

Current Challenges in Delinquency Prevention in School Environments

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Abstract – This article points out the relations between the emergence of delinquency in children and juveniles and the possibility of preventing it. The goal of this article is to describe the impact of chosen factors from the family environment on the risks of delinquency emergence in children and juveniles in Slovakia. In conclusion, we bring up options and solutions on how to most effectively handle the prevention of delinquency in schools.

Keywords – Risk behaviour, Delinquency, School environment, Prevention

1. Introduction

A school is a social institution, a system conditioned by social relations, which come from, and are in a significant way formed by, the family. In a close connection with school, the family is the basic platform for the development of socialisation, and therefore it significantly influences the formation of behavioral patterns. The behavior and experience of a child in school and family environment form the inner and the outer factors influencing their psychosocial development. The question of family background dysfunctionality and its influence on the child's personality formation gains unique significance [1].

In the case of a dysfunctional family environment, the functionality of the school environment takes on an unique significance. This is also accentuated in preventive activities in school environments, which, because of the aforementioned reasons, can eliminate emerging forms of delinquent behavior in children and juveniles.

The term “delinquency” is perceived in the wider margins of criminality. Author [2] states that delinquent behavior is such a behavior that steps outside the written norms. Behavior stepping outside of the boundaries of criminal law is criminal. Risk behavior also relates to the terms delinquency and criminality. This can, but need not develop into delinquent or criminal behavior.

Authors [3] state, that in Czechoslovakia (and later in the autonomous countries), delinquency and criminality have a growing tendency and are approaching the values in the statistics of some western European countries. The data concerning delinquency and criminality, therefore, awakens substantially greater worries than in other countries, where criminality is growing at a much slower rate. The age of adolescence has a specific place in human ontogenesis. In a relatively short time, significant changes occur, serving socialization and individuation processes, as well as enculturation. This is why, exactly at this age, one can observe a more rapid growth of undesirable or delinquent behavior. It is supposed that up to 50% of the adolescents have at least once displayed risk behavior. From the viewpoint of the sensitivity and formativity of this age, the question of risk behavior in adolescents is still current and presents a research problem, from the aspect of prevalence values of specific forms of risk behavior, as well as screening, which is the prerequisite for targeted application of preventive and corrective interventions [4].

Risk behavior does not represent any homogenic category, instead it covers various types, from socially acceptable, such as extreme sports, to severe instances, like suicidal behavior. This behavior has become a common part of puberty and adolescence and a great part of adolescents have their own experience of it.

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Predelinquent behavior and criminal activity, aggression, violence, bullying and abuse (including race hate and discrimination of certain groups), drug use (including alcohol and tobacco) sexual risk behavior (including premature motherhood/parenthood), eating disorders, suicide attempts and suicides all fall into the adolescent risk behavior category [5].

In the age of childhood and adolescence this has a dangerous interconnection with a difficultly determinable resulting impact on the following life of the individual. The question, whether drug use leads to delinquent behavior or vice versa, is for now not yet closed. On one hand, it is clear that getting access to addictive substances is costly, which leads users to stealing, for example. On the other hand, it is also true that the use and abuse of addictive substances is an indispensable part of the criminal subculture and criminal way of life [6].

The development in psychoactive substance abuse by children and juveniles should be observed specifically because of the significant negative consequences of such behavior. According to European Monitoring Centre for Drugs and Drug Addiction [7] the main goal of the European school research on alcohol and other drugs (ESPAD further on) is to find out the situation in the use of psychoactive substances among schoolgoers of 15-16 years of age, and monitor the trends in individual countries as well as among countries, based on the collection of comparable data. Since 1995, six waves of this research have been executed in four-year intervals. The target group of ESPAD is defined as school-goers of the age of 16 (attained in the year of the research) and present in the classroom the day the research is undertaken.

