoke five per day, 4 students smoke six per day, and another one seven per day. 6 students smoke one pack per day and one other student smokes two packs per day.

With regard to the social functions of the cigarette; one student stated that smoking meant acceptance by friends, whereas another identified it as a means of communication. One other

student labelled it as being active. The statements of the student which attribute communication meanings to the cigarette are as follows: *"How shall I say that? I mean like when entering in a new environment you can see some people smoking outside and some others chatting in the café. Then you can go out and meet with that smoking people for instance. I mean like I smoke too, lets smoke together stuff."*

Regarding the personal functions of the cigarette, one student stated that it had no function and said the following *"For me smoking cigarettes... It doesn't really add anything. Like, I won't smoke much at home anyway. I won't smoke for three, four days. I just feel like smoking after eating and when I feel like smoking, I enjoy doing it, other than that, there is nothing."* however, another one said it gives pleasure, and two students claimed that smoking helps them forget their problems. One student explained the cigarette function as the following: *"Sometimes when I'm really angry it stops me. Or when my hand, my foot, are wandering, maybe it calms my mind down like this. I believe that."* A student claimed the attitudes from the surrounding environment and people around him or her were elements of the negative impact of smoking. Two others identified having to be secretive and four students specified the smell of the cigarette as a negative outcome. Additionally, three students identified the financial burden of cigarettes as a negative impact of the cigarette. One student complained of its health effects, with three others noting its impacts on sports. One final student claimed that cigarettes have no negative impacts.

With regards to their ages when they first began smoking, one student started to smoke when he was twelve, another one at thirteen, two of them at fourteen, six students at fifteen, and finally, two of them when they were sixteen. The surrounding social causes for starting to smoke were asked to the students. 14 students responded regarding existence of smokers in their close social environment, nine students claimed to smoke since their teachers also smoke, eight of them mentioned the influence of their friends, and two claimed to smoke because of the school. One student stated: *"If my circle of friends was different, like comprising non-smokers mostly, maybe I would not smoke either."* The other one stated *"if the friends around me were different I wouldn't smoke."* If we look at the personal causes, five students smoke due to curiosity, four of them due to extreme stress, one for exam stress, another one for having ended a romantic relationship, and the last one due to the lack of activities. An example of a student's statement regarding their decision to start smoking is as follows: *"I remember like it was curiosity. We were in front of the dershane (private tutoring) building. I said to one of my friends like 'give me a cigarette' I remember it like that. For the first time I smoked there. Then it increased."*

Table 6. School drop-out features

Categories	Codes	F
Time of Decision	Ninth grade	4
	Tenth grade	2
	Eighth grade	**1**
	Eleventh grade	1
Decision Maker	Self	3
	School	2
	Family	1
	The family and student together	1
Age of drop out	Ninth grade	9
	Tenth grade	9
	Eleventh grade	3

Employment status	Employed	16
	Unemployed	5
Cause of School Drop out	Academic	21
	Surrounding Social Environment	10
	Personal	10
	Family	3
	Economic	3
Future goals before leaving school	University	9
	None	7
	Employment	5
Feelings after leaving	Regrets	2
	No regrets	1
Changes after leaving	Personal	12
	Social	9

Table 6 shows the ages when students chose to leave school. One student decided to leave school at eighth grade, four of them in ninth grade, two students in tenth grade, and one student chose to leave in eleventh grade. Additionally, three of such students chose on their own, for one student family decided that he or she should leave the school, and for two students the school made the decision. Furthermore, one student made the decision to leave the school jointly with his or her family. 16 of the total 21 interviewed students are employed whereas the remaining five students are not.

