

THEORETICAL PERSPECTIVES OF PARENTAL CONTROL, PEER INFLUENCE, AND MEDIA EXPOSURE ON CRIMINAL BEHAVIOR AND ITS APPLICATION

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ABSTRACT: This study critically examines the theoretical perspectives on parental control, peer influence, and media exposure as they relate to criminal behavior. A comprehensive understanding of how these factors interrelate is indispensable for formulating effective interventions to mitigate crime and foster positive societal outcomes. Through the application of social learning theory, differential association theory, and social control theory, the study explores the strengths, limitations, and practical implications of each framework. Notably, the research reveals the complexities inherent in these theoretical models, highlighting their varying degrees of applicability to real-world scenarios. While social learning theory emphasizes the role of observation and reinforcement in behavior acquisition, differential association theory underscores the significance of social interactions in shaping deviant behavior. Social control theory, on the other hand, focuses on the societal mechanisms that limit criminal tendencies. By synthesising these perspectives, this study contributes to the ongoing scholarly debate on the root causes of criminal behaviour and offers valuable insights for the development of evidence-based interventions and policies. These findings provide a critical resource for both academics and practitioners seeking to create safer and more resilient communities.

Keywords: Parental Control, Peer Influence, Media Exposure, Criminal Behavior, Social Learning Theory

INTRODUCTION

Criminal behaviour, particularly in its violent and antisocial forms, remains a pressing societal concern, underpinned by a multifaceted set of causes that scholars continue to explore. While extensive research has identified a range of contributory factors (Barra et al., 2025; Verona & Fox, 2025), the interplay between environmental, social, and psychological influences complicates the task of explaining the causes of criminality (Sawant et al., 2025). These factors include, but are not limited to, socioeconomic disadvantage, poor housing conditions, social inequality, and limited access to quality education, all of which have been consistently linked to an increased risk of criminal behaviour (Liu et al., 2024; Basto-Pereira et al., 2024). In the case of many young individuals, criminal activities may even appear as part of a normative developmental trajectory, with research suggesting that a significant proportion of young males in certain contexts, such as Nigeria, experience criminal convictions by the age of 18 (Hysi, 2010). However, the tendency for individuals to “grow out of” criminality as they mature indicates the complexity of the phenomenon, highlighting that criminal behaviour is neither inherently permanent nor universally deterministic.

The peak of criminal activity often coincides with the adolescent years (Piquero et al., 2017), a developmental period characterised by heightened susceptibility to external influences and risk factors. During this time, the likelihood of engaging in criminal behaviour is influenced by a combination of familial, peer-related, and broader societal dynamics. Research indicates that early interventions targeting at-risk

youth, especially those that focus on enhancing social and educational outcomes, may yield some success in curbing the development of criminal tendencies. However, the effectiveness of such programmes tends to be tempered by the substantial resources required for their successful implementation (Hysi, 2010). Despite these efforts, understanding the precise causes of criminal behaviour remains an area of considerable debate, with existing frameworks often falling short of fully explaining the underlying mechanisms that drive delinquency.

Theoretical perspectives serve as crucial tools in the quest to comprehend the multifaceted nature of criminal behaviour. These frameworks provide structured models through which one can explore the relationships between various causal factors and predict the likelihood of specific behavioural outcomes. In criminology, theories such as social learning theory, differential association theory, and social control theory have proven invaluable in advancing our understanding of the mechanisms that contribute to criminality. Each theory offers distinct insights into how different social influences shape an individual's propensity to engage in crime. For example, social learning theory posits that individuals acquire behaviours through observation and imitation, with peer influence and reinforcement playing a central role in this process (Akers, 1991). On the other hand, differential association theory suggests that criminal behaviour is learned through interactions with others who endorse deviant values and norms (Sutherland, 1939). Social control theory, in contrast, focuses on the social bonds and constraints that inhibit criminal behaviour, positing that strong attachments to family, school, and community can reduce the likelihood of delinquency (Hirschi, 1969).