In recent times, many experts have published lots of data describing the current situation and describing the occurrence of socio-pathological phenomena in children and juveniles and related to that, the causes of this situation. The social alienation of youngsters is often emphasized, the experiencing of a life apathy and the desire of unusual experience stemming from this. Just exactly from there, it's a small step to self-destructive behavior, addiction, violence, and criminal activity. As long as the society continues producing these generally devaluative phenomena at an increased rate, and simultaneously shows no ability to systematically solve it, the youngsters have two options. Either they will gather all their forces and, alone, defeat the related risks, or lose and get stuck in the net of social pathology [8].

2. The aim and subject of the survey

The aim

Based on the aforementioned, we have set a goal which we have shed light on via the data obtained from the ISRD3 research.

The main goal of the article is to describe how chosen factors of the Slovak family environment impact the risk of delinquency emergence in children and juveniles in Slovakia. The main goal was being satiated by partial goals.

- Describe the reflection of the socioeconomical status of a Slovak family on the emergence of delinquency in children and juveniles in Slovakia.

Methods

ISRD is a standardized self-report tool used to detect and identify delinquent behavior in school environment. The ISRD3 questionnaire is made of a basis of set questions formulated specifically for individual areas of a student's life (school, family, free time). For specific purposes, it is possible to add on one or more elective question modules. There are two versions of the ISRD3 questionnaire available, the pencil and paper one and the online one.

The administration of the questionnaires was preceded by the process of getting the informed consent of the parents of the children from the chosen schools. The text was formulated as a brief information on the project and its practical use in schools, wherein the conclusion part gives the parent the option to, in case of not consenting to the child's participation in the programme, report this to the teacher in charge of the class.

Sample

The locality for the ISRD study is conditioned by the existence of at least two medium-sized or large cities in a given country. A medium-sized or large city is defined in the context of a given country in the sense of a relative meaning. The target age group are pupils of the 7th, 8th and 9th grade of primary school of the age 12 to 16 years old. In case of necessity, the age range can be adjusted downwards to 11 or upwards to 17 years old.

Each city should have a minimum of 300 students per grade, so minimum 900 students per city. As the participation of two cities per country has been recommended, the minimum expected amount of participants per country is 1800. Two cities have been chosen for the research, Bratislava as large and Nitra as a medium sized city. They both have positive demographic data, mostly in respect to schools and the population density.

Data collection rules

In the sense of the given rules for realization of the study, the data collection was under a research assistant's supervision who communicated with the directive committee of the ISRD and was coordinated by them. The central coordination team (SCS) was responsible for the amalgamation and comparison of the results of individual studies.

ISRD was coordinated by a directive committee, with Ineke Halen Marshall of Northeastern University, USA, as president. The realisation phase of the research was preceded by the phase of communicating with the competent representatives of the organizational and the directive structures on council and town level. The main coordinator of the project spoke to the heads of education in the institutions and personally, in written form, invited them to cooperate in delivering speeches to schools in individual regions. They subsequently made orders for continued cooperation and directed the heads of the primary schools and 8-year grammar schools in the participation in the project. The total responses in the Slovak ISRD study are stated in Table 1.

Table 1. Total Responses

	Total	Bratislava	Nitra
Population (7-9th Grade)	10653	8515	2138
Pupils (n)	3030	1308	1722
Pupils missing because of misc. reasons	451	216	235
Pupils present during data collection	2448	1024	1424
Non-cooperating pupils present during data collection	41	9	32
Total respondents	2407	1015	1392
Answer percentage (%)	79,4	77,6	80,8

3. Results, analysis and data interpretation

The published results are partial, as ISRD3 study data is used in context with the goals of this article. More data is available in the team members' monographies, ([9], [10], [6]), who worked on ISRD3 realisation in Slovakia,

The first partial goal aims at the relations between parents and children and how they reflect the risk of delinquency emergence in school environments.