An examination of the causes of leaving the school reveals that students report such reasons as economic grounds, such as financial conditions and working requirements and so on for their reasons. This was done by three students. Additionally, academic grounds, such as failure in classes, non-attendance to school, dislike of school etc. was reported 21 times; family grounds, such as the family forcing the student to marry, was the case for three students; 10 students reported their social surrounding environment impacted their decision, such as friends, teachers, community etc.; and finally, personal grounds, such as lack of goals, incompetency etc., was also reported by 10 students. A student claiming failure in classes as the reason to leave the school stated the following: "*I decided to leave the school when I failed the school. But I knew I would regret this decision. When I faced the challenges of working, I thought the school was valuable indeed.*" A student who left school for academic reasons stated the following: "*School overwhelms me. When I go to school, I feel like I'm in prison, the rules and all… My school choice was wrong.*" As for another student, he explained the effects of leaving a school in this way: "*If we had not lived in this neighborhood, I would not have left school. I would go to school if I lived somewhere else… Here even 12 year olds use marijuana, it seems totally normal. People's mental states are messed up. Everyday fighting, always fighting…*" One student noted the family effect: "*My mom and dad are separated. Then I said I'm not going to school, so that I can work somewhere. I made a choice like this. Later my mom said not to leave school, my mom didn't want me to, but then we had many problems. At first my dad did not want me to. For that reason, I failed from too many absences. I was held back two years, then they gave me my (leaving) certificate.*"

Five of these students stated that they had a future employment target before they left the school, whereas nine of them defined such target as studying in university. One student defined his future goals as follows: *"For example, when I was going to school, my goal was to be a psychologist. I wanted to be a psychologist more than anything"*. Seven students stated that they had no such goals. When the students were asked about the feelings they have experienced since leaving the school, most of them did not mention any. However, two students stated that they experienced feelings of regret. One student stated the following: *"But because I dropped out of school, I became very sad. I actually feel very sad, like when I am passing by the school and I see my friends and stuff, I feel extremely sad."* Whereas, one student reported that he was not regretful.

The students were also asked about the changes in their lives after leaving school. Nine students said they have faced social changes like starting to work or entering in other social environments. 12 students stated that they have experienced more personal changes like an adjustment of their future perceptions or feeling more free. A student expressed the changes he or she has faced after leaving the school as follows: *"I had a job now. I did not get any pocket money or emotional assistance from my father from then on."*

4. DISCUSSION and RESULTS

In the present study the general features of adolescents who have performed risk behaviors was investigated. As such, it has been seen that a significant number of adolescents report negative attitudes of their families towards themselves. This negative family attitude means that the family is acting in over-oppressive, over-protective or authoritarian etc. manners. The articulated attitudes obstruct the high school aged adolescents from expressing their feelings, ideas, and wishes which may, in turn, cause them to engage in risky behaviors such as violence, and rebellious moods, antisocial behaviors, or smoking, alcohol consumption, suicidal tendency, and feeding habits. Moreover, many studies in the literature affirm the findings that report that negative parent attitudes increase the risky behaviors in adolescents (McLoughlin, Rucklidge, Grace, McLean, 2010; Ruangkanchanasetr and et.al., 2005) whereas positive attitudes towards adolescents act as a protective factor and decrease the instances of risky behavior (Englund, Egeland and Collins, 2008). Thus, we can state that family relations and particularly the communication between the parents and the adolescents requires more serious investigation in order to better understand and prevent the risky behaviors.

Furthermore, some features of the risky behaviors, and particularly during the adolescence period, are thought to be related to peers (CDC, 2005; Kıran-Esen, 2003; Park, 2008). Peer pressure and negative peer models can cause an increase in risk behaviors. The students interviewed in this study have used specific negative explanations for their behaviors also used by their peers. For instance, the adolescents mostly confessed that they have started to smoke or consume alcohol due to the effects of their circle of friends. According to the assumptions of problem-behavior theory, the models from such circles constitute a risk. This risk increases since the adolescent students are more vulnerable to influences from the friends due to intense personal and emotional changing process faced in the adolescence period.

