

ABSTRACT

HETEROSEXUAL RESTRAINTS ON MALE DELINQUENCY

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by

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Master of Science

Youngstown State University, 1988

Submitted in Partial Fulfillment of the Requirement

for the Degree of

Master of Science

in the

Criminal Justice

Program

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YOUNGSTOWN STATE UNIVERSITY

NOVEMBER 18, 1988

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To test the hypothesis that positive romantic involvement reduces male delinquency, a questionnaire was administered to selected undergraduate classes at Youngstown State University during the Spring 1988 quarter. Respondents were asked about a significant romantic relationship they may have had during their senior year of high school, and how this relationship affected their behavior. Results from the study support the hypothesis: boys involved romantically were less delinquent than boys who were not involved.

ACKNOWLEDGMENTS

I would like to thank Dr. Joseph Waldron for his skill, and continued encouragement, in guiding me through this project. Thanks also to Dr. Cummings and Dr. Haynes for serving on the committee.

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CHAPTER I
INTRODUCTION

It is apparent from the age distribution of crime in the United States that late adolescence and early adulthood are the most active periods for individual offenders (Uniform Crime Reports, 1987). The literature and empirical research relevant to this issue support this conclusion.

Of the voluminous amount of research conducted on the etiology of juvenile delinquency over the years, the significance of peer influence with regard to the development of criminal careers remains significant. Although many theoretical positions acknowledge the importance of the social interactions of youths, they often indicate inconsistent conclusions concerning the nature and dynamics of the influence (Liska, 1973). Additional research is needed to further knowledge in this area.

Statement of the Problem

Peer influences in delinquency research has traditionally had a theoretical focus. Substantial "peer pressures" exist which can affect youths' inclinations to follow both delinquent and conventional behavior. Historically, Criminal Justice research has focused on the influences of delinquent peers on adolescent

behavior. Recently, this focus has shifted to include conventional peer influences. From this research, theorists have reported that adolescents who are affectively attached to conventionally orientated others are less likely to drift into delinquency.

The general concept is that romantic involvement is a form of attachment to a conventionally oriented significant other. This involvement can reduce the amount of delinquent behavior committed by the boy. The present study addressed the restraining effects of significant heterosexual romantic relationships on male delinquency.

History and Present Status of the Problem

The concept of peer influences on adolescent behavior is well established and accepted by theorists. Despite this acceptance, the nature of the influence remains an important concern. While some research has indicated the existence of a subculture of youth with values and behavior expectations that are contrary to those of adults (Cohen, 1955; Cloward and Ohlin, 1960; Miller, 1958), others have indicated the adolescent social world is comprised of a wide range of peer groups which differ substantially in normative attitudes, interests and behavior (See Newman and Newman, 1976).

Whether there is a single subculture of youth, or differentiated peer groups with unique normative interests and activities, it is clear that peer pressure serves to encourage and facilitate conformity to normative guidelines.

Recent examinations of the effects of peers has indicated that the direction of the influence is critical (Akers, 1985:114-120; Conger, 1976:35; Hindelang, 1973:487). Linden and Hackler (1973) present a model which addresses affective ties to conventional others. Their study reported that of those with moderate or strong affective ties to conventional peers only 19.3% were delinquent, compared to a 38.3% delinquency rate among youths with weak or no affective ties to conventional peers. They also indicate that a lack of close ties to any associates is productive of delinquency. Gottfredson (1982) reported lower delinquency scores among a sample of youths who were less attached to negative peers than among those who reported higher levels of negative peer attachment (Table One).

TABLE 1
Delinquency Scores by Negative Peer
Attachment And Bonding Level

| Negative Peer Attachment | | | |
|--------------------------|----|------|------|
| | | HI | LO |
| Bonding | HI | 5.64 | 2.96 |
| | LO | 3.50 | 1.53 |

Chi-Square=.65; p<.05

Source: Gottfredson, D. 1982:14.

From a criminological standpoint, Gottfredson's hypothesis is most closely aligned with the Social Control perspective. During the 1950's, several theorists formulated control perspectives. Reiss (1951:196-198) introduced the concept of personal and social controls as variables of importance in delinquency development. He defined delinquency as the failure of personal and social controls to produce behavior in conformity with the norms of the social system.

Reckless' Containment theory (1962) involves the social aspect of control theory through the suggestion that outside influences (pushes and pulls) restrain individuals from participating in delinquency and crime. According to Reckless, the theory describes non-causal buffers against deviation that are both internal and external. In this sense, positive romantic involvement

may be considered an outer containment which provides normative restraints on the youth. Reckless mentions supportive groups which serve to insulate the individual from the pressures to deviate. The group provides a role structure for the youth, and a sense of belongingness and identification. Relationships in late adolescence also provide this type of socialization. Significant relationships can be viewed as an outer containment which insulates youth from delinquency by providing social support at both the individual and group level.

Hirschi's (1969) social control theory states that delinquent behavior becomes probable as the individual's bond to society weakens. The bond has several components: attachment, commitment, involvement, and belief. As the elements of the bond weaken, delinquency becomes probable. A positive romantic relationship involves all four elements, thereby allowing for an examination of social bonding that is testable.

LATE ADOLESCENT HETEROSEXUAL RELATIONSHIPS

The hypothesis for the present study was based on the control theory assumption that youths who are attached to conventionally orientated significant others are less likely to engage in delinquency (Briar &

piliavin, 1965; Hirschi, 1969; Linden & Hackler, 1973). It is thought that, as a type of social bond, a "romantic relationship" will reduce the likelihood of delinquency. The hypothesis is based on general propositions derived from social influence theory and from specific situational restraints associated with dating and related conventional activities.

SOCIAL INFLUENCE

The assumption is that females are less delinquently orientated than males (See Farrington, 1987). The socialization of girls into sedate and respectable pursuits in our society leads to the conclusion that they will be less delinquent. During adolescence peer pressures exist which serve to encourage conformity. Berndt (1979:611) found a sex difference with regard to conformity to peers: Girls were less willing to follow peers in antisocial behavior than males were likely to follow their peers. The reason for this may be found in the idea that peer pressure is a more influential and dominant feature of high school life for girls than for boys. Brown (1982:131) indicated that females reported more intense pressures that were related to the teenagers' attitudes and behaviors. These pressures served to push girls into traditional roles

which emphasize respectable pursuits such as school achievement and positive interpersonal relationships.

The greater the frequency, duration and intensity of the association, the greater the effect of the influence (Sutherland, 1947). Prosocial influence adds significance and strength to the hypothesis because of an attraction dimension which increases the risk associated with delinquency based upon the potential rewards of the relationship. Participation in delinquent or other antisocial behavior would endanger the rewarding social relationship.

A residual effect of this social influence could serve to prevent delinquent behavior; that is, the boy may interact and become involved with the social network of the girl, which is an additional source of social control.

Through the association a boy has with a conventionally orientated person, the boy will be exposed to a conventional social influence. It seems that the mere presence of girls can restrain boys from behaving unconventionally (Vaz, 1969).

The conforming behavior of girls represents a potential source of prosocial influence on boys. When combined with the idea that most boys are interested in

girls, the result is that girls are an influential source of peer pressure. Vaz (1969:36) reported that middle and upper middle class boys were strongly orientated and interested in girls, more so than any other area of adolescent life.

The combination of boys' attempting to gain the attention and approval of girls, and the conventional orientation of girls, results in boys' restraining their misbehavior to gain the approval of the girls. Another way that girls can restrain boys from committing delinquent acts is by influencing them to behave in ways that meet the girls' expectations. This refers to the power of individuals to affect the attitudes and behaviors of others (Walster & Abrahams, 1972). The process by which this type of social influence can occur is through peer pressure. Peer pressure is widely acknowledged as an influential aspect of adolescence. Clasen & Brown (1985:452) define peer pressure as a primary mechanism for transmitting group norms and maintaining loyalties among group members, and the pressure to think or behave along certain guidelines.

Peers represent a potentially strong prosocial influence. From a review of recent research, it can be concluded that youths are more willing to follow neutral or prosocial than antisocial behavior (Berndt, 1979;

Brown et al., 1986). Brown et al. (1986:529) reported that peers are a prosocial influence even among those relatively receptive to antisocial peer pressure.

The notion of conventionally orientated girls, combined with the idea that most boys are concerned with gaining their approval, suggests a basis for the hypothesis:

Boys who interact with "good girls" will be influenced by them, and therefore less delinquent. To establish and maintain a valued relationship, the boy will behave in a manner that is acceptable to the girl.

Social theorists maintain that one of the major reasons individuals conform is social acceptance. Social Exchange Theory implies that conformity to particular norms of behavior is a response emitted to gain the reward of approval (Nord, 1969). Fromkin and Snyder (1980:85) discuss conformity as a social exchange:

Conformity is viewed as an instrumental response to attain rewards or to avoid costs.

One general social reward is approval. In a wide variety of contexts conformity is exchanged for social approval. Although social approval operates as a generalized reinforcer, it is often purchased only at some cost. One may have to deny one activity to engage in another.

Kelman (1961:462) also suggests that compliance is a form of social influence, defining it as an individual's acceptance of influence from another person (or group) because they hope to achieve a favorable reaction. The individual may be interested in attaining certain specific rewards or in avoiding certain specific punishments that the influencing agent(s) control.

Jones (1964:11) defines "ingratiation" as a class of strategic behaviors designed to influence a particular person concerning the attractiveness of one's personal qualities. One example of this is to comply with the expectations of the target person and thereby increase one's value to that person.