The school environment factors and their influence on the development of risk behavior have been the subject of various research projects. Authors [11] have researched the relations among school grades, bearing of the school difficulties and the risk behavior. They found that pupils with a low self-worth more often use maladaptive strategies for dealing with school difficulties, which consequently leads to instances of risk behavior. They further found, the more adolescents use maladaptive strategies for dealing with school difficulties, the more they exhibit a depressive symptomatology. Unclear school norms, disorganized school environment are considered a significant risk factor in the development of problem behavior, since they do not offer the feeling of safety and agreeable experiences [12]. Author [13] states that the problems of adolescents in schools consist of smoking tobacco, alcohol consumption, violent behavior and suicidal thoughts. The data in the following tables illustrated the answer to the question reflecting the relationship of the respondent to their family. As to the term parent, the respondent understood it as father or mother, regardless whether biological or not. It was up to the participant to decide whom they considered such a person. The question batteries in ISRD3 were formulated as a phrase, e.g. *I get on well with my (step)father*, where the respondent could answer on a 5-degree scale. The data insertion was done through Epidata software, a well-used tool for digitalizing data from pencil-and-paper questionnaires. The data from the questionnaires was inserted manually into the system by ISRD3 team members and voluntary assistants chosen from among Comenius University Bratislava students. To minimize errors, double checks were carried out for every questionnaire by putting in the data twice.

Table 2. Good relationship of children and juveniles with fathers

I get on well with my (step)father.	Frequency	Percent
Totally disagree	53	2,2
disagree	94	3,9
neither	172	7,1
agree	567	23,6
Totally agree	1386	57,6
total	2272	94,4
No such person	105	4,4
Unclear answer	5	0,2
No answer	25	1,0
total	135	5,6
TOTAL	2407	100,0

From the choice file, the majority of the respondents get on well with their (step)fathers. Only over 2% totally disagree with this statement. 105 respondents from this choice file have no father, or person they would consider a father. Similarly to the evaluation of the relationship with their fathers, the respondents stated that they get on very well with their mothers. Over 70% of the respondents evaluate their relationship as positive. The same number of respondents, 25, did not answer either question.

Table 3. Good relations of children and juveniles with mothers

I get on well with my (step)mother	Frequency	Percent
Totally disagree	10	0,4
disagree	43	1,8
neither	80	3,3
agree	491	20,4
Totally agree	1700	70,6
total	2324	96,6
No such person	54	2,2
Unclear answer	4	0,2

No answer	25	1,0
total	83	3,4
TOTAL	2407	100,0

Table 4. Feeling of emotional support

I get emotional support and care from my parents whenever necessary	Frekvencia	Percentá
Totally disagree	27	1,1
disagree	74	3,1
neither	153	6,4
agree	596	24,8
Totally agree	1517	63,0
total	2367	98,3
Unclear answer	2	0,1
No answer	38	1,6
total	40	1,7
TOTAL	2407	100,0

The respondents from the choice file are relatively sure (63%) about the emotional support from their parents coming whenever necessary. Only less than 2% did not answer the question.

Table 5. Bad feeling about disappointment

I would feel really bad I should I disappoint my parents	Frequency	Percent
Totally disagree	46	1,9
disagree	105	4,4
neither	261	10,8
agree	742	30,8
Totally agree	1220	50,7
total	2374	98,6
Unclear answer	1	0,0
No answer	32	1,3
total	33	1,4
TOTAL	2407	100,0

More than 80% of the respondents would get a bad feeling if they disappointed their parents. The respondents also expressed their opinion on other behavior types, such as lying, disobedience or talking back to adults such as parents, teachers etc. The strength of the phrase was marked out on a 4 grade scale, from not inappropriate to very inappropriate.

Table 6. (In)appropriateness of lying and disobedience

Lying, disobedience or talking back to adults such as parents or teachers.	Frequency	Percent
Is not inappropriate	88	3,7
Is slightly inappropriate	733	30,5
Is inappropriate	1083	45,0
Is very inappropriate	476	19,8
total	2380	98,9
Unclear answer	6	0,2
No answer	21	0,9
total	27	1,1
TOTAL	2407	100,0

Less than 4% of the respondents think that lying, disobedience and talking back is inherently not wrong. Nearly 65% of the respondents are sensitive to lying to adults. Therefore, with the given individuals, adults could be called an authority whose opinion is presumably respected.