When the features of the behaviors are characterized and the sub-dimensions of the risk behaviors are examined one by one, it may be seen that an important number of the adolescents performing antisocial behaviors have faced disciplinary problems due to their behaviors. Also, it is an important finding of this study that the adolescents tended to display physical and oral violence and acted impulsively. The adolescents' impulsive actions, those behaviors that were committed without considering the results of such actions, may be considered an important reason for the inappropriate behavior. Another finding related to such adolescents is that their social relations are negatively impacted due to their demonstrated behaviors. As mentioned

above, former studies have shown that family, peers and teachers substantially impact the risk behaviors of high school students (Berk, 2002; Clark & Gross, TY; Dolcini & Adler, 1994; Garnier & Stein, 2002; Guo, Hill, Hawkins, Catalano & Abbott, 2002; Kinard, 2006; Ruangkanchanasetr, Plitponkampim, Hetrakul & Kongsakon, 2005; Spear & Kulbok, 2001). Along with this, the exhibited risk behaviors by students can impact the relationships they have formed. The behaviors targeted against an adolescent's parents in a Turkish family structure, in particular, are not tolerated and are punished accordingly. Adolescents, then, who experience harsh punishments can actually increase the frequency of their risk behaviors or exhibit different kinds of risk behaviors. The implication of this finding is that risk increases the risk. In other words, students performing antisocial behaviors have a greater risk of developing into further risk behaviors.

When we look at the behavior features in the dimension of alcohol consumption, it is seen that a significant motivation for adolescents to consume alcohol is curiosity and another one is social acceptance. Consistent with their developmental stage, students in their adolescent period experience a natural feeling of wonder particularly forbidden or socially unacceptable behaviors attract adolescents out of a sense of curiosity and wonder. Furthermore, self-expression and peer acceptance are common motivations behind adolescent alcohol consumption. As Kinard (2006) states, social acceptance is significant for adolescents and may lead them towards alcohol consumption in pursuit of it.

Adolescents have identified their physical image as a very important aspect of their identity. As such, they tend to place a great deal of importance on their physical characteristics, pursuing their own perception of beauty. Particularly for high school aged females, being as slim as a model and having a thin body gain more importance each day. This attitude is further exaggerated by the social influence that surrounds the adolescents. An important note here is that a very limited number of students gave consent in the interview to discuss their eating habits. Therefore, the generalizability of that aspect of this study remains limited. It is assumed that one primary reason for not assenting to the interview by those students was their negative feelings about their own body image. That is to say, an interview focusing on their physical image of their bodies can be hard for the adolescents. Moreover, when we examine the behavior features of the limited number of students who have participated in the feeding habit interviews, it can be seen that they stated irregular eating habits. They also stated they eat only as an obligation. Therefore, due to the importance of good nutrition for a healthy development, it is imperative that more studies examine effective preventative interventions for this population.

Another risk area examined in this study is the suicidal tendency dimension. Data was gathered through interviews with students who have attempted to commit suicide. In conjunction with previous findings, the family was identified in this study as being an important factor (Miller, Naimi, Brewer and Jones, 2007). Moreover, the dominant feelings of the students who have attempted to commit suicide were identified as being: disliking their life, depression, not being accepted, and negative emotions. As such, this study concludes that these students have depressive features. Furthermore, the family's history as a feature of the family dynamic appears to be a salient factor as well. Family functions are noted as holding predictive reliability with regards to adolescent suicide, and a family's inability to fulfill the necessary functions of the family system is a factor that has been shown to increase the probability of suicide (Gençtanırım, 2004). The said phenomenon affirms both the results of the previous studies and explanations of the problem-behavior theory (due to references to the models under the said theory) (Jessor et al., 2003). Another noteworthy finding is that the adolescents may commit suicide for attention seeking purposes. Particularly when a positive relationship has not been established between the adolescent and the family, adolescents who do not feel emotional support from their families, are at a higher risk of attempting suicide. While the direct catalyst for the suicidal behavior may be more attention seeking, social interactions like wanting to

punish the family, or even personal attributes like depressed feelings, the familial factors in these case are not playing the necessary protective role. From this context, the studies seeking to increase the current understanding of the self-evaluations made by students or evaluations by families are extremely important.