Thibaut and Kelly (1959) present a model of interaction which provides insight into the influence through attraction process. They suggest that a dyadic relationship will be dictated by the patterns of outcomes or rewards available to each member. Members

will adjust their behavior to increase the likelihood of gaining rewards. Assuming that each person will try to maximize reward outcomes, and because maximal results are rarely attained, the relationship will eventually result in compromise.

Orlinsky (1972) suggests that the love relationship is a form of social exchange. Orlinsky offers two forms of exchange which characterize all relationships: a value exchange and an exchange of rules. Love is therefore a condition of this reciprocity.

Criminological theories have supported this assumption. Sutherland (1947) referred to the degree of influence as the intensity or the prestige of the source of a criminal or anti-criminal pattern, and one with an emotional reaction which is related to the association. Briar and Piliavin (1965:41) indicate that the central process of social control is that the potential delinquent must be apprehensive of the deleterious consequences of discovery on one's attempts to sustain valued relationships. The authors suggest a variety of conditions which can serve the development of commitments to conformity, including the affection for conventionally behaving peers.

Glaser's Differential-Anticipation Theory (1978:126-7) indicates that a person's expectations regarding the consequences of their actions will, to a large degree, determine their behavior. These expectations can be the result of social bonds and the stakes they create in pleasing others by conforming to their standards of conduct.

There is evidence from developmental and social-psychological studies that the more attractive an individual is to a subject, the more influence the attractive person will have on the subject (See Walster & Abrahams, 1972:223). For example, several investigators have reported that attractive females can be more influential with male peers than unattractive girls when attempting to influence boys (Dion and Stein, 1978; Mills and Aronson, 1965; Baron, 1971). These findings lead to the hypothesis that attractive girls are successful in influencing boys. If a boy perceives a particular girl as attractive, he is subject to influence from her, and from the relationship.

Peers play an important role in the appropriate psychological development and socialization of adolescents. Love can facilitate the development of identity among adolescents through sharing feelings,

emotions, and expectations (Erikson, 1959:95; Smart and Smart, 1973:141-151). Youths who lack this experience may be penalized in their development. Orlinsky (1972) has suggested that the love relationship serves as a medium of personal growth for the individual, providing for a progression to the next stage of psychological development in the life cycle.

Dating is a means of personal and social growth. It serves a number of useful functions including the development of social and interpersonal skills. There is evidence that poor social skills are associated with delinquency (See Spence, 1982). Patterson and Dishion (1985) report that youths with poor social skills, relative to normal peers, can drift into deviant peer groups, and this in turn is related to delinquency.

Adolescent relationships provide an opportunity for youths to repair psychological damage which occurred earlier in their lives (Conger, 1977:287). The development of a meaningful, trusting and supportive relationship during the difficult adolescent years can be very rewarding to youths. Delinquents often lack this type of non-exploitive relationship.

SITUATIONAL RESTRAINTS

Romantic involvement is a situational restraint on delinquent activity. The nature and dynamics of this

type of relationship suggest that antisocial behavior will be discouraged, while prosocial behavior will be encouraged. The situational restraints of a romantic relationship that can restrain delinquency are: the role expectations associated with romantic involvement, and the frequency of involvement in the conventional activities associated with the relationship.

The role a member of a relationship assumes is an important part of the relationship. Role refers to the norms and expectations that apply to the person occupying a position (Ridley & Avery, 1979). It is assumed that the role of boyfriend is a conventional role, with conventionally associated expectations. Young males involved in the role of establishing and maintaining a romantic relationship experience pressures to display socially desirable characteristics (Coombs and Kenkel, 1966). It is hypothesized that delinquency and other antisocial behaviors which can threaten this relationship will be restrained. It is traditionally thought that members of the relationship mature and act "grown up" because of this new status. A romantic relationship is a rite of passage into maturity and adulthood, and out of adolescence.

Reiss' (1951) early work in the control area of delinquency research indicated the importance of the

primary group roles in the social control of the youth. Reiss suggested that peer groups provide non-delinquent social roles and employ techniques for establishing non-delinquent norms (1951:198). Delinquency, Reiss suggested, may be viewed as the failure of primary groups to provide a youth with appropriate non-delinquent social roles. The role of boyfriend is an appropriate non-delinquent social role that is provided for by the peer group.

The frequency of involvement in conventional activity associated with a romantic relationship increases, and therefore requires a significant proportion of the youth's time. The more time involved with non-delinquent activities, such as dating, the less opportunity the youth has to engage in delinquency.

The notion that involvement in conventional activity has a restraining effect on delinquency remains important to the causes and prevention of delinquency (Hirschi, 1969:187-196). Control theory incorporates this situational perspective into its theoretical base. Briar and Piliavin (1965) present a theory based on both a situational perspective, and the influence of the individual's commitment to conformity that determines criminal behavior. From the situational element, it is suggested that, during dating and related activities,

the boy will experience fewer situational inducements to participate in delinquency while with his girlfriend. While engaged in the relationship, and more specifically during the time a boy and girl spend together, it is likely that romantic involvement encourages involvement in conventional activities, and therefore reduces situationally induced motives to deviate.

CHAPTER II

LITERATURE REVIEW

A review of the relevant literature leads to the conclusion that there is a lack of available information regarding the heterosexual social life of delinquent boys. Research about the influence of females on male delinquency has been limited to the potential conforming effects of early marriage. Once a popular topic in criminology, earlier authors suggested that successful marriages would sometimes bring a criminal career to an end (For a thorough review see Knight, Osborn, and West, 1977). The key issue is the type of wife or girlfriend the delinquent is involved with. When delinquents are involved with and/or marry a non-delinquent girl, the result is a reduction in criminality. However, if they choose a female who is delinquently oriented, the result is an increase in the male's criminal behavior.

Although it was originally reported that getting married made little difference to further arrest rates, Osborn and West (1979:256) found in a follow-up study that there were larger proportions of reconvictions

among married men, than among those who married delinquent women, see Table Two.

TABLE 2

Reconviction of Married Men by Type of Wife

| | Delinquent Wife | Non-del. Wife |
|---------------------|-----------------|---------------|
| Percent Reconvicted | 40% | 12% |

Source: Osborn & West, 1979:255.

The authors suggest that some marriages exacerbate criminality while others reduce it. From the results of this study it was concluded that the partner's influence in relationships is important. The results allow one to deduce the relative significance of the other as a determining factor.

In a follow-up of former delinquents, the Gluecks reported evidence in their study which was interpreted as indicative that the process of maturing is accelerated through a successful marriage (1937:205).

McCord and McCord (1959) state that marriage provides the youth with the emotional satisfactions previously sought, thus removing a cause of his deviant behavior.

Rutter and Giller (1984:233) discuss marriage as a potential protective factor, depending on whom the individual marries. These authors' review of relevant

research shows that early marriages to socially deviant individuals perpetuate and intensify problems. It was suggested by the authors that marriage to a non-deviant partner has a beneficial affect.

Bachman, O'Malley, and Johnson (1978) reported a decrease in aggressive behavior and drug use among those in their sample who married. The authors suggest the experience of marriage contributes to the reform of previously aggressive youths. When discussing drug use among their subjects, the authors note that they asked respondents, who were not currently using marijuana, to check off reasons why they were no longer using it; one frequently chosen reason was "My wife or girlfriend would disapprove (1978:196)."

The British investigator, David Downes, informally interviewed youths from high delinquency areas and reported that stable, marriage-orientated relationships, were a strong influence towards conformity, and that early marriage was the "main check to the spread-over of delinquency into early adulthood" (Downes, 1966:268).

"When Pete found a 'regular' girl, he became noticeably brighter, better dressed...it brought out a kind of suppressed respectability in the boys, for as long as the date lasted. The more serious the relationship, the more the

boy was kept away from trouble..." (1966:253).

In their analysis of the "Cambridge Sommerville Study in Delinquent Development," Knight and West (1975) investigated factors distinguishing former delinquents from continuing delinquents. They reported several reasons, which were volunteered by the former delinquents, for giving up their delinquent activity. These reasons included the disapproval of a wife or girlfriend:

"Case 473, after describing his early misdemeanors, commented: "Even the Mrs. doesn't know about all that." He felt that his wife would be shocked and unhappy were she ever to find out about his delinquent history. Case 803, after admitting to his juvenile convictions, remarked: "I've changed quite a lot since then because... of the girl friends I've had. They've changed me" (1975:48).

Vaz (1968) compared the self-reported delinquency scores of public school boys to private school boys and reported that private school boys were proportionately more delinquent. He suggests that in the private school (where girls are absent) the pressures to demonstrate one's masculinity through deviance are high. In the public schools, the presence of girls can serve as a

social control mechanism. Boys perceive girls as virtuous, and are likely to respect their values and therefore curtail undesirable behavior (1968:37). Vaz notes that responses to items focusing on social drinking were influenced by the company of girls.

"It is customary, especially among the middle classes, that masculine kinds of conduct (e.g., drinking liquor) will be restricted in the presence of women." (Vaz, 1968:39)

CHAPTER III

METHODS and RESULTS

The sample for the present study was drawn from the population of undergraduate students at Youngstown State University. Besides their availability, these subjects were chosen because peer influences are greatest among casual, middle-class youths (Wilson & Herrnstein, 1985:296).

The survey was offered to freshman and sophomore students in Criminal Justice and Psychology, on an anonymous and confidential basis. Ninety-five students participated.