Table 7. Shame in front of parents in case of theft

Parents	Frequency	Percent
Absolutely not	74	3,1
slightly	234	9,7
greatly	2068	85,9
total	2376	98,7
No answer	31	1,3
TOTAL	2407	100,0

Nearly 80% would be greatly ashamed in front of their parents in case of theft, and less than 10% slightly ashamed. This can point to relationship quality but also the family control system.

Table 8. Shame in front of parents if arrested by police

Parent	Frequency	Percent
Absolutely not	83	3,4
slightly	168	7,0
greatly	2117	88,0
total	2368	98,4
Unclear answer	1	0,0
No answer	38	1,6
total	39	1,6
TOTAL	2407	100,0

2368 out of 2407 respondents would be ashamed in front of their parents if arrested by police. Based on the collected and aforementioned data we state that out of the total 2407, 1953 (81,1%) of respondents have a good relationship with their fathers and 2191 (91%) has a good relationship with their mothers. 2113 children (87,8%) feel emotional support from their family. 1962 children (81,5%) would feel very bad if they disappointed their parents. These data confirm the fact that the children have a good relationship with their parents. (Tab.9).

Table 9. Relationship with parents

Relationship with parents	Count (n)	Percent
I get along well with my father	1953	81,1
I get along well with my mother	2191	81,5
I get emotional support and care from my parents whenever necessary	2113	87,8
I would feel very bad if I disappointed my parents.	1962	81,5

The correlation analysis results show that children, who have good relationships with their parents have a positive relationship to school. Spearman's correlation coefficient of the indicators of the childrens' relationship to school moves among 0,102 and 0,18. Despite the low values, for all the indicators the correlation is statistically significant ($P < 0,01$). The difference in the relationship with school between kids that have a good relationship with their parents and those that don't is statistically

significant. This means that children with a good relationship with their parents have a more positive relationship to school than those who don't.

The results also reflect that children with a good relationship with their parents have a more positive relationship to school. We can predict that this is one of the factors with an influence on the lowering of delinquency emergence in school environments. The next goal was to describe how the socioeconomical status of a Slovak family reflects on the risk of delinquency emergence in children and juvenies in Slovakia. Socioeconomical status can also influence the risk behavior of young people. The next question concerned the subjective evaluation of the respondent and their family in the financial area compared to other families. It was formally constructed in the form of an unfinished sentence (*In comparison to the majority of other families, we are...*) and it gave respondents a choice of answers on a seven grade scale.

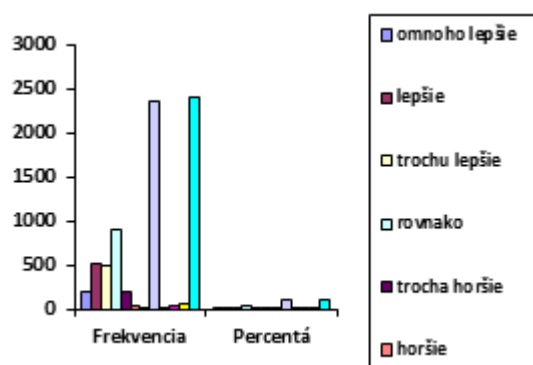


Figure 1. Financial position of the family

The most numerous option was "the same". 892 respondents evaluate their financial situation in comparison with other families as identical. More than 21% of respondents think their family is better off in comparison to others. Our ISRD3 findings also show that between the socioeconomical status of a family and delinquent activity the relationship is weak. The ISRD3 study also brought interesting findings in this area concerning the school grades of the children with a lower socioeconomical status. It was predicted that due to a lower satisfaction of material needs they will prosper averagely to weakly. There are 306 out of 700 children with a higher socioeconomic status who prosper averagely to weakly in school, which is 43%. The children with a lower socioeconomic status with this same prosperity degree are 31 out of 57, 54, 4%. Given that the difference between the two is statistically significant ($P < 0,01$), we can state that the children of socially weaker families achieve lower grades.