When the findings for cigarette consumption dimension are examined, it is seen that, similar to other risky behaviors, smoking has functions of pacifying, group acceptance, obituary and fit in with peers. Thus, these adolescents smoke in order to meet certain psychological needs such as belonging and acceptance. It is also seen that the students identify the cigarette as having a social function in their lives. Another important finding of this study is that smoking may start as early as the age of 12. Under this context, then the preventive attempts should also start in primary school ages. The validity of the claim that parents, teachers, friends etc. becoming models for the other risky behaviors finds further support in the existing literature (Jessor et al., 2003). In this way, peer acceptance is an important need in adolescence; however, they require the necessary skills to express themselves for this develop along a healthy trajectory. As such, social skills training is paramount and should not be limited to students, but trainings should include teachers and parents. School psychological counseling and guidance services are recommended to be responsible for developing and implementing these psychoeducational programs.

Finally, we have interviewed 21 adolescents who have left the school through this study. All of these young people expressed school related factors in their grounds for leaving school. The noteworthy factors among those are disliking the courses, failure in class, and non-attendance. These findings are in parallel with the results of the similar studies in the literature (Englund, Egeland, and Collins, 2008). It can be understood that leaving school causes important changes in the personal and social lives of the students and also in their future goals. In adition, it is posited that students having positive experiences in the school and increasing their loyalty to the same carries importance.

Cox et al. (2016), in their review of 19 programs in Australia designed to prevent youth violence as well as alcohol and other drug-related violence or antisocial behavior, noted the importance and effectiveness of prevention programs at the individual, family and community level. Their findings also recommended the continued development and implementation of more similar programs. Their study also showed that the most effective programs focused on skills development in a therapeutic context at the familial or individual level (e.g. authoritative parenting, conflict resolution, active listening skills, and social problem solving, negotiation skills and peer support in youth programs). Similarly, Turkey, despite a lower overall number of programs has also made noteworthy developments in adolescent training programs. For example, Akkuş, Eker, Karaca, Kapısız and Açıkgöz (2016), have concluded that the Peer Education Program, developed to prevent high school substance addiction, was effective in increasing both students' overall knowledge about addiction as well as their self-efficacy perceptions with regards to protecting themselves from addiction. Furthermore, Erbaş and Kağnıcı (2017), found that the psychoeducational program developed on choice theory was effective in reducing risk behaviors in adolescents. As such, in order to both prevent and reduce risk behaviors in adolescents in Turkey, the number of skills programs targeted at adolescents, families, and society should be increased and carefully implemented.

This study contains some limitations. It should be noted that the findings are inherently limited by the semi-structured interview format that was utilized. Additionally, some participants did not give permission for voice recordings and the data was recorded in note form by the researchers. Nevertheless, all participants were interviewed in standardized way one time and no missing parts of the data were noted during the analysis.

As a conclusion, we may claim, using the findings of this study, that the family, friends and school factors are important for understanding the causes of risk behaviors of adolescents. Any prevention attempt against such behaviors should seriously consider these parameters as well as personal features. Moreover, each risk dimension may require separate examination and prevention measures. However, it is also important to consider certain common features while performing such prevention and intervention attempts.

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Uzun Özet

Bu çalışmanın kuramsal temelinde, Jessor ve Jessor'ın (1977) ergenlerin kişisel ve sosyal gelişimlerini birçok yönden olumsuz yönde etkileyen riskli davranışları anlamaya yönelik geliştirdikleri "Problem Davranış Kuramı" yer almaktadır. Riskli davranışların sosyal normlara, yasalara aykırı olma ve sosyal açıdan problem oluşturma bağlamında ele alındığı kurama göre, bu davranışlar öğrenilmektedir. Öğrenilen bütün davranışlarda olduğu gibi, riskli davranışlar da bireylerin sonradan kazandıkları işlevsel, amaca yönelik ve araçsal davranışlardır (Donovan ve Jessor, 1985).