Instrumentation

Romantic Involvement

An opening paragraph, shown below, was used to introduce the respondents to the term romantic involvement:

"The following questions pertain to a significant heterosexual romantic relationship you may have had, occurring between the ages of 15 and 18 (in other words during your last few

years of high school), and lasting for at least 6 months. This survey will address the most important romantic relationship in your life which began while you were in high school. Pick the relationship that involves the person whom you cared about the most (if there was such a person) and proceed."

Immediately after this paragraph, the respondents were asked if they had had a romantic relationship as defined above (see Appendix A, question #4). Those respondents who indicated that they did have such a relationship were classified into the Romantic group (n=31). Those who indicated they did not were put into the Control group (n=11).

To test the hypothesis that "good" girlfriends restrain delinquency, the respondents were asked a series of 22 questions (Appendix A, #14 - #36):

14. She went to church every Sunday*
15. She was in trouble at school (detention, suspension, etc.) more than 4 times
16. She was emotionally close to her parents*
17. She spent more than 2 hours per day doing her homework*
18. She was committed to attending college*
19. She was involved in at least 2 school activities (clubs, athletics)*
- She had shoplifted:
20. small items (under \$5)

21. larger items (\$5-\$50)
 22. big items (\$50+)
- She was destructive with:
23. school property
 24. friends' possessions
 25. her things
 26. She would never cheat on a test, even for a friend*
 27. She would skip classes
 28. She would skip a whole school day

The responses to these questions were scored in the following manner:

| <u>Response</u> | <u>Value</u> |
|--------------------------|--------------|
| "she was just like this" | 1 |
| "somewhat like" | 2 |
| "somewhat unlike" | 3 |
| "opposite" | 4 |

* responses were reflected (5-answer).

The respondents were then asked about their girlfriend's drug use during the time they were seeing her:

29. She used alcohol?*
30. She used marijuana?*
31. She used narcotics
(opium, herion, painkillers)?*
32. She used barbiturates (downs)?*
33. She used stimulants
(cocaine, uppers)?*
34. She used hallucinogens
(LSD, pcp, blotter)?*

35. She ever sell illegal drugs?*

36. Did you and she ever get drunk together?*

* responses were reflected (6-answer)

The responses to these questions were scored in the following manner:

| <u>Response</u> | <u>Value</u> |
|-------------------------|--------------|
| "never" | 1 |
| "once or twice" | 2 |
| "at least once a month" | 3 |
| "at least once a week" | 4 |
| "daily" | 5 |

The 23 items shown above were added to create a variable named GIRL. A median split (Mdn=68, M=68.6, Sd=5.27) of this variable was used to divide the sample into two groups; Group one, with scores below the median, referred to boys involved with "good girlfriends"; the remaining subjects were classified as having "bad girlfriends".

Instrument

The self-report delinquency scale (hereafter referred to as SRD) was constructed in part from revised versions of Short and Nye's (1957) and from Gold's (1970) self-report scales. The drug use items were from Waldron's Automated Social History (1986).

The remaining items were constructed for the study and comprised the dependent variables for analysis (See Appendix B).

The delinquency scales were chosen for the following reasons:

1) They had been employed previously, and therefore exhibited good scale construction properties.

2) The items assessed behavior of low seriousness, and were therefore appropriate for this study's sample.

From a review of recent research, it was concluded that the explanatory power of control theory diminishes as the delinquency scale includes more serious forms of delinquency and criminality (Agnew, 1985; Krohn and Massey, 1980).

3) By focusing on relatively minor acts, it was hoped that the participants would respond honestly.

4) The inclusion of six drug use items (23% of the total SRD item set) was based on the idea that this type of delinquent behavior is especially susceptible to peer influences (See Kandel, 1973).

Items on the questionnaire were classified into the following categories of delinquent behavior:

MINOR OFFENSES =Sum of 13 items
 Fighting
 Hurt Someone badly enough to require Bandages
 Breaking Windows
 Slashing Tires
 Damaged Public Property
 Damaged Others Possessions
 Theft from Desk/Lockers
 Shoplift Items <\$2.00, \$2-\$50
 Theft of a Bicycle
 Skip Classes
 Skip School Day
 Detention/Suspension in school

SERIOUS OFFENSES =Sum of 7 items
 Hurt Someone badly enough to require a Doctor
 Fire Setting
 Steal Something Worth \$50+
 Shoplift Item \$50+
 Theft of an Auto
 Theft from an Auto
 Breaking & Entering

DRUG OFFENSES =Sum of 6 items
 Alcohol
 Marijuana
 Narcotics
 Barbiturates
 Stimulants
 Hallucinogens

TOTAL OFFENSES =Sum of MINOR Offenses + SERIOUS Offenses +
 DRUG Offenses

For all categories of the SRD, the items were scored in the following manner:

| <u>Response</u> | <u>Value</u> |
|-----------------|--------------|
| "Increased" | 3 |
| "No Change" | 2 |
| "Decreased" | 1 |
| "Never Did" | 0 |

The item values were added in each offense category to create separate dependent variables. A Total offense category was created as the sum of the three separate crime categories.

Data Collection Procedure

To test the hypothesis that positive romantic involvement reduces male delinquency, the SRD questionnaire (See Appendix A) was administered to selected undergraduate classes at Youngstown State University during the Spring 1988 quarter. Professors teaching lower-division courses from the Psychology, Criminal Justice, and Social Studies departments were approached about surveying their students for the study. A sign-up sheet was passed around during the classes. Students who wanted to participate indicated their intention by signing their initials in a space provided. On the front of the sign-up sheet there was a basic description of the study, including in general terms what the survey was about. The sign-up sheet explained that responses would be confidential and anonymous. It was stated that the survey would require about 15 minutes to complete. The actual time to complete the questionnaire was 10 minutes.

Four hundred students were offered some form of extra credit by their professors in exchange for their participation in the study. Of these, 186 students indicated their intention to participate by writing their initials on one of the sign-up sheets. Of the 186 students, 95 participated (50 males and 45 females).

Fourteen administrations were conducted between May 3rd and May 31st. Except for one instance, all administrations were held during normal school hours. Students had the opportunity to participate on any day of the week, at two different times: 9-10 am and 12-1 pm.

During the data collection process, students entering the survey room were individually handed a packet consisting of a questionnaire booklet, answer sheet, and two consent forms (a student copy and an administrator's copy). All students were instructed to read, and sign, both consent forms before proceeding with the study. A ballot box was available in the survey room and all subjects placed all completed materials, except their copy of the consent form, in the box. The ballot box was used to ensure anonymity, confidentiality, and to encourage honest responses.

Results

The following hypothesis was tested:

"a significant positive romantic relationship restrains male delinquency."

The total number of respondents was 95. Table Three shows the sample attrition which resulted in the 42 subjects' protocols (males under the age of 22) used in the analysis.

Table 3
Sample Size Attrition

| | |
|-----------------------|----|
| Males younger than 22 | 42 |
| Males older than 22 | 8* |
| Female Participants | 45 |
| <hr/> | |
| N = 95 | |

* Older males were excluded because their ability to accurately remember their behavior during high school is suspect.

Table Four reports the ages and ethnicity of the sample.

TABLE 4
Sample Respondent Ages and Ethnicity

| <u>AGE</u> | <u>n</u> | <u>%</u> | <u>ETHNICITY</u> | <u>n</u> | <u>%</u> |
|------------|----------|----------|------------------|----------|----------|
| 17-18 | 9 | 21 | White | 34 | 81 |
| 19 | 17 | 41 | Black | 4 | 10 |
| 20 | 11 | 26 | Hispanic | 3 | 7 |
| 21 | 5 | 12 | Other | 1 | 2 |

The sample was divided into two groups based on whether or not they reported themselves romantically involved during high school. This produced 31 respondents who indicated a significant romantic relationship (Romance group), and 11 non-romantics (Control group).

Initial analysis indicated that the romantic group was less delinquent overall than the control group. Based on categories of the SRD, Table Five shows that the average scores for each of the four categories of the SRD scales were lower for the Romantic group compared to the Control group.

Table 5
Delinquency Scores by Group and Crime Category
and T-Test Scores

| SRD SCALE | GROUP | | | | t |
|--------------|----------------|------|----------------|------|--------|
| | <u>CONTROL</u> | | <u>ROMANCE</u> | | |
| | M | SD | M | SD | |
| MINOR | 13.0 | 8.5 | 8.1 | 7.6 | -1.77* |
| SERIOUS | 4.3 | 5.6 | 2.3 | 4.7 | -1.13 |
| DRUGS | 4.5 | 5.0 | 3.2 | 4.0 | - .85 |
| TOTAL | 21.8 | 18.1 | 13.7 | 15.0 | -1.44 |

*p<.05, one tail test

T-Tests conducted between the groups on the basis of their delinquency scores yielded a significant difference between the group means (at the .05 level, one tail test) in the minor crime category.

To test the hypothesis that: good girlfriends restrain male delinquency, the variable TYPE-OF-GIRL was created based on the questions the subject answered to describe his girlfriend (See Appendix A, questions 14 thru 36). A median split of the sum of responses was used to divide the Romantic group boys into those who were involved with "good-girls" (N=15), and those involved with "bad-girls" (N=16). The delinquency scores for the boys involved with good-girls were lower than those of boys involved with either bad-girls or no-girls, for all offense categories (See Table Six).

Oneway analyses of variance were conducted between the control group and the two types of girlfriends. Using a priori contrasts with significance set at the .05 level (one tail test), it was found that the delinquency scores of boys with good-girls were significantly different from the scores of boys with no-girls for both the minor crime and total crime categories.