Table 10. The relation of socioeconomic status and school grades

Socioeconomical status	Total count	Average to weak count	Average to weak percent
Higher socioeconomical status	700	306	43
Lower socioeconomical status.	57	31	54,4

In the ISRD3 study we also became interested in the influence of the unemployment of at least one of the parents on the preference of studying with no school-leaving exams or working. We predicted that children living in a family environment affected by the unemployment phenomenon will have a lower motivation for further studies, or studies with school-leaving exams. The data analysis brought us findings, from which it stems that in families where neither parent is unemployed, studies with no school-leaving exams are preferred by 1130 children out of 2171 (52%). In families where at least one parent is unemployed this number is 124 out of 220, or 54,4%. There is a relation between the employment status of a parent and the study preference of the child. This relation is statistically significant ($P < 0,01$). (Tab.11). The high percentage in preference of further studies without school-leaving exams or work regardless of the employment status is surprising. More qualitative research perspectives open here which would enable a deeper understanding of the causality of adolescents' decisions in the professional orientation area.

Table 11. Relation between parent unemployment and further study preferences

Parents employed	Total count	Studies with no school-leaving exam or work count	Studies with no school-leaving exam or work percent
Both employed	2171	1130	52
At least one unemployed	220	124	54,4

The family's financial situation and the unemployment of one or both parents negatively influence the grades of the child and their motivation for further studies.

We also point out one of the factors correlating with youth delinquency, the self-control. ISRD3 research results in Czech Republic show, that with Czech youths we must count on a high degree of prevalence of experience with alcohol.

According to the authors [14], a higher degree of self-control is associated with success and performance in school, it is therefore plausible that failure in school can further make the adaptation of a child in society more difficult, which undeniably shows as performance-driven. School success is a significant correlator of self-control. This also correlates with school results, the success. While using alcohol and other psychoactive substances, it is not possible to use one's own potential this way. To judge the relations between the quantity of the respondents that had sometimes in their lives drunk alcohol and the school success, we used the Cramer V test. We found a coefficient of the association degree between these two nominal variables (value 0,055, $p=0,324$), which in our file is very low. Despite this, we formulate the prediction that while using alcohol and other psychoactive substances it is not possible to make use of one's own potential for success at school.

4. Discussion

Especially in the age of adolescence, we identify an increased growth in undesirable, or even risk behavior. It is presumed that up to 50% of the adolescents behave riskily during the given age. The targeted application of preventive and corrective interventions in school environments is, according to authors [4], only possible by timely screening and researching specific adolescent behavior forms and factors which influence them. In our article, two chosen factors influencing the behavior of children and juveniles were researched. We presume that learned behavior patterns will also show in school environments and we analysed this concept specifically. The relation between a dysfunctional family and delinquent behavior can be looked at from diverse viewpoints. The authors [15], in their family evaluation state that it is important to judge and identify risk and protective factors not only in the family itself, but in a wider context (distant family, community, societies). It appears suitable to show respect to the family members including their virtues and sources, discern the competences and strategies used up till now, involve the family in the choice of the way of the intervention, which will weaken the

impact of the risk factors and strengthen protective factors.

Some authors doubt the direct connection between a dysfunctional family and criminality. They are of the opinion that a certain type of functional family directly conditions the criminality of its members, and on the other hand a majority of the people that have been through a family crisis or came from a dysfunctional family in non-criminogenous [16].

Authors [17] state that the quality of family relationships determines the quality of the rest of the relationships.

Based on our results, we state that 81,1% of children have a good relationship with their fathers, and 91% having a good relationship with their mothers. 87,8% feel emotional support from their parents and 81,5% would feel very bad if they disappointed their parents. We can state that our respondents consider their family environment very good. The difference between the perceived good relationship with the mother versus the father is considered normal considering the ontogenetic stage and gender of the respondents and we recommend to more closely research the father-son relationships in relation to the risk behavior of children and juveniles in school environments.

Our statistically significant results also show that children who have a good relationship with their parents have a positive relation to school, and we can presume it's one of the factors positively influencing adolescent behavior. This also supports authors' [18] statement that young people who create a positive relationship to school have a smaller probability of getting involved in problem behavior, such as violence, skipping class, vandalism and using illegal substances. The motivation to study itself, according to authors [19] negatively correlates with risk behavior (smoking tobacco, marijuana).

