

Crime Learning Behaviours of Adolescents' Probable Association with Exposure to Television Crime Shows; Leading to Juvenile Delinquency

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Abstract: Certain media portrayals have been massively condemned for contributing to crimes by publicizing and glamorizing criminal entertainments. These glamorized presentations lead to copycat or contagion of criminal proceedings. Television Crime Shows (TCS) can be categorised among those medial productions. Crime procedures and its detailed technical steps are few risky contents of television crime shows. This exposure may affect the viewers through observations of risky behaviours. The current investigation is an attempt to focus on the risky behaviours of adolescents who are exposed to television crime shows. The certain exposures may have resulted for adolescents to become juvenile delinquents. Juvenile delinquency is a matter of grave concern worldwide and affecting the social systems at large. The objective of the current research effort is to identify the crime learning inclinations provided by TCS. Adolescents can probably learn the crime method through TCS. Furthermore, this research leads to examine and define the other negative and positive effects of TCS on the behaviours of adolescents. Crime Learning Behaviours (CLB) are not mostly attached to crime viewing, rather other Socio-Economic Factors (SEF). For example, family or friends might be another source in CLB as suggested by intensive research efforts. It is important to identify the main factor affecting more the CLB of adolescents from different sources of observational crime learning (i.e. TCS, Friends, Family). The findings of this research effort identify that a large number of research efforts referring to juvenile delinquency are focusing on aggression. It emerges that there is a need to conduct more research to identify the development of "Crime learning Behaviours" of adolescents through observations.

Keywords: Crime Learning Behaviour, Television Crime Shows, Adolescents

Introduction

Television Crime Shows (TCS) are very popular among young viewers. New technologies have powered this recognition like interactive websites where fans could interact with others about the

latest trends either crime or its procedures. Adolescents spend a great deal of their time to watch crime glamour. With a wide variety of media, they are also able to learn through media either good or bad. thanks to the internet age, the viewers, especially youngsters can learn about anything they are interested in, wherever, whenever they are at that moment. Moreover, adolescents are eager to express themselves publicly after having some new awareness. A large body of research evidence suggests that adolescents' use of media contributes to a range of potentially unwanted, unhealthy behaviours (Fischer et al. 2012). The exposure of TCS may contribute to these bad behaviours which may facilitate Juvenile Delinquency (Abdullah, B. Abd Rahman, and Santiago 2016).

On the contrary, a large body of research efforts advises that adverse childhood experiences can lead to serious long-term negative outcomes for adolescents (Knox, Burkhart, and Hunter 2011). Social systems are suffering from kinds of violence since its beginning which is ubiquitous and mostly found in every domain of social life (Rylko-Bauer and Farmer 2017). It exists all around us either from homes to neighbourhoods (Rankin and Quane 2002), or from broader communities to the international level (Gentile and Anderson 2009). The social dimensions from personal to other broader levels (community, national) play a very significant role in the personality development of a person (Morling and Lamoreaux 2008).

If the persons' developmental conditions (socio-economic factors) are hostile discussing adolescents then the probability of juvenile delinquency is also increased (Gili et al. 2019). As an example, few family environments are nominated as risky and lead towards criminal leanings in youngsters (Swing 2012). Besides this, many research efforts have concluded that friends' companies also play an important role in the development of a child (Zaman et al. 2016). Narrowing the scope of the study, the current research effort is focussed to visualize the most important factor/s which participate in the negative behaviour development of adolescents (leading towards juvenile delinquency). Furthermore, the effort is focused to investigate the relevant effects of negative medial representations (TCS) and socioeconomic factors (friends, family).

Objective Of The Study

The objective of this study is to review the literature towards the CLB of adolescents. This review is focusing the TCS and SEF which can contribute to the development or facilitation towards crime learning of adolescents. This identification is important to go through because there are more chances that adolescents learn criminal procedures having exposure to TCS. Furthermore, it is important to identify, which type exposures (TCS or SEF) are more facilitating in crime learning facilitation in juvenile delinquency.

Crime Learning Behaviours of Adolescents

All types of behaviours are learned by adopting the environment and then copying it with personal traits. The social science research efforts have been immensely focused to understand the development of human behaviours. Crime learning behaviours of adolescents have also been

investigated at large. There have been numerous factors that partake in the mental development of humans. Certain factors have also emerged and few factors need to be investigated more. In general, the role of media and social factors are designated in the negative behaviour development of adolescents. This general nomination needs to have detailed specifications. The following lines are going to discuss the past literature as focused on the CLB of adolescents referring to media and social factors.