Table 6
Mean Delinquency Scores by
Romantic Group Girl Type and Control Group

| SRD SCALE | Romantic Group Girl Type | | | | Control Group | | F Ratio |
|--------------|-----------------------------|-----|----------|------|------------------|------|------------|
| | Good-Girl | | Bad-Girl | | No-Girl | | |
| | M | SD | M | SD | M | SD | |
| MINOR | 6.1** | 3.6 | 10.1 | 9.9 | 13.0** | 8.5 | 2.65* |
| SERIOUS | .9 | 1.5 | 3.7 | 6.2 | 4.3 | 5.6 | 1.86 |
| DRUGS | 2.2 | 2.4 | 4.2 | 4.5 | 4.5 | 5.0 | 1.20 |
| TOTAL | 9.2** | 5.0 | 18.4 | 20.2 | 21.8** | 18.1 | 2.35* |

* $p < .05$, one tail test

** $p < .05$, based on a priori contrast, one tail test

When boys with bad-girls are eliminated from the analysis, it was found that boys with good-girls exhibited fewer serious crimes than control boys or no-girls (See Table Seven).

No differences were found in this type of analysis when drugs were used as the dependent variable.

Table 7
Mean Delinquency Scores of Good Girl Group and Control
Group by Crime Category and T-Test Scores.

| SRD SCALE | GROUP | | | | | t |
|--------------|-----------|-----|---------|------|--------|---|
| | Good-Girl | | No-Girl | | | |
| | M | SD | M | SD | | |
| MINOR | 6.1 | 3.6 | 13.0 | 8.5 | -2.55* | |
| SERIOUS | .9 | 1.5 | 4.3 | 5.6 | -1.92* | |
| DRUGS | 2.2 | 2.4 | 4.5 | 5.0 | -1.38 | |
| TOTAL | 9.2 | 5.0 | 21.8 | 18.1 | -2.23* | |

* $p < .05$

Additional tests of the hypothesis included asking the subjects a series of direct questions pertaining to the relationship and its effects on their behavior. Question #73 asked whether the relationship restricted them from "doing the things I tended to get into trouble for"; 72% (13 of 18), of those who indicated either yes or no, responded yes ($z=1.86$, $p<.03$, one tail test). Only five of the 26 boys who were romantically involved stated that the relationship did not restrict them from getting into trouble. This trend held true for both types of girlfriends.

Another possible reason that boys with good girlfriends are less delinquent is the situational effect. By being in the company of conforming influences, the boys are restricted from committing the deviances that ordinarily got them into trouble. Question #74 asked if "when with her I was on my best behavior"; of those who indicated either yes or no, 60% (15 of 25) responded yes ($z=1.11$, $p<.13$, one tail test). Question #75 asked if, "when not with her, I was usually on my best behavior because of her influence on me"; 57% (12 of 21) responded yes ($z=.64$, $p,.2611$, one

tail test). Again, this held true for both types of girlfriends.

To test whether girlfriends increased their boyfriends' involvement in conventional activities, four items were included in the questionnaire; school activities (athletics, clubs, organizations), church going, college commitment, and time spent doing homework. Responding to "how did this relationship affect the following behaviors of yours, during the time you were seeing her?", a larger portion of the romantic group boys (70.3%) reported an increase in these conventional types of activities than did the uninvolved boys (See Table Eight).

Table 8

Frequency and Percentage of Response to Conventional Activity Items for Romance and Control Group

| Category of Responses* | Romance Group | | Control Group | |
|------------------------|---------------|-------|---------------|-------|
| | n | % | n | % |
| Increased | 26 | 70.3% | 14 | 58.3% |
| Decreased | 11 | 29.7 | 10 | 41.7 |

Chi-Square=.88, df=1, p<.05

* Responses "never did" and "no change" are not included.

More Romantic Group boys indicated an increase than a decrease in each of the four conventional activity items (See Appendix D, Tables 15-18).

CHAPTER IV

DISCUSSION

Limitations of the Study

The first limitation of this study is the retrospective methodological design. This drawback is associated with all self-report research. Asking subjects to remember specific events in their past presents a concern. The study was susceptible to this limitation because respondents were asked about events in their lives that could have occurred as much as 5 or 6 years previously. In addition, by focusing on relatively minor offenses (and therefore in many cases high frequency acts), respondents may have experienced difficulty in remembering these types of behaviors with specificity. To keep the effects of this limitation to a minimum, subjects who were 22 years of age or older were removed from the analysis. For this reason, only lower-division classes were surveyed. The average age of the respondents in this study was 19.3 years of age, indicating that they were answering questions about events that occurred from 1.5 to 2.5 years ago.

Another limitation in the study concerns the subjects. While administering the questionnaires, it was noticed that some students were primarily interested in the extra credit and were not interested in the study. This was demonstrated by the responses from approximately 100 students who were asked to participate without any extra credit: one student participated. Other indications of this lack of interest included the time taken by some students to complete the 40 or 77 questions. In some instances less than five minutes was spent completing the questionnaire, and rarely over ten minutes were needed. The questionnaire required a focused degree of attention, and employed different sets of questions, each with specific instructions, that in pretesting required more time than students usually took during the actual administration. In fact, in the administrations, a few conscientious students pondered over the questions for 20 to 30 minutes. In light of this observation, the validity of the responses are suspect. Fortunately, some of the questions were intentionally straightforward and did not require serious effort.

Another limitation in this study was the methodological design. In general, researchers have

advocated and supported the advantages of longitudinally based research over cross-sectional methodology. However, this may not be true in all areas of research. Agnew (1985:858) suggests that control theories should be tested with cross-sectionally designed research.

Longitudinal studies permit the domains to shift and, therefore, the casual relationships to attenuate. If strong controls imply conformity, the passage of time permits pressures to nonconformity to gather and the relationships between controls and conforming behavior to weaken.

A social desirability effect maybe present, resulting from the fact that this survey did not attempt to hide the hypothesis from the respondents. Students knew exactly what the study was about, and they may have responded on the basis of this knowledge.

It was unfortunate that the sample of usable subjects' protocols for analysis was small. As discussed in Chapter Three, difficulty in attracting students to participate, along with the high attrition rate due to the study design combined to create this limitation.

To reduce the possible contamination effects from the retrospective design of the study, the project might better have been conducted with high school students. However, current involvement and "halo effects" would contaminate such a study.

The lower delinquency scores of the Romantic Group boys may be the result of less willingness on their part to admit to delinquency. The fact that this study made no attempt to hide the hypothesis may have made the respondents overly sensitive to the degree of the restraining effect the relationship had on them.

Interpretations of Findings

The results of this study indicate that, overall, boys with girlfriends were less delinquent than boys without girlfriends. Additionally, boys with good girlfriends were less delinquent than either boys with bad girlfriends or those without girlfriends. This held true for all the SRD categories used.

The concerns associated with causality require that the results, like those of any research, be interpreted cautiously. While the hypothesis of this study has not been statistically rejected, all interpretations based upon the analyses are tentative.

The results of the study are interpreted through the presentation of the following propositions explaining how girlfriends reduce their boyfriends' delinquency:

- #1. Increased Involvement in Conventional Activities
- #2. Conformity through Social Exchange
- #3. Prevention of Delinquent Associations
- #4. Situational Restraints
- #5. Boyfriend Role Expectations

Proposition #1. Increased Involvement in Conventional
Activities

As indicated in the results section of Chapter Three, the Romantic Group boys' involvement in conventional activities increased during the time they were involved with their girlfriends (See also Appendix D). Boys involved with girls spend more time in conventional activities (such as dating), and therefore have less time available to participate in delinquent behavior than boys who are not involved with girls. The effect of being involved with conventional activities, which occupy time and energy, serves to restrain all types of delinquency. The fact that the involved group of boys were less delinquent than the uninvolved boys suggests that these boys were not involved in the

delinquent behaviors that result from the boredom and frustrations of the inactivity often associated with adolescence. A significant romantic relationship increases the time and energy spent involved in these and related activities, and therefore has a controlling effect on delinquent behavior.

Proposition #2: Conformity through Exchange

The personal and social rewards associated with a romantic relationship serve to deter boys from entering into delinquency. Boys involved with girls have more to lose from delinquent involvement than other boys when the relationship (and its rewards) is contingent on the boy's continued good behavior. These rewards are often the social gains associated with dating relationships such as increased status and peer acceptance. Personal rewards can be more individualized based on the intrinsic pleasures associated with a romantic relationship, which are especially acute at this early stage of heterosexual development. It follows, then, that boys without girlfriends are not under a threat of loss, and should therefore be more delinquent without this control. The results from the present study are consistent with this position; boys involved with girls (whose delinquent behavior could

endanger the relationship rewards) were significantly less delinquent than those boys without girlfriends.

Based on the argument that a girlfriend represents a reward to the boy that is contingent on his behavior, we might expect that bad girls would reward delinquent behavior. Therefore, we would expect the delinquency scores of boys involved with bad girls to be higher than those involved with no girls, a conclusion not substantiated in the present study. However, the study categorized "bad girls" as those girls who were not described by their boyfriends as good as the other girls. In other words, these "bad girls" are not necessarily delinquent girls, but just those girls who were not as good as the "good girls" in the study. Therefore, they should have had a restraining influence on their boyfriends' delinquency, though not as much as the good girls. This conclusion was substantiated. Girls, even if not as good as "good girls", still had a deterrent effect on their boyfriends' delinquent behavior, although not as much as did the good girlfriends. The better the girl is, the greater her restraining influence on the boyfriend.

proposition #3: Prevention of delinquent associations

Girlfriends can prevent associations with male groups that may be involved in delinquency. The significance of delinquent associations has long been recognized in research (Sutherland, 1947). By establishing and maintaining a relationship with a girl, a boy may effectively be forced out of his former male group: a socializing agent that can be delinquency-producing. In the present study, it was found that boys who indicated they were romantically involved spent more time with their girlfriends compared to the time they spent in other friendships. Question #11 asked how much time the boy spent with the girlfriend; 17 of the 31 responded that they "pretty much gave up my other friends to spend time with her", while only four responded that they spent more time with their friends than with their girlfriend. The lower delinquency among these boys who had girlfriends, compared to the uninvolved boys, leads to the suggestion that being involved with a girl can remove boys from all-male groups. This can reduce and even eliminate the effects of male delinquent associations that are related to delinquent behavior. The results of the present study are consistent with this position: boys who have girlfriends spend less time with their

other friends, and these boys are less delinquent than boys without girlfriends.