However, these theoretical perspectives are not without their limitations. Social learning theory, for instance, has been critiqued for oversimplifying the complexities of human learning by placing too much emphasis on environmental factors and neglecting individual cognitive processes (Bandura, 1977). Similarly, differential association theory has faced criticism for its lack of specificity in explaining how certain individuals become exposed to criminal subcultures, while social control theory has been viewed by some scholars as overly deterministic, neglecting the role of individual agency in criminal decision-making (Gibbs, 1989). Despite these critiques, these frameworks continue to provide a valuable lens through which criminologists can examine the intricate factors that contribute to criminal behaviour.

In recent years, scholars have begun to examine how the interaction between parental control (Ray et al., 2024), peer influence (Hirtenlehner et al., 2021), and media exposure (Anderson & Dill, 2000) contributes to the development of criminal behaviour. These three factors are often viewed as playing a significant role in shaping the attitudes and behaviours of young people. Parental control, for example, has been identified as a critical factor in preventing delinquency, with studies suggesting that children who experience weak parental supervision and inconsistent discipline are more likely to engage in criminal activities (Ray et al., 2024). Similarly, peer influence has long been recognised as a powerful determinant of criminal behaviour, particularly among adolescents. Han et al. (2022) have confirmed that juvenile delinquent behavior relates to both long-term risk factors (like parental substance use) and situational factors (such as delinquent peers). Media exposure, too, has been increasingly scrutinised for its potential role in normalising violent and antisocial behaviour, with evidence suggesting that heavy consumption of violent media content can desensitise individuals to aggression and reduce empathy for others (Anderson & Dill, 2000).

Multiple studies provide nuanced evidence of this interaction. Ray et al. (2024) found that lower parental monitoring leads to higher peer effects contributing to delinquency, particularly among individuals with low self-control. Hirtenlehner et al. (2021) demonstrated that the impact of peer influence decreases as an individual's morality and self-control increase, with self-control particularly modifying criminogenic peer effects.

Han et al. (2022) further confirmed that juvenile delinquent behavior relates to both long-term risk factors (like parental substance use) and situational factors (such as delinquent peers). However, the sources do not directly address the role of media exposure, indicating a potential gap in current research.

While these factors have been examined individually, the ways in which they interact with one another to influence criminal behaviour remain underexplored. The relationships between parental control, peer influence, and media exposure are likely to be complex, with each factor potentially exacerbating or mitigating the effects of the others. Understanding how these elements converge is crucial for the development of more targeted interventions that address the root causes of criminal behaviour. By examining the theoretical frameworks that underpin these influences, this study aims to contribute to the ongoing academic discourse on criminal behavior, providing insights that can inform both policy and practice in reducing crime and promoting positive societal outcomes.

Statement of the Problem

Criminal behavior, particularly among adolescents, is influenced by a range of factors, including parental control, peer influence, and media exposure. While individual studies have examined the role of each of these factors, their combined effects on delinquent behavior remain underexplored. Theoretical frameworks such as social learning theory, differential association theory, and social control theory provide important insights into these factors, but they often overlook the ways in which they interact. This gap in the literature presents a critical problem, as existing interventions and policies may fail to address the root causes of criminal behavior by not considering these interactions.

Parental control is widely recognized as a key determinant of delinquency, with weak supervision and inconsistent discipline increasing the likelihood of criminal behavior (Ray et al., 2024). Similarly, peer influence during adolescence plays a crucial role in shaping behavior, with delinquent peers strongly influencing one another (Hirtenlehner et al., 2021). The role of media exposure, particularly violent content, has also been shown to contribute to the normalization of aggressive and antisocial behavior (Anderson & Dill, 2000). However, while these factors are well documented individually, research has not sufficiently examined how they interact to influence criminal tendencies. For example, it remains unclear whether media exposure amplifies the effects of weak parental control or whether peer influence moderates this relationship (Han et al., 2022).