These can be classed as adolescent risk behavior [5]:

- Predelinquent behavior and committing criminal activity,
- Aggression, violence bullying and abuse (inclusive of race hate and discriminating some groups)
- drug use (inclusive of smoking tobacco and drinking alcohol)
- sexual risk behavior (inclusive of premature motherhood or parenthood)
- eating disorders, suicide attempts and suicides

Youth delinquency and youth risk behavior are perceived as two simultaneous factors that do not exist separately, but instead influence and support each other. Any use of psychoactive substances, in

concordance with the author, is considered juvenile and childrens' risk behavior. With delinquency and drinking alcohol, it is even a reciprocal relationship, which is also highly probable in the use of their psychoactive substances. In the context of psychoactive substance use, we perceive the family environment as highly supportive. According to author [20], the family is the context where the symptomatic behavior starts, happens and maintains itself. Drug use can have the character of an equilibrating, homeostatic principle in the net of the family relationships. The family as a biopsychosocial system is a joining agent between the child and the society, in which the symbiosis of bodily, spiritual and social development happens the most intensely. Alcohol-abusing friends and acquaintances will sharply increase the risk of alcohol abuse in the child, even though this has possibilities to be weakened by other influences, such as parental supervision. ([21], [22]). Author [23] also states that among others, positive/negative relationships in a family have an influence on psychoactive substance use (inclusive of alcohol). Our findings also copy the findings of authors [24, 25], who state that in young people perceiving support from their parents' problem behavior, delinquency and use of addictive substances] appears at a lesser degree. The research findings of the authors [6] show family, free time and community as possible risk and protective factors in abusing psychoactive substances and our research predictions support this.

An important factor correlating with youth delinquency is self-control. A significant correlator of self-control is school success. This also correlates with school results. When using alcohol it is impossible to use one's potential in this way. Another relationship researched in our study is the socioeconomical status of a family and the risk of delinquency emergence in youths in Slovakia. Author [26] states, according to her research findings, that the socioeconomical environment influences the way an individual spends their free time. This, in our opinion, can hint at whether the youngster has a tendency to behave riskily, since they don't spend their free time meaningfully. One of the possibilities to erase social differences stated by the author [26] are compensations, e.g. financial, which can consequentially be considered a prevention tool. If we assume that the majority of children and juveniles spend their free time in groups of their peers, or a reference group, the socialization mechanism of these groups is what is important. Author [27] describes the socialization mechanism of groups where this concerns a sequence of logical tasks, which the child, should it wish to be accepted by the group, needs to complete. In the beginning,

this is an identification and the subsequent interiorization of the goals of the given group. In that relation, the child gets a certain image of values, which, together with the goals makes up the base for the normalization of relationships within the group. To take up an active role within the group, it is important for the member to take on the role (in delinquent groups, often delinquent) behavior and exposing themselves to certain social control mechanisms, which, at the end of the day, they can contribute to within the group structure. These socialization mechanisms can lead, to the individual's self-development in a positive group, or in a negatively oriented group, to its destruction.

Our ISRD3 findings point out that between the socioeconomical status of a family and committing of delinquent activity there is a weak relationship. These results are debatable with the statement of the authors [3], who state that since the beginning of the 20th century, risk behavior in adolescents has been put into relation with the socioeconomic status of the family, since the majority of young delinquents came from the poorest and least educated families. In present times, the growth of criminal activity in juveniles from the best-situated families points out, that the relation of socioeconomical status and behavior is weaker than expected. The quality of the relationship between the parents and the children is more important than the education or the economical situation of the family. The ISRD3 study also brought findings to this area related to school success in children with a lower socio-economical status, corresponding to other research. We can state that children provenient from worse-off families achieve lower results. Authors [27] also state that the income of the parents often is correlated to the child's results in school. It has been confirmed that the lower performance in children from families with a lower status is evident at the start of school attendance, which can subsequently influence their performance throughout education. It is also proven that children with good learning predispositions from families with lower socioeconomical status up to five years old reached the levels of children with medium or high status, and declined toward lower results before eight years old.