Proposition #4: Situational Restraint

As suggested in the Chapter 1, the influence of girlfriends can present a situational restraint on male delinquency. The minor offense category included several school-specific items: skipping school, skipping classes, theft from a desk or a locker, and detentions or suspensions. Assuming that many of the boys were involved with a girlfriend in their own school, this category would be sensitive to a situational effect from the presence of the girlfriend. Results of the present study lead to the conclusion that the incidence of minor offenses was significantly less among the romantic group compared to the uninvolved group. Girlfriends restrain misbehaviors based on a situational restraint resulting from daily interaction.

Proposition #5: Boyfriend Role Expectations

Throughout the analysis, boys with girlfriends were less delinquent than boys without girlfriends. These differences were even more significant when

comparing the delinquency scores of boys with good girlfriends to boys without girlfriends. As suggested in Chapter One, the role expectations associated with romantic involvement act as a restraining influence on boys. Dating, for example, is a highly ritualized event which obligates the participants to be cheerful, to control moods and impulses, and exhibit good manners (Gold and Douvan, 1968:177). The boy who is romantically involved with a girl is under social and interpersonal pressures to behave himself. Boys without girlfriends do not experience the restrictions of the boyfriend role. The results of this study support the conclusion that boys with girlfriends, who are meeting the demands of the boyfriend role, were significantly less delinquent than those boys without girlfriends.

Chapter One also discussed how the direction of the influence is important; a relationship with a good girlfriend will establish strict behavioral expectations for the boyfriend. The role expectations associated with being the boyfriend of a good girl should be more restrictive in nature than those for a boy involved with a bad girl. It is also suggested that these role restrictions will reduce delinquency when compared to boys who are uninvolved romantically, and

therefore have no such role expectations. The results support this conclusion.

Consistent with the argument that good girlfriends are especially restrictive to delinquency is the result indicating a significant difference in serious crime only when the type of girlfriend is included in the analysis. When comparing delinquency scores on serious offenses only between the girl and no-girl categories, no significant differences were found. However, when comparing the scores of boys with good girlfriends to those without a girlfriend, there were significant differences between the scores. This indicates that among the serious offenses (that are more indicative and predictive of habitual criminal behavior), this restraining effect has an effect on boys who are involved with good girls. This lends additional support to the conclusion that a good girlfriend creates conventional role expectations that the boyfriend must fill to maintain the relationship, and that this has a restraining effect on delinquent behavior.

The results of the study also support the hypothesis on the basis of drug use. However, this category of behaviors did not indicate as strong a relationship as did the other categories, and was not

statistically significant. It can be argued that the role expectations of a boyfriend undergo a modification under certain circumstances. For example, results indicate that alcohol was by far the most popular drug among the students surveyed. Under certain situations, the use of alcohol may not be disapproved of, and may even be encouraged, such as dating or other social activities. Depending on the situation, then, and the type of behavior under consideration, the direction of the girlfriend's influence is subject to change. Unfortunately, the present study did not involve the type of situation specific behaviors which may have been influenced by a girlfriend. Also, the study did not specifically address whether the presence of the girlfriend was a necessary condition for the influence to result in a behavior change in the boy.

While differences in the expected direction were found, weaker associations may be due to the following reasons:

1. This form of behavior may be more resistant to the influence of girlfriends.
2. The relatively low rate of response to the drug items (among both groups) implies that the boys may have been unwilling to admit to this type of

behavior. The drug use SRD category was similar to the serious offense category regarding rate of involvement.

It is possible that the results of the study, although statistically significant, do not necessarily indicate support for the hypothesis. Suggested here is a possible alternative explanation for the results reported in this study based on relevant research.

To establish and maintain a relationship with a good girl, it is conceivable that a process of social selection is occurring in which good girls and good boys are finding and dating each other. A good girlfriend may therefore be an indicator of conformity. In this case, any indication of conformity during the relationship may be just continued good behavior. This does not, however, necessitate the restraining influence of girlfriends.

The lack of a girlfriend may be suggestive of characteristics associated with delinquency. There is evidence indicating that delinquents have difficulty forming stable relationships with girls (Downes, 1966). Gibbens (1963) suggested that Borstal boys experience less success in establishing heterosexual relationships than their peers, and this contributes to their delinquency. Even among those boys who did manage

tentative relationships, they did not last long. "The main general characteristic of the heterosexual behavior of the delinquent seems to be this tendency to 'lose interest' - a constantly many delinquents are incapable of socialized sexual relationships. Osborn & West (1980:235) reported that 95% of the delinquents in their study ages 18-19 were still predominately involved in all male groups.

The lack of social skills characteristic of delinquents can handicap efforts at establishing a relationship with a member of the opposite sex. Youth who cannot compete socially can experience frustration and rejection in school and outside activities. This can result in anti-social behavior.

The converse side of the social selection theory is that boys who are involved with good girlfriends are more likely to be good boys. Good girls may choose not to socialize with and date boys who often get into trouble. Membership in a delinquent group restricts a youth's ability to associate with nondelinquents. He could find himself kept away from the nicer girls (Korn and McKorkle, 1959:344).

The attainment of a serious and long lasting relationship reflects emotional maturity (Sharabany et al., 1981). The mere establishment of a significant

heterosexual relationship is not often a characteristic of delinquents.

Implications

The results of the present study indicate that the presence of girlfriends in the lives of male adolescents represents a conforming influence. Based on the extent of the delinquency problem in society, this represents an important area for etiological research and prevention programs.

This discussion supports the integration and possible modification of some previous theoretical positions. Romantic involvement, through situational restraints and boyfriend role expectations, can restrict juveniles from drifting into situations that can support and encourage sporadic delinquent behavior (See Matza, 1964). By spending time in dating and other conventional activities, boys become involved in acceptable social behavior. The increased time and energy required to maintain is segment of the boy's social life will effectively disrupt drifting into delinquent behavior patterns.

It is also probable that a significantly serious relationship can modify a person's value structure. Whether the juvenile adheres to delinquent or conventional attitudes, a positive romantic

relationship can influence a youth towards the prosocial value direction of the girlfriend. This restructuring of the boy's value system could prevent him from being able to neutralize or rationalize the delinquent behavior that was previously possible, in effect preventing drift.

Romantic involvement can also prevent the development of delinquent associations. As discussed previously, the development of delinquent associations has long been recognized as correlated with delinquency. By redirecting the youth away from drifting into delinquency and delinquent value systems, girlfriends are also directing their boyfriends away from establishing delinquent male friends.

One general implication of this study is that the presence of girls has a restraining effect on male delinquency. This suggests that the all-male might be detrimental to the appropriate resocialization of youth. Juvenile detention centers and correctional facilities could benefit from programs designed to incorporate mixed groups.

On an individual level, the results of this study lead to the conclusion that a girlfriend can reduce her boyfriend's delinquent behavior. It is possible that boys may become delinquent because they are unable to

establish a meaningful relationship with a girl, and therefore drift, or are pushed, into all-male groups. Teaching boys, especially delinquent boys, appropriate social skills relative to relationships with girls could be beneficial. This could prevent those boys who are unable to establish a meaningful relationship with a girl from becoming involved in delinquency.

Based on the present research and research research in developmental psychology, boys can benefit from a relationship with a girl.

Further Study

Despite the fact that this study indicated a statistical difference between the group delinquency scores of boys involved with girls and those not involved with girls, further study is needed to better understand the nature and dynamics of this type of relationship, and how it affects delinquency.

What types of delinquencies are influenced by romantic involvement? Are some delinquent behaviors actually encouraged by girlfriends, such as alcohol consumption?. Are other delinquencies caused by the girlfriend, such as stealing, curfew violations, and sexual intercourse?

The present study did not involve the degree or intensity of the relationship in the analysis. The

importance of this in determining the amount of influence of the girlfriend could be significant.

Related to this issue is whether the girlfriend's influence was limited to encouraging behavior in compliance to her wishes, or was it strong enough to resocialize and restructure the boy's value orientations?

Chapter One of the study suggested that girlfriends can contribute to the moral and psychological development of the adolescent boy. Measuring this effect was not a goal of this study, but it seems that this topic should be included in a more complete analysis.

It would also be beneficial in any further study to include delinquent girlfriends in the analysis. The present study was limited to splitting the girlfriends in the study into "good" and "bad" groups based on the boyfriend's interpretations of them. It is probable that all the girlfriends were relatively "good girls", with good influences. To better understand the effects of good girls versus bad girls on boyfriends, a control group of delinquent girlfriends should be included.

Studies have reported that approximately 30 percent of late adolescents are steady-dating (See Hansen, 1977). This represents an important dimension

in the lives of a segment of our society with a high prevalence and incidence rate of criminal behavior. Based on the results of this study and the scope of the delinquency problem, the topic of this study emerges as an important area worthy of future attention.