Çalışmada, psikososyal temelli Problem Davranış Kuramının getirdiği açıklamalara dayanarak riskli davranışlar; antisosyal davranışlar, alkol ve sigara kullanımı, intihar eğilimi, beslenme alışkanlıkları ve okul terki olmak üzere altı boyutta ele alınmıştır. Bu boyutlardan antisosyal davranışlar, bilinçli olarak insanların eşyalarına zarar verme, fiziksel şiddet uygulama vb. davranışları; alkol ve sigara kullanımı, ergen söz konusu maddeleri bir ya da daha fazla kendi isteğiyle içmesini ifade etmektedir. İntihar eğilimi, bireylerde var olan intihar riskini; riskli beslenme alışkanlıkları, ergeni obeziteden nevroza kadar götürebilen sağlıksız ve dengesiz beslenmeyi; okul terki ise, ergenin mezun olmadan ya da devam ettiği programı tamamlamadan okuldan ayrılmasını içermektedir. Bu boyutlar çerçevesinde riskli davranışlar gösteren ergenlerin yaşamlarındaki risk faktörlerinin ve koruyucu faktörlerin neler olduğunu derinlemesine ortaya koymak, çalışmanın temel amacını oluşturmuştur. Nitel araştırma desenlerinden olgubilimin kullanıldığı çalışmada, belirtilen amaç doğrultusunda riskli davranışlar sergileyen ergenlerin özelliklerinin nasıl olduğu ve gösterdikleri riskli davranışlara ilişkin ne gibi özellikleri olduğu sorularına yanıt aranmıştır.

Araştırma kapsamında ölçüt örnekleme yöntemi kullanılmış; 2011-2012 Bahar ve 2012-2013 Güz dönemlerinde Ankara ve Kırşehir illerindeki birçok genel lise ziyaret edilmiş ve toplam 47 öğrenci (K=20, E=27) ile görüşmeler gerçekleştirilmiştir. Görüşmeler, altı risk alanı çerçevesinde, her alanla ilgili

olarak okul rehberlik servislerinin risk taşıdığını ileri sürdükleri öğrencilerle yürütülmüştür. Risk alanlarına göre ele alındığında çalışmaya katılan öğrencilerin dokuzunda antisosyal davranışlar, 19'unda sigara kullanımı, sekizinde alkol kullanımı, 21'inde okul terki, yedisinde intihar eğilimi, ikisinde ise riskli beslenme alışkanlıkları gözlenmiştir. Görüşmelerde araştırmacılar tarafından hazırlanan yarı-yapılandırılmış bir görüşme formu kullanılmıştır. Her risk alanı için ayrı soru listelerinin yer aldığı forma, ilgili kuramsal bilgiler doğrultusunda, psikolojik danışma ve rehberlik alanında beş uzmanın kanısı da göz önünde bulundurularak son hali verilmiştir. Görüşmeler, önce okul yöneticileri ve rehberlik servisleriyle işbirliği geliştirilerek, bu işbirliği yoluyla görüşme öncesinde öğrencilerin ailelerinin sözlü onaylarının alınması ve görüşme sırasında her öğrenciye çalışmanın amacının belirtilmesi üzerine öğrencinin gönüllülüğü sağlanarak gerçekleştirilmiştir. İzni olan öğrencilerin görüşmelerinde ses veya video kaydı yapılmakla birlikte, izni olmayan öğrencilerle görüşme sırasında araştırmacılar tarafından not tutulmuştur.

Görüşmelerin tamamlanmasının ardından, ses ve görüntü kayıtlarının deşifreleri yapılmış, notlar temize çekilmiş ve kodlamaları gerçekleştirmek üzere araştırmacı grubundan dört araştırmacının iki oturumluk nitel analiz eğitimi almasının ardından verilerin çözümlenmesi aşamasına geçilmiştir. Verilerin analizinde içerik analizi yapılmış olup, içerik analizi sürecinde sırasıyla verilerin kodlanması, I. düzey temaların oluşturulması, verilerin kodlara ve temalara göre düzenlenmesi ve son aşamada I. düzey temalar arasındaki ilişkilere bağlı olarak II. düzey temaların belirlenmesi aşamaları izlenmiştir.