This gap in understanding is significant both academically and practically. Academically, the absence of a comprehensive framework for understanding how parental control, peer influence, and media exposure interact limits the explanatory power of existing criminological theories. From a policy perspective, this lack of understanding hampers the development of interventions that fully address the multifaceted nature of criminal behavior. If left unaddressed, these gaps in knowledge could lead to ineffective policies and wasted resources, perpetuating negative outcomes such as continued juvenile delinquency, social exclusion, and adverse long-term health effects (Liu, 2024). Moreover, communities may continue to experience higher crime rates and strain on social services if interventions remain narrowly focused.

This study aims to address a critical gap by exploring how these three factors—parental control, peer influence, and media exposure—interact to shape criminal behavior. By synthesizing existing theoretical frameworks and recent research findings, this study aims to provide a more comprehensive understanding that can inform targeted interventions and more effective policies to reduce crime and promote safer communities.

Objective of the Study

This study aims to explore the theoretical perspectives on parental control, peer influence, and media exposure in relation to criminal behavior. It seeks to discuss the applications, criticisms, strengths, and weaknesses of each theory, to provide a thorough understanding of the complex factors that contribute to criminal behavior and identify potential solutions to address these issues.

Theoretical Perspectives

According to Heiss (1980), theoretical perspectives are sets of ideas, concepts, or frameworks that help explain and understand a particular phenomenon or issue. In the context of social sciences, theoretical perspectives provide a lens through which researchers and scholars can analyze and interpret data, behaviors, or events.

In the context of the topic "Theoretical Perspectives of Parental Control, Peer Influence, and Media Exposure on Criminal Behavior," theoretical perspectives encompass the frameworks and theories that explain how these factors contribute to criminal behavior. Below are the theories that the researcher examines:

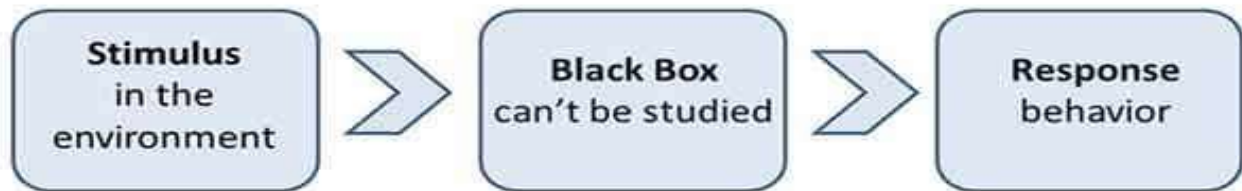
Social Learning Theory

Social Learning Theory, formulated by Albert Bandura (1977), posits that individuals acquire new behaviors not only through direct experiences but also by observing the actions of others and the outcomes of those actions. Unlike traditional behaviorist theories, which emphasize the role of external stimuli and responses, Social Learning Theory bridges the gap between behaviorism and cognitive psychology by highlighting the interplay of environmental and cognitive factors in the learning process. Bandura's approach acknowledges that humans are active agents in their learning, engaging in complex cognitive processes that mediate the relationship between their behavior and its consequences. While behaviorists like Skinner focused on reinforcement as the key driver of learning, Bandura argued that humans do not merely respond to stimuli but actively process information about the behaviors they observe and the subsequent rewards or punishments.

A key feature of Social Learning Theory is the concept of observational learning, which underscores the idea that individuals learn by watching others. This process is influenced by both the behavior being observed and the cognitive mediation that occurs within the observer. According to Bandura (1977), for observational learning to take place, individuals must mentally process and retain the observed behavior. This means that learning does not occur passively; rather, cognitive factors such as attention, retention, reproduction, and motivation play crucial roles in determining whether observed behaviors are imitated. These cognitive processes, known as "mediational processes," occur between the initial observation of behavior (stimulus) and the decision to imitate (response). Thus, individuals engage in reflective thinking before adopting a behavior, making the learning process more than a mere repetition of observed actions.