APPENDIX A

QUESTIONNAIRE

Welcome to our survey. This project is being conducted out of the Forensic Research Lab, Department of Criminal Justice. All the information provided by you will be completely anonymous and confidential, protected by the Youngstown State University Human Subjects Research Regulations and Procedures.

Please answer all of the questions by filling in the appropriate circle on your answer sheet. Remember your responses are anonymous so you can be completely honest in your answers.

1. Your AGE:

- (A) 17-18
- (B) 19
- (C) 20
- (D) 21
- (E) 22 (or older)

2. Ethnic background:

- (A) White
- (B) Black
- (C) Asian
- (D) Hispanic
- (E) Other

3. Your Sex:

- (A) Male
- (B) Female

The following questions pertain to a significant heterosexual romantic relationship you may have had, occurring between the ages of 15 and 18 (in other words during your last few years of high school), and lasting for at least 6 months. This survey will address the most important romantic relationship in your life which began while you were in high school. Pick the relationship that involved the person whom you cared about the most (if there was such a relationship during your high school days) and proceed.

4. Did you ever have a "romantic relationship", as defined above ?

- (A) Yes
- (B) No

If you answered "Yes" (A) to the last question, go on to the next page.

If you answered "No" (B) to the last question, go to page 8.

When did this relationship occur ?

Please write in the date it BEGAN and ENDED in the space on your answer sheet provided for "DATE" (upper left hand corner). Give month/year.

5. How old were you when this relationship began ?
 (A) under 15
 (B) 15
 (C) 16
 (D) 17
 (E) 18
6. How long did this relationship last ?
 (A) 6 months
 (B) 6 months to one year
 (C) 1 to 2 years
 (D) 2 to 3 years
 (E) more than 3 years
7. Were you romantically involved with this person during your senior year of high school (or ages 17-18) ?
 (A) Yes, the whole year
 (B) Yes, most of the year
 (C) No
8. Did you ever date or "see" anyone else during this relationship?
 (A) never
 (B) yes (once or twice)
 (C) yes (less than 3 times per month)
 (D) yes (more than 3 times per month)
9. On the scale below, indicate how much he/she meant to you.

| | | | | | | |
|---------|---|---|---|---|---|---------------|
| I Loved | A | B | C | D | E | I Didn't care |
| Him/Her | | | | | | about him/her |

10. Did you and he/she have sexual intercourse?
 (A) yes (on a regular basis)
 (B) yes (occasionally)
 (C) never
11. During this period, how much time did you spend with him/her ?
 (A) I pretty much gave up my other friends to spend time with him/her
 (B) I spent about the same amount of time with him/her and my friends
 (C) I spent more time with my friends than with him/her.
12. Did you and he/she discuss marriage?
 (A) No
 (B) Yes, but I wasn't seriously thinking about it
 (C) Yes, we discussed it some
 (D) Yes, we were engaged
 (E) Yes, we eventually got married
13. Were you romantically involved with anyone during your senior year (or ages 17-18).
 (A) Yes, the whole year
 (B) Yes, most of the year
 (C) No (if you answered "No" here, go directly to page 8)

Use the scale below to DESCRIBE THE PERSON DURING THE TIME YOU WERE SEEING HIM or HER. Fill in the best answer on your answer sheet for each question. Please be careful when selecting an answer, do not make any marks outside the circle.

Describes him/her:
 he/she was just / somewhat / somewhat /
 like this / like / unlike / opposite

- | | | | | |
|--|---|---|---|---|
| 14. He/she went to church every Sunday..... | A | B | C | D |
| 15. He/she was in trouble at school (detention, suspension, etc.) more than 4 times | A | B | C | D |
| 16. He/she was emotionally very close to their parents | A | B | C | D |
| 17. He/she spent more than 2 hours per day doing her homework ... | A | B | C | D |
| 18. He/she was committed to attending college | A | B | C | D |
| 19. He/she was involved in at least two (2) school activities (clubs, athletics, etc)..... | A | B | C | D |
| He/she had shoplifted: | | | | |
| 20. small items (under \$5) | A | B | C | D |
| 21. larger items (\$5-\$50)..... | A | B | C | D |
| 22. big items (\$50 +)..... | A | B | C | D |
| He/she was destructive with: | | | | |
| 23. school property | A | B | C | D |
| 24. friends possessions | A | B | C | D |
| 25. her things | A | B | C | D |
| 26. He/she would never cheat on a test, even for a friend... | A | B | C | D |
| 27. He/she would skip classes | A | B | C | D |
| 28. He/she would skip a whole school day | A | B | C | D |

Use the following scoring method for questions #29-36.

- A = never
- B = once or twice
- C = at least once a month
- D = at least once a week
- E = daily

circle one answer for each question.

Never<-----> Daily

- 29. he/she used alcohol ? A B C D E
- 30. he/she used marijuana ? A B C D E
- 31. he/she used narcotics
(opium,herion,painkillers) ? . A B C D E
- 32. he/she used barbiturates
(downs)?..... A B C D E
- 33. he/she used stimulants
(cocaine,uppers) ? A B C D E
- 34. he/she used hallucinogens
(LSD,PCP,Blotter) ? A B C D E
- 35. he/she ever sell illegal drugs? A B C D E
- 36. Did you and he/she ever get
drunk together ? A B C D E

37. How concerned were you with what he/she thought about your values and beliefs ?

- (A) I was very concerned
- (B) I was somewhat concerned
- (C) I didn't really care that much
- (D) I didn't care at all

38. If you had been arrested for "assault" during this relationship, what do you think his/her reaction would have been ?

- (A) been proud of me
- (B) wouldn't care
- (C) upset/disappointed/but supportive
- (D) furious/probably would have ended the relationship
- (E) don't know

39. If you had gotten arrested for a drug offense during this relationship, what do you think his/her reaction would have been?

- (A) been proud of me
- (B) wouldn't care
- (C) upset/disappointed/but supportive
- (D) furious/end the relationship
- (E) don't know

How did this romantic relationship affect the following behaviors of YOURS, DURING THE TIME you were seeing him or her ?

HIS/HER affect on you....

| YOUR BEHAVIOR | HIS/HER affect on you.... | | | |
|--|---------------------------|-------------------|------------------|-------------------------|
| | Increased/ A | No change B | /Decreased/ C | /never did this D |
| 40. The number of school activities I participated in (such as athletics, clubs, and organizations) during the relationship..... | A | B | C | D |
| 41. The number of times I went to church during this relationship | A | B | C | D |
| 42. My commitment to go to college during this relationship | A | B | C | D |
| 43. The time I spent doing homework during this relationship..... | A | B | C | D |
| 44. The number of fights I got into during this relationship..... | A | B | C | D |
| 45. The number of times I hurt someone badly enough for them to need bandages | A | B | C | D |
| 46. The number of times I hurt someone badly enough for them to see a doctor..... | A | B | C | D |
| 47. The number of windows I broke on purpose | A | B | C | D |
| 48. The number of tires I slashed, or let the air out of..... | A | B | C | D |
| 49. The number of times I set fire to someone elses property | A | B | C | D |
| 50. The number of times I carved or marked up public property | A | B | C | D |
| 51. The number of times I carved or marked up other peoples possessions | A | B | C | D |
| 52. The number of times I stole something from other peoples desks or lockers | A | B | C | D |
| 53. The number of times I stole something worth over \$50 | A | B | C | D |
| The number of times I shoplifted: | | | | |
| 54. small items (worth under \$ 2.00) ... | A | B | C | D |
| 55. medium items (worth \$2 to \$50) | A | B | C | D |
| 56. large items (worth over \$50) | A | B | C | D |

HIS/HER affect on you....

YOUR BEHAVIOR:

/ No / /never did
Increased/ change /Decreased/ this
 A B C D
----- ----- ----- -----

- 57. The number of times I took a car without the owners permission A B C D
- 58. The number of times I broke into a car to stole something out of it . A B C D
- 59. The number of times I stole a bicycle from someone I didnt knowA B C D
- 60. The number of times I skipped classes during this relationship..... A B C D
- 61. The number of times I skipped a whole school day without an excuse during this relationship..... A B C D
- 62. The number of times I got into trouble at school (detention, suspension)..... A B C D
- 63. The number of times I broke into a place (store,home,etc.) illegally A B C D
- 64. my alcohol consumption :
 average weekly use A B C D
- 65. my marijuana use:
 average weekly use A B C D
- My average weekly use of:
- 66. narcotics (herion,painkillers) A B C D
- 67. barbiturates ("downs") A B C D
- 68. stimulants (cocaine,"uppers") A B C D
- 69. hallucinogens (LSD,PCP,blotter) A B C D
- 70. Overall, how were your school grades during this relationship ?
 (A) improved a lot
 (B) improved
 (C) remained the same
 (D) dropped
 (E) dropped a lot
- 71. DURING this relationship, did you came in contact with the police ?
 (A) never (for anything criminal)
 (B) once or twice (questioned and/or detained, but not arrested)
 (C) once or twice (taken into custody)
 (D) once or twice (arrested)
 (E) more than twice arrested

72. BEFORE this relationship, did you come into contact with the police ?
- (A) never (for anything criminal)
 - (B) once or twice (questioned and/or detained, but not arrested)
 - (C) once or twice (taken into custody)
 - (D) once or twice (arrested)
 - (E) more than twice arrested
73. Overall, during the relationship he/she restricted me from doing things I tend into trouble for.
- (A) True
 - (B) False
 - (C) Do not know
74. When with him/her I was on my best behavior.
- (A) True
 - (B) False
 - (C) Do not know
75. When not with him/her I was usually on my best behavior because of their influence on me.
- (A) True
 - (B) False
 - (C) Do not know
76. With regards to the "deviant" behaviors we have been asking you about, do you you were more likely to do these things AFTER this relationship ended?
- (A) True
 - (B) False
 - (C) Do not know

The questionnaire is now completed. Before you finish, please indicate how honest you feel you have been throughout this study by circling a number below:

77. As truthful I lied
 as I could be A B C D E a lot

THANK YOU FOR PARTICIPATING !