Riskli davranışlar gösteren ergenlerin özellikleri kapsamında elde edilen bulgular, aile, okul, arkadaş ve kişisel olmak üzere dört ana başlıkta ele alınmış; aile açısından anneyle ilişki, babayla ilişki, aile tutumu ve aile modeli II. düzey kategorilerine ulaşılmıştır. Okul açısından yöneticilerle iletişim, arkadaşlık açısından yakın arkadaşlıklar temalarıyla birlikte, öğrencilerin hedefleri olup olmadığı, hobileri olup olmadığı, sosyal destek kaynakları vb. kişisel özellikleri belirlenmiştir.

Riskli davranışlar gösteren ergenlerin gösterdikleri riskli davranışlara ilişkin özellikleri, her riskli davranış ayrı ayrı ele alınarak incelenmiştir. Ulaşılan sonuçlara göre, öğrencilerin özellikleri, antisosyal davranışlar için şiddete başvurma, kurallara uymama, disiplin cezası alma, dürtüsellik, ceza sonrası yaşanan duygu, ilişkilerde bozulma, kurala uymadığında yaşanan duygu temaları açısından değerlendirilmiştir. Alkol kullanımı açısından öğrenciler, alkolün işlevini sosyal ve kişisel sebeplerle açıklamışlardır. Beslenme alışkanlıkları kapsamında yalnızca iki öğrenciyle görüşme yapılmış ve bu öğrencilerden birinin, yeme alışkanlıklarının düzensiz olduğu, diğerinin ise yemek yemeye zorunluluk anlamını yüklediği görülmüştür. İntihar girişiminde bulunan ergenlerin açıklamaları, intihar girişimi şekli, intiharı tetikleyen kişisel ve sosyal faktörler, intihar girişimi nedeni (kişisel ve sosyal) ve intihar girişimi sonrasında yaşanan duygu temaları çerçevesinde ele alınmıştır. Sigara kullanan ergenlerin özellikleri, sigaraya yüklenen olumlu ya da olumsuz anlam, sigara içme sıklığı, sigaranın kişisel ya da sosyal işlevi, olumsuz etkiler, sigaraya başlama yaşı ve sigara içme nedenleri (kişisel ve sosyal) temaları bağlamında değerlendirilmiştir. Okul terki risk grubundaki öğrencilerin özellikleri ise, okulu terk etmeye karar verme ve terk etme zamanları, çalışma durumu, okulu terk etme nedeni, okul terki öncesinde ve sonrasında yaşananlar temaları çerçevesinde ele alınmıştır.

Sonuç olarak, riskli davranışlar sergileyen ergenlerin özellikleri, çevresel koşullarıyla birlikte bir bütün olarak ele alındığında, bu davranışların anlaşılmasında literatürde vurgulanan aile, arkadaş ve okul özelliklerinin önemli olduğu gerçeği bu çalışmada da ortaya konmuştur. Görüşmelerde önemli sayıda ergenin özellikle ailesinin kendisine yönelik tutumunu olumsuz bulduğu, benzer şekilde arkadaşlarıyla ilişkilerine yönelik olumsuz tanımlamalar kullandığı görülmüştür. Çalışmada her bir risk alanında ortaya çıkan temalar doğrultusunda ele alınan özellikler ise, ergenlerin gösterdikleri riskli davranışların bağlamına ve altında yatan sebeplere ilişkin bilgiler açığa çıkarmıştır. Ortaya çıkan bilgiler, önleme ve müdahale çalışmalarına kaynaklık edecek şekilde ilgili literatür ışığında tartışılmıştır.