A meta-analysis with a population of 80,000 concluded that exposure to certain media representations leads to risky (criminal like) inclinations (Fischer et al. 2012). The investigators studied the correlational, experimental, and longitudinal researches of many years. Brown and Bobkowski (2011) also reviewed the past decade's research on the use and effects of different types of media on adolescents' health and well-being. Given the concluding evidence that adolescents' use of different media contributes to a range of potentially unhealthy behaviours (Elson and Ferguson 2013). In another extensive meta-analysis of Besemer et al. (2017) emerged that these negative effects range from aggression, early sexual intercourse, bad nutrition, body image disturbance, and drug use.

The research efforts have been much emphasized on different aspects of behavioural disorders of adolescents. But, less attention has been paid to the CLB of these youngsters (Abdullah et al. 2016). The crime imitation behaviour has been given less attention (Lankford and Madfis 2018). An extensive study of Surette (2013) of 10 estimates spanning 50 years under 1,500 respondents for studies conducted between 1975 and 2011 resulted that 25% of young criminals were imitated by different crime observations (Chadee and Surette 2018). The crime learning/imitation behaviours of adolescents need more serious research efforts to answer many untold awaited questions (Koenig, Tiberius, and Hamlin 2019; Miley et al. 2020). For instance, children with criminal parents with an exhibition of the same behaviours are more likely to indulge in similar inclinations (Besemer et al. 2017).

On the other hand, there have been many efforts to find an association between media exposure and the effects of such exposure on the behaviour of adolescents. Most of the studies, although not all, concluded that media portrayals have certain literacy effects on its users, especially adolescents. Media convey misleading messages on adolescents' minds towards drugs (Pinkleton and Austin 2019), sexual health (Scull et al. 2018), nutrition considerations (Austin et al. 2018), body image (Gordon et al. 2020) and other psychological problems (Shah et al. 2019). In a nutshell "Media is super-peer"(Elmore, Scull, and Kupersmidt 2017) for adolescents and behaviours are made by peers (O'Donnell and Barber 2018).

The aforesaid discussion leads us to visualize that adolescents' criminal behaviours are not formulated by a single factor. There are numerous players from family (Azeredo et al. 2019; Evans, Simons, and Simons 2016; Sturme, Lösel, and Bender 2017) to friends (Farrell, Thompson, and

Mehari 2017; Sanchagrin, Heimer, and Paik 2017) and from popular media (Chadee et al. 2017; Ferguson and Colwell 2018) to social media (Busari 2019; Lee, Moak, and Walker 2016; Mohamad, Dauda & Halim, 2018). It is a much important discussion to distinguish the main disturbing factor which partakes in criminal behaviour development of adolescents.

Television And Crime Learning

The time spent in watching television in adolescence and childhood has been linked with socio-emotional health problems (McAnally, Young, and Hancox 2019). Television is considered as a family member of societies at large. So, its negative and positive outcomes have always been an important area for social investigation. Two of the main areas of TV effects' investigation are violence and literacy (either positive or negative). By combining both of these implications, one of the outcomes is crime learning (Abdullah and Abd Rahman 2017). From the broader picture of violence to a narrower path of crime learning, we have many social investigations pointing to the negative effects of TV crime learning. Furthermore, the crime learning has also been referred with different terminologies in research like Copycatting & Imitation of crimes. It becomes necessary to review the literature covering all of such learning/imitation/copycatting of crimes by adolescents.

Chadee et al. (2015) concluded that certain exposure of media has a positive relationship to future crimes (likelihood to commit future criminality LCFC). As people lift models of behaviours from media (Kort-Butler and Hartshorn 2011) and copycat crime is found in many criminal histories (Doley, Ferguson, and Surette 2013). This crime learning has many learning dimensions, like motivation (Samson and Detenber 2017), self-efficacy (Kort-Butler and Habecker 2018), procedural details (Tasker 2016), fear (Chadee, Smith, and Ferguson 2019), reaction (Kort-Butler and Habecker 2018). There might be many aspects of learning either positive or negative and are required to investigate (Abdullah 2017).

On the other hand, it is always difficult to generalise the results of one such study to other types of samples (Schwartz and Beaver 2016; Mohamad, Bakar, Rageh, Halim & Bidin, 2016). It remains unclear whether the previously known associations are true or not with uncontrolled factors (Kleemans et al. 2019). Moreover, there have been numerous studies showing positive behavioural implications with crime exposure to adolescents. Many researchers named such positive outcomes as psychophysiological resilience (Lissak 2018), Future educational aspirations (Stoddard et al. 2015), crime hatred (Endrich 2020), fear of crime (Hollis et al. 2017), and surveillance (Gibson et al. 2016) either emotional or practical.

However, most of the literature leads us to the opinion that crime exposure has more negative effects than positive effects. And crime learning/crime imitation would be an interesting area of investigation referring to TV crime shows.