SECTION 2 : Answer the following questions only IF you:
 - answered "No" (B) to question # 4, OR if you...
 - answered "No" (C) to question # 13. If you did either of these,
 proceed to answer the rest of the questions starting with # 77 below.

During your senior year in high school (or age 17-18 if you did not graduate), if you participated in the following activities RELATIVE TO YOUR JUNIOR YEAR by fill the most appropriate answer on your answer sheet.

/ No / /never did
 Increased/ change /Decreased/ this

YOUR BEHAVIOR:

A B C D

RELATIVE TO MY JUNIOR YEAR, during
 my SENIOR YEAR of high school...

- | | | | | |
|--|---|---|---|---|
| 78. the number of school activities I participated in (such as athletics, clubs, and organizations)..... | A | B | C | D |
| 79. the number of times I went to church | A | B | C | D |
| 80. my commitment to go to college | A | B | C | D |
| 81. the time I spent doing homework | A | B | C | D |
| 82. The number of fights I got into | A | B | C | D |
| 83. The number of times I hurt someone badly enough for them to need bandages | A | B | C | D |
| 84. The number of times I hurt someone badly enough for them to see a doctor | A | B | C | D |
| 85. The number of windows I broke on purpose | A | B | C | D |
| 86. The number of tires I slashed, or let the air out of..... | A | B | C | D |
| 87. The number of times I set fire to someone elses property | A | B | C | D |
| 88. The number of times I carved or marked up public property | A | B | C | D |
| 89. The number of times I carved or marked up other peoples possessions . | A | B | C | D |
| 90. The number of times I stole something from other peoples desks or lockers | A | B | C | D |
| 91. The number of times I stole something worth over \$50 | A | B | C | D |

/ No / /never did
Increased/ change /Decreased/ this

YOUR BEHAVIOR:

A B C D

RELATIVE TO MY JUNIOR YEAR, during
my SENIOR YEAR of high school...

The number of times I shoplifted:

- | | | | | |
|--|---|---|---|---|
| 92. small items (worth under \$ 2.00) ... | A | B | C | D |
| 93. medium items (worth \$2 to \$50) | A | B | C | D |
| 94. large items (worth over \$50) | A | B | C | D |
| 95. The number of times I took a car without the owners permission | A | B | C | D |
| 96. The number of times I broke into a car to stole something out of it . | A | B | C | D |
| 97. The number of times I stole a bicycle from someone I didnt know | A | B | C | D |
| 98. The number of times I skipped classes | A | B | C | D |
| 99. The number of times I skipped a whole school day without an excuse | A | B | C | D |
| 100. The number of times I got into trouble at school (detention, suspension,etc.) | A | B | C | D |
| 101. The number of times I broke into a place (store,home,etc.) illegally | A | B | C | D |
| 102. my alcohol consumption : average weekly use | A | B | C | D |
| 103. my marijuana use: average weekly use | A | B | C | D |

My average weekly use of:

- | | | | | |
|---|---|---|---|---|
| 104. narcotics (herion,painkillers) ... | A | B | C | D |
| 105. barbiturates ("downs")..... | A | B | C | D |
| 106. stimulants (cocaine,"uppers") | A | B | C | D |
| 107. hallucinogens (LSD.PCP,blotter) .. | A | B | C | D |

108. Compared to your junior year, how were your grades during your senior year?

- (A) improved alot
- (B) improved
- (C) remained the same
- (D) dropped alittle
- (E) dropped alot

109. DURING your senior year, how often did you come in contact with the police ?
- (A) never (for anything criminal)
 - (B) once or twice (questioned and/or detained, but not arrested)
 - (C) once or twice (taken into custody)
 - (D) once or twice (arrested)
 - (E) more than twice arrested
110. During your junior year, how often did you come into contact with the police ?
- (A) never (for anything criminal)
 - (B) once or twice (questioned and/or detained, but not arrested)
 - (C) once or twice (taken into custody)
 - (D) once or twice (arrested)
 - (E) more than twice arrested
111. With regards to the "deviant" behaviors we have been asking you about, do you think that you were more likely to committ these acts during your junior year or your senior year ?
- (A) Senior year
 - (B) Junior year
 - (C) Do not know
112. Overall, compared to your junior year, how much time did you spend on homework your senior year ?
- (A) none
 - (B) a few minutes per day
 - (C) one half hour per day
 - (D) 2 hours per day
 - (E) more than two hours per day

The questionnaire is completed. Before you finish, please indicate how honest you have been throughout this study.

113. As truthful as I could be A B C D E I lied alot

Thank you for participating !

APPENDIX B

VARIABLES

SUBJECT DEMOGRAPHICS

VAR1 AGE
VAR2 ETHNICITY
VAR3 SEX

GROUP CLASSIFICATION

VAR4 ROMANTIC RELATIONSHIP?

RELATIONSHIP CHARACTERISTICS

VAR5 AGE WHEN RELATIONSHIP BEGAN
VAR6 LENGTH OF RELATIONSHIP
VAR7 INVOLVEMENT WITH S DURING SENIOR YEAR?
VAR8 DATE ANYONE ELSE?
VAR9 DEGREE OF CARING
VAR10 SEXUAL RELATIONS?
VAR11 TIME SPENT TOGETHER
VAR12 DISCUSS MARRIAGE?
VAR13 INVOLVEMENT WITH ANYONE DURING SENIOR YEAR?

GIRLFRIEND CHARACTERISTICS

VAR14 CHURCH ATTENDENCE
VAR15 SCHOOL TROUBLE
VAR16 EMOTIONALLY CLOSE TO PARENTS
VAR17 HOMEWORK TIME
VAR18 COLLEGE COMMITMENT
VAR19 SCHOOL ACTIVITIES
VAR20 SHOPLIFT SMALL ITEMS
VAR21 SHOPLIFT MEDIUM ITEMS
VAR22 SHOPLIFT BIG ITEMS
VAR23 DAMAGE SCHOOL PROPERTY
VAR24 DAMAGE FRIENDS POSSESSIONS
VAR25 DAMAGE HER THINGS
VAR26 CHEAT ON A TEST
VAR27 SKIP CLASSES
VAR28 SKIP SCHOOL DAY
VAR29 ALCOHOL
VAR30 MARIJUANA
VAR31 NARCOTICS
VAR32 BARBITURATES
VAR33 STIMULANTS
VAR34 HALLUCINOGENS
VAR35 SELL DRUGS

DEPENDENT VARIABLES (SELF-REPORT DELINQUENCY ITEMS)

MINOR Offenses

ROMANCE GROUP/ CONTROL GROUP

VAR44/VAR82
VAR45/VAR83
VAR47/VAR85
VAR48/VAR86
VAR50/VAR88
VAR51/VAR89
VAR52/VAR90
VAR54/VAR92
VAR55/VAR93
VAR59/VAR97
VAR60/VAR98
VAR61/VAR99
VAR62/VAR100

FIGHTING
HURT TO BANDAGES
BROKE WINDOWS
TIRE SLASHING
DAMAGED PUBLIC PROPERTY
DAMAGED OTHERS POSSESSIONS
THEFT FROM DESK/LOCKERS
SHOPLIFT ITEMS <\$2.00
SHOPLIFT ITEMS \$2-\$50
BICYCLE THEFT
SKIP CLASSES
SKIP SCHOOL DAY
SCHOOL TROUBLE

SERIOUS Offenses

ROMANCE GROUP/CONTROL GROUP

VAR46/VAR84
VAR49/VAR87
VAR53/VAR91
VAR56/VAR94
VAR57/VAR95
VAR58/VAR96
VAR63/VAR101

HURT TO DOCTOR
PROPERTY FIRE SETTING
STEAL SOMETHING WORTH \$50+
SHOPLIFT ITEM \$50+
AUTO THEFT
THEFT FROM AUTO
BREAKING & ENTERING

DRUG Offenses

ROMANCE GROUP/CONTROL GROUP

VAR64/VAR102
VAR65/VAR103
VAR66/VAR104
VAR67/VAR105
VAR68/VAR106
VAR69/VAR107

ALCOHOL
MARIJUANA
NARCOTICS
BARBITURATES
STIMULANTS
HALLUCINOGENS

TOTAL SRD Offense SCALE

MINOR Offenses + SERIOUS Offenses + DRUG Offenses

APPENDIX C

SAMPLE DEMOGRAPHICS

TABLE 9

Groups and Total Sample by Age

| AGE | GROUP | | TOTAL SAMPLE |
|--------|-----------|-----------|-----------------|
| | CONTROL | ROMANCE | |
| 17-18 | 3 (27.3%) | 6 (19.4%) | 9 (21.4%) |
| 19 | 5 (45.5) | 12 (38.7) | 17 (40.5) |
| 20 | 2 (18.2) | 9 (29.0) | 11 (26.2) |
| 21 | 1 (9.1) | 4 (12.9) | 5 (11.9) |
| TOTALS | 11 (100%) | 31 (100%) | 42 (100%) |
| AVGS. | 19.1 yrs | 19.4 yrs | 19.3 yrs |

TABLE 10

Ethnicity by Groups and Total Sample

| ETHNICITY | GROUP | | TOTAL SAMPLE |
|-----------|-----------|------------|-----------------|
| | CONTROL | ROMANCE | |
| WHITE | 9 (81.8%) | 25 (80.6%) | 34 (81.0%) |
| BLACK | 2 (18.2) | 2 (6.5) | 4 (9.5) |
| HISPANIC | 0 | 3 (9.7) | 3 (7.1) |
| OTHER | 0 | 1 (3.2) | 1 (2.4) |
| TOTALS | 11 (100%) | 31 (100%) | 42 (100%) |

APPENDIX D
ITEM RESPONSES BY GROUPS

TABLE 11

Average SRD Responses by Group ^a

| RESPONSE | GROUP | |
|-----------|---------|---------|
| | CONTROL | ROMANCE |
| Increased | 16.8% | 2.9% |
| No Change | 13.5 | 10.9 |
| Decreased | 7.4 | 9.4 |
| Never Did | 62.3 | 77.0 |
| | 100.0 | 100.2 |

Note: The totals may not equal exactly 100% due to rounding.