Our results also state that there is a relationship between the employment of the parent and the study preference of the child. This relation is significant, ($P < 0,01$). There is a higher probability that families with a higher socioeconomical status invest more time, money and energy into their children, will be more exigent with their childrens' academic success, will create a stimulative richer environment, which will positively show on the school performance of the child, and the highest achieved degree of education [28]. According to a New Zealandian study

[29], families with a higher level of educational expectations have the most positive influence on children in the second part of elementary school. Children from families with lower socioeconomical status attending schools with a prevalent pupil populace from a higher status achieved better results than had they attended a school somewhere in their surroundings (with the respective socioeconomical status). Our research finding that a high percentage of the respondents prefer further studies without a school-leaving certificate or work regardless of parent (un)employment, is surprising and deserves further attention and deeper analysis.

It is necessary to emphasize that an important part is played by the teacher and their expectations of the pupil, not just the socioeconomical status of the pupil and the school. Discussions on the topic of "School as a Social Institution" would include the following questions: "How do the teachers interact among themselves?" "What relations are prevalent between teachers and pupils?" "How do these two interconnect and how does this influence cooperation?" These questions bring in a motive to think in the area of the participation of the two base groups sharing a school environment. These are adults (teachers, administrative workers and other employees) and pupils. The relations between the two groups, collegiality among teachers, and peer relations among pupils are extremely significant from the viewpoint of the educational process [30].

5. Conclusion

The socialization function of school secures the formation of the pupils' social learning. It therefore also shows how to behave in interpersonal relationships on multiple levels, have life roles, have an image of yourself and the others, keep within borders and rules and so on. The purpose of school is to add to the total development of a pupil, to forming their personality [31]. It is innegable that school and family do extensively form the behavior of children and juveniles. In case of the family failing, the family politics tools possessed by the state can mitigate or revert the destructive process. Increased prevention effort from the school also plays a role. We consider it ideal in the sense of effective prevention if the family and the school and school institutions together with the free time centers and low-threshold free time centers mutually cooperate or at least supplement the absenting role of one of the subjects.

The incessant affirmation of the positions of experts (school psychologists, special pedagogues, social worker e.g.) in school environment is highly important in our opinion. Adolescents tend to brag to their peers about their alcoholic excesses to add to their seriety and popularity. Some preventive

programs try to correct this by letting adolescents talk about quality interests and good ways to spend free time. It is useful to make use of ready, already healthy-living peers in prevention. This is not only beneficial in adolescents, but also in work environment [32]. Another option is to increase the resistance of the adolescents to peer pressure by refusals etc [33]. Individual interventions of aid workers in prevention differentiate not only in the gained knowledge (studies, educational activities, workshops etc.) but also research findings and the so called evidence based practise, which, among others, is mentioned by the European monitoring center for drugs and drug addictions [34]. We identify with author [35], who has stated that in using foreign scientific research findings and practical findings from the social sciences area reflection is necessary, as is constructive criticism and the adaptation to national specifics, because otherwise you would just be "copying" not always suitable work methods. We also took this into account in our research, as criminality and delinquency research in ISRD3 had a broad scope, in this article we only offered some chosen data in the context of delinquency prevention in school environments. Other research findings interconnected with current topics of children and juveniles (delinquency in the risk development context, family, free time, psychoactive substance use, school environment) are available in the monographies [9], [10], [6].

The results of the set goals show several facts. We can only affirm the already known suppositions that delinquency prevention in children and juveniles definitely depends on positive relationships. In our case, it showed that a good relationship with parents and school shows a lower risk of delinquency emergence in school environment. It also showed the relationship between the parents' employment, child's preference and subsequent risk behavior. Based on our findings, we can also formulate the supposition that in risk behavior (alcohol and other psychoactive substance use) it is not possible to use one's potential. This reflects that specific needs of children and juveniles require sensitive actions. It is therefore doubtless that it is necessary to give this issue an attention on the levels of education, science or practice itself.

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