In addition to these cognitive mediators, Bandura's theory incorporates two key assumptions that differentiate it from pure behaviorist models. First, it recognizes that learning is influenced by mediating factors that occur between stimuli and responses, which are shaped by individual cognition. Second, it posits that behavior is acquired through observational learning, suggesting that individuals often model their behaviors after those they observe in their environment, particularly when these behaviors are reinforced. This theory, therefore, extends beyond simple conditioning by considering how internal cognitive processes interact with environmental stimuli to influence the acquisition of behavior.

Behaviourist Model (only study observable / external behaviour)



Cognitive Model (can scientifically study internal behavior)



Source: Bandura (1969)

Bandura mentions four necessary conditions for the modeling process. By following these steps, an individual can successfully model someone else's behavior. These conditions are briefly discussed below:

1. Attention

Attentional processes are crucial because mere exposure to a model does not ensure that observers will pay attention (Bandura, 1972). The model must capture the observer's interest, and the observer must deem the model's behavior worth imitating. This decides if the behavior will be modeled. The individual needs to pay attention to the behavior and its consequences, and form a mental representation of it. For a behavior to be imitated, it has to grab our attention. We observe many behaviors daily, and most are not noteworthy. Attention is, therefore, extremely important in determining whether a behavior influences others to imitate it.

2. Retention

Bandura highlighted the process of imitation retention, in which individuals symbolically store a model's behavior in their minds. For successful imitation, observers must save these behaviors in symbolic forms, actively organizing them into easily recalled templates (Bandura, 1972). How well the behavior is remembered. The behavior may be noticed, but it is not always remembered, which obviously prevents imitation. It is important, therefore, that a memory of the behavior is formed to be performed later by the observer. Much of social learning is not immediate, so this process is especially vital in those cases. Even if the behavior is reproduced shortly after seeing it, there needs to be a memory to refer to.

3. Motor Reproduction

This is the ability to perform the behavior that the model has just demonstrated. We see many behaviors daily that we would like to imitate, but this is not always possible. Our physical ability limits us, so even if we wish to reproduce the behavior, we sometimes cannot. This influences our decision on whether to

try to imitate it. Imagine a 90-year-old lady who struggles to walk while watching Dancing on Ice. She may appreciate that the skill is desirable, but she will not attempt to imitate it because she physically cannot do it. Motor reproduction processes use internal symbolic images of observed behaviors to guide actions (Bandura, 1972). An observer internally replicates a behavior using these symbols as a reference, even if it is not externally shown (Manz & Sims, 1981).

4. Motivation

Lastly, motivational and reinforcement processes refer to the perceived favorable or unfavorable consequences of mimicking the model's actions that are likely to increase or decrease the likelihood of imitation. The will to perform the behavior. The observer will consider the rewards and punishments that follow a behavior. If the perceived rewards outweigh the perceived costs (if any), the observer will more likely imitate the behavior. If the vicarious reinforcement is unimportant to the observer, they will not imitate the behavior.

Social Learning Theory Perspectives

From the Social Learning Theory perspective, reinforcement and punishment (R&P) have indirect effects on learning. They do not directly cause behavior but influence the likelihood of previously learned behaviors being exhibited. Rather than being the sole determinants of behavior, R&P serve as influential factors that either encourage or discourage the repetition of learned actions.

Reinforcement and punishment also play a role in shaping the exhibition of learned behaviors. Positive reinforcement can increase the likelihood that a behavior will be repeated, while punishment can reduce its occurrence. The extent to which these effects are seen depends on the nature of the reinforcement or punishment and the specific context in which they are applied.

In addition to their effects on behavior, reinforcement influences cognitive processes. When individuals experience reinforcement, they develop expectations about the outcomes of their actions. These expectations shape future learning and decision-making, guiding individuals in similar situations. The anticipation of reinforcement can also influence attention, making individuals more likely to focus on behaviors that are associated with potential rewards or positive outcomes.

Attention is a critical component of learning. For reinforcement and punishment to be effective, individuals must pay attention to the behaviors being reinforced or punished. The expectation of reinforcement increases the likelihood of focused attention on behaviors that are perceived as rewarding, further enhancing the learning process. This interplay between expectation, attention, and reinforcement drives how behaviors are learned and exhibited.

Applications of Social Learning Theory

Social Learning Theory has broad applications across various fields, particularly in education, psychology, criminal justice, and health promotion. In education, it is used to enhance learning and behavior. Teachers apply strategies such as modeling, reinforcement, and feedback to encourage students to adopt positive behaviors and attitudes. For instance, a teacher may model respectful behavior and reinforce students who demonstrate similar actions.

In psychology, Social Learning Theory explains behaviors like aggression, addiction, and phobias, suggesting that these behaviors are learned through observation and imitation. Therapists use this framework to address psychological issues by gradually exposing clients to feared stimuli and reinforcing calm responses, helping to modify maladaptive behaviors.

In criminal justice, the theory is employed to understand and prevent criminal behavior, especially juvenile delinquency. It posits that criminal behaviors are learned through interactions with others who model such behaviors. Interventions focused on changing the social environment and providing positive role models can help deter delinquency and encourage prosocial behavior.

Finally, in health promotion, Social Learning Theory supports the promotion of healthy behaviors, such as regular exercise and balanced diets. It highlights the importance of observational learning and reinforcement in adopting these behaviors. Programs that offer social support and positive reinforcement encourage individuals to engage in healthier lifestyles by observing and imitating others.

Criticisms of Social Learning Theory

Social Learning Theory has faced several criticisms. One key issue is its tendency to oversimplify the complex processes of learning and behavior. Critics argue that the theory places too much emphasis on environmental factors and neglects cognitive processes like motivation and self-efficacy, which play significant roles in shaping behavior. This focus on the environment may overlook how individual differences also influence learning.

Another criticism is the theory's lack of clear and testable predictions. Due to its complexity and the multiple variables involved, Social Learning Theory can struggle to provide precise forecasts about behavior. Critics note that the theory's assumptions, particularly regarding reinforcement, are sometimes inconsistent and difficult to operationalize, making it challenging to predict behavior with accuracy.

Finally, the theory's generalizability is questioned. Developed primarily through research with children and adolescents, Social Learning Theory may not fully apply to other age groups or cultural contexts. Critics suggest that its principles may be less effective in cultures that prioritize individualism, where behavior may be influenced more by personal choice than by social observation and reinforcement.

Strengths of Social Learning Theory

Social Learning Theory offers several key strengths in understanding and influencing behavior. First, it emphasizes the role of observational learning, asserting that individuals acquire new behaviors and attitudes by watching and imitating others. This process is crucial to human learning, as it explains how behaviors such as aggression can be learned by observing others engage in similar actions.

Second, the theory provides a comprehensive framework for explaining complex behaviors like aggression and addiction. It integrates observational learning with reinforcement and cognitive processes, such as motivation and self-efficacy. For example, addiction can be understood not only through direct experiences but also by observing and imitating others who engage in addictive behaviors, with reinforcement further reinforcing these actions.

Finally, Social Learning Theory has practical applications in informing interventions. It suggests that effective interventions should focus on creating opportunities for positive learning and reinforcement. For

example, therapists can use the theory to develop programs that reduce negative behaviors, such as aggression, by reinforcing prosocial behaviors and providing positive role models. This approach has proven effective in promoting positive behavioral changes across various settings.

Weaknesses of Social Learning Theory

One significant weakness of Social Learning Theory is its perceived determinism. The theory's emphasis on environmental influences can suggest that individuals have little control over their own behavior. While it acknowledges cognitive factors like self-efficacy, it often underplays the role of individual agency in shaping behavior. Critics argue that the theory tends to view individuals as passive recipients of environmental stimuli rather than active agents who can make independent choices and influence their own actions.

Another limitation is the theory's insufficient attention to individual differences. Social Learning Theory assumes that people learn in similar ways, but in reality, individuals vary in their capacity to learn and imitate behavior. These differences, which can be influenced by factors such as personality, prior experiences, and cognitive abilities, are not adequately considered, making the theory less comprehensive in explaining the full range of human behavior.

Differential Association Theory

Differential Association Theory, developed by Edwin H. Sutherland in 1939, explains criminal behavior through the process of socialization and the influence of social group interactions. The theory asserts that individuals learn criminal behavior from those with whom they associate, particularly within primary groups like family and peers. Sutherland's theory suggests that criminal behavior is learned through communication and exposure to values that support rule violations. As individuals interact with others who endorse deviant behaviors, they are more likely to adopt similar attitudes and actions.

The theory emphasizes that society consists of various groups with different norms and values. These groups, whether family, peers, or broader social structures, shape the individual's worldview. If a person is exposed to groups that promote delinquency, they are more likely to adopt criminal behaviors. Conversely, individuals who interact with groups that support conventional behavior are less likely to engage in criminal activity. Sutherland argued that differences between criminals and non-criminals lie not in the goals they pursue but in the methods they choose to achieve them.

Sutherland's theory is built on nine key postulates, which include the idea that criminal behavior is learned, primarily through interactions with others, and that the process involves techniques, motivations, rationalizations, and attitudes that support rule-breaking. The theory also suggests that criminal behavior results from an excess of definitions favorable to crime over definitions unfavorable to crime.

Applications of Differential Association Theory

The theory has been applied to explain various forms of criminal behavior, such as juvenile delinquency, gang involvement, and white-collar crime. It suggests that individuals learn deviant behaviors through their social interactions with others who engage in similar behaviors. For instance, young people may adopt gang-related behaviors by associating with gang members. Additionally, the theory has been used to understand a range of deviant behaviors, including substance abuse and prostitution, by examining the social learning processes at play.

Criticisms of Differential Association Theory

Despite its contributions, Differential Association Theory has faced criticisms. Some argue that it oversimplifies the factors contributing to deviant behavior, overlooking individual differences and structural influences. Others point out the theory's lack of clear definitions for key concepts like "differential association" and "definitions," making it difficult to operationalize and test. Furthermore, empirical support for the theory's predictions has been inconsistent, with some studies failing to validate its claims.

Strengths of Differential Association Theory

The theory's strength lies in its emphasis on social learning, providing a clear explanation for how deviant behavior is learned through social interactions. It offers a useful framework for designing interventions that target these social learning processes, aiming to reduce deviant behavior by altering associations with negative influences.

Weaknesses of Differential Association Theory

However, the theory's deterministic nature has been criticized for implying that individuals have little control over their behavior. It also has a limited scope, as it may not apply to all types of deviant behavior, such as those not primarily influenced by social interactions, like certain mental health conditions. Additionally, the difficulty in measuring key concepts such as "differential association" makes the theory challenging to test and apply effectively.

Social Control Theory

Social Control Theory, developed by Ivan Nye in 1958, posits that socialization and social learning processes build self-control, which helps reduce the tendency to engage in antisocial behavior. Nye identified three types of control: direct control (punishments and rewards by authority figures), indirect control (influence of others, such as parents, whose disappointment may deter delinquency), and internal control (self-regulation via conscience or superego). The theory suggests that individuals are less likely to commit crimes if they internalize moral codes and are invested in their community through relationships, commitments, and shared values.

Nye's framework assumes that moral behavior is shaped by social contracts and social order, where individuals, constrained by their roles and responsibilities, choose not to deviate from societal norms. He argued that criminal behavior arises when social control is weak or insufficient. In contrast to other criminological theories, Nye emphasized the role of family and personal relationships in fostering social control rather than economic or structural factors.

Applications of Social Control