^a
AVERAGE SRD RESPONSE refers to the 26 items on the questionnaire comprising the SRD scale used in the study (See Appendix B).

TABLE 12

Average DRUG Scale Scores by Group

| RESPONSE | GROUP | |
|-----------|---------|---------|
| | CONTROL | ROMANCE |
| Increased | 17.7% | 4.5% |
| No Change | 12.5 | 9.7 |
| Decreased | 4.2 | 11.6 |
| Never Did | 65.7 | 74.2 |
| | 100.1 | 100.0 |

Note: The totals may not equal exactly 100% due to rounding.

^b
 DRUG SCALE refers to the 6 drug usage items on the questionnaire: average weekly use of alcohol, marijuana, narcotics, barbiturates, stimulants, and hallucinogens (See Appendix B).

TABLE 13

percent of "NEVER DID" Responses by Group and SRD Item

| ITEM | GROUP | | %d |
|------------------------|---------|----------|-------|
| | CONTROL | ROMANTIC | |
| 1.Theft from auto | 93.8% | 88.5% | -5.3% |
| 2.Bicycle theft | 87.5 | 88.5 | -1.0 |
| 3.shoplift (md) items | 87.5 | 88.5 | -1.0 |
| 4.Desk/locker theft | 87.5 | 84.6 | -2.9 |
| 5.shoplift (lg) items | 81.3 | 92.3 | +11.0 |
| 6.stole item \$50+ | 81.3 | 88.5 | +7.2 |
| 7.Fire setting | 81.3 | 96.2 | +14.9 |
| 8.Window breaking | 81.3 | 96.2 | +14.9 |
| 9.shoplift (sm) items | 75.0 | 76.9 | +1.9 |
| 10.Tire slashing | 75.0 | 92.3 | +17.3 |
| 11.Damage property | 68.8 | 92.3 | +23.5 |
| 12.Breaking & Entering | 68.8 | 92.3 | +23.5 |
| 13.Auto theft | 56.3 | 73.1 | +16.8 |
| 14.Hurt to doctor | 50.0 | 76.9 | +26.9 |
| 15.Hurt to bandages | 43.8 | 65.4 | +21.6 |
| 16.Damage public prop. | 37.5 | 76.9 | +39.4 |
| 17.Skip schoolday | 18.8 | 38.5 | +19.7 |
| 18.Skip classes | 18.8 | 34.6 | +15.8 |
| 19.Fighting | 18.8 | 34.6 | +15.8 |
| 20.School trouble | 12.5 | 42.3 | +29.8 |

TABLE 14

percent of "NEVER DID" Responses by Group and DRUG Item

| ITEM | GROUP | | %d |
|------------------|---------|----------|-------|
| | CONTROL | ROMANTIC | |
| 21.Barbiturates | 87.5% | 84.6% | -2.9% |
| 22.Narcotics | 81.3 | 92.3 | +11.0 |
| 23.Stimulants | 75.0 | 84.6 | +9.6 |
| 24.Hallucinogins | 75.0 | 92.3 | +17.3 |
| 25.Marijuana | 56.3 | 69.2 | +12.9 |
| 26.Alcohol | 18.8 | 19.2 | +.4 |
| Averages | 65.7 | 74.2 | +8.0 |

Table 15

Frequency of Responses for Romantic Group and Control Group to Question Concerning the Number of School Activities the Boy Participated In.

| Category of Responses | Romance Group | | Control Group | |
|-----------------------|---------------|--------|---------------|--------|
| | n | % | n | % |
| Increased | 4 | 12.9% | 2 | 18.2% |
| No Change | 25 | 80.7 | 8 | 72.7 |
| Decreased | 1 | 3.2 | 1 | 9.1 |
| Never Did | 1 | 3.2 | 0 | 0 |
| Total | 31 | 100.0% | 11 | 100.0% |

²
 $X = 1.16, df=3, p > .05$

Table 16

Frequency of Responses for Romantic Group and Control Group to Question Concerning the Number of Times He went to Church

| Category of Responses | Romance Group | | Control Group | |
|-----------------------|---------------|--------|---------------|--------|
| | n | % | n | % |
| Increased | 7 | 22.6% | 2 | 18.2% |
| No Change | 21 | 67.8 | 5 | 45.5 |
| Decreased | 1 | 3.2 | 3 | 27.3 |
| Never Did | 2 | 6.5 | 1 | 9.1 |
| Total | 31 | 100.1% | 11 | 100.1% |

²
 $X = 5.73, df=3, p > .05$

Table 17

Frequency of Responses for Romantic Group and Control Group to Question Concerning to His Commitment to Go to College

| Category of Responses | Romance Group | | Control Group | |
|-----------------------|---------------|-------|---------------|-------|
| | n | % | n | % |
| Increased | 7 | 22.6% | 7 | 63.6% |
| No Change | 20 | 64.5 | 3 | 27.3 |
| Decreased | 2 | 6.5 | 1 | 9.1 |
| Never Did | 2 | 6.5 | 0 | 0 |
| Total | 31 | 100.1 | 11 | 100.0 |

²
 $X = 6.95, df=3, p > .05$

Table 18

Frequency of Responses for Romantic Group and Control Group to Question Concerning His Time Spent Doing Homework

| Category of Responses | Romance Group | | Control Group | |
|-----------------------|---------------|-------|---------------|-------|
| | n | % | n | % |
| Increased | 8 | 25.8% | 3 | 27.3% |
| No Change | 14 | 45.2 | 3 | 27.3 |
| Decreased | 7 | 22.6 | 5 | 45.5 |
| Never Did | 2 | 6.5 | 0 | 0 |
| Total | 31 | 100.1 | 11 | 100.0 |

2

$\chi^2 = 2.85, df=3, p > .05$

Figure 1

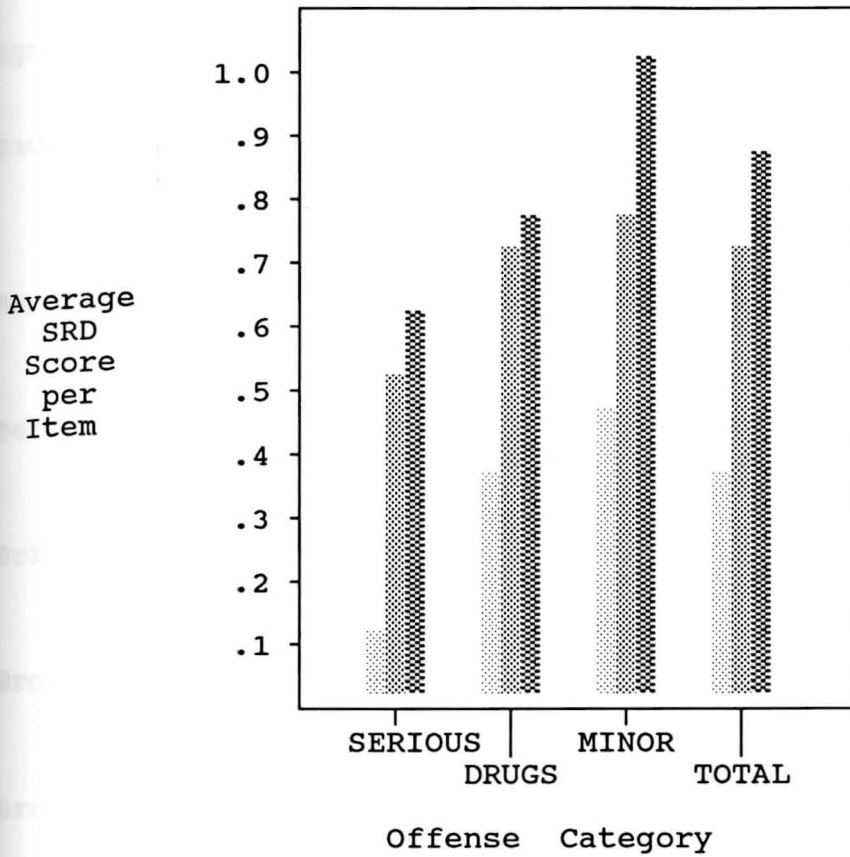


Fig. 1. Mean Delinquency Score Per Item By Group and Offense Category

KEY:

□ = Good Girl Group

▒ = Bad Girl Group

■ = No Girl Group

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