Socioeconomic Factors In Crime Learning

Juvenile delinquency is found almost everywhere with insufficient research to identify all its supporting elements. Research efforts also have limited scope to cover all aspects leading youngsters to criminals. This current effort is an attempt to look at crime learning elements in juvenile delinquency. Like other factors, socio-economic factors play a leading role in raising several juveniles. The previous research efforts looking into the matter have concluded that youngsters' minds building and behaviours are much affected by their social circumstances. A few of the glimpse is elaborated below.

The environmental factors (social-economic) with genetic settings can best explain the delinquent behaviour (Akcinar and Shaw 2018). A systematic literature review by Devenish, Hooley, and Mellor (2017) of 8 databases with a final selection of 59 articles concluded that socio-economic factors are significant risk factors in juvenile delinquency. There is a large list of socio-economic factors that contribute to juvenile delinquency. These factors range from family (Jacobsen and Zaatut 2020) to friends (Walters 2019) and from education (Blomberg and Pesta 2017) poverty (Shong, Abu Bakar, and Islam 2019). If these factors play an important role in juvenile delinquency, definitely contributing to crime learning as well. The previous social investigation points towards two main social factors partaking in teaching crime to adolescents; Family and Friends.

Family

Family is the main social factor in the social learning of behaviours for adolescents. All the family factors increase or decrease the chances of risk-taking behaviours as juvenile delinquency (Abdullah and Abd Rahman 2015). Findings suggest that the economic conditions of the family contribute delinquency chances with supportive parenting (Kwon and Wickrama 2014). As a good quality relationship with family decrease the chances of delinquent behaviour and vice versa (Jacobsen and Zaatut 2020). There are further explanations to study the complex concept of family with different social aspects. Hoffmann and Dufur (2018) suggested that “family social capital is a more miserly latent construct than family social bonds, which is a more efficient predictor of delinquent behaviour”. Furthermore, there are many other family factors liked parenting style, maltreatment, divorce, violence, and other familial antisocial elements increasing the risk of crime inclinations in the children (Basto-Pereira et al. 2016). In the light of previous research findings, family plays a vital role in juvenile delinquents (Liu et al. 2020; Pardini, Waller, and Hawes 2015) as it may lead to adolescents to learn crime by their families.

Friends

Friends or peer groups are other important social aspects to investigate juvenile delinquency. In general, people are influenced by the offending peers, and their selection of friendship is also based on similarities in offending (Gallupe, McLevey, and Brown 2019). Children are more engaged with friends than others (Erdley and Day 2016) and they tend to be similar. These engagements

tend to have effects from minor to major crimes with certain moderators (Liu et al. 2017). Although, major peer influence delinquencies are linked with minor crimes (Levey et al. 2019) but can't be ignored as minor crimes lead toward major ones. Moreover, there are certain other moderating factors like gender, as delinquent peer association is riskier in males than females (Sanchagrin et al. 2017). But it is more common finding that adolescents with delinquent friends are more likely to engage in delinquency. Crime learning is one of the important bases of delinquency and the above-mentioned discussion leads us to the conclusion that friends play an important role in crime learning as well.

Conclusion

With a glimpse of literature concerning juvenile delinquency, it is evident that most of the studies have been focused on aggression. There are other factors like family problems, criminal peer association which also have been examined. In juvenile delinquency, generally, media is taken as a sociological factor either supportive (mostly) or prohibitive (rarely) for adolescents in their criminal behaviour development. It is also very important to investigate the role of negative media literacy during crime exposure. Although learning is a complex concept which does not rely only on one or two sources, few factors are more probable to predict crime learning. For example, criminal parents and friends have been investigated at large as major reasons for crime. It is equally important to investigate these associations in crime learning behaviours of adolescents.

Crime learning behaviours as a minor concept in juvenile delinquency should be treated as a research gap for future social investigation. By standing on the footings of prior research, it has been discovered that Family, Friends, and Media are major contributors or facilitators in juvenile crimes. The preceding discussion collaborates with the predictors in juvenile delinquency. Although the phenomena have been widely investigated, there is a need to investigate the CLB of adolescents as a significant issue in juvenile delinquency. It has been proven in the scientific literature that specific criminal portrayals teach adolescents crimes. This teaching occurs in the modelling of criminal behaviour. This criminal behaviour modelling occurs through observations to these models. TCS and social modelling institutes (Friends and Family) may provide this precise behaviour modelling.

To further research, it is important to investigate the CLB of adolescents as facilitated by the modelling sources. The same need emerges that how SEF modelling can be a predictor in CLB of adolescents as already proven in other dimensions of juvenile delinquency. Furthermore, there is a need to identify which modelling source contributes more to the CLB of adolescents leading them towards juvenile delinquency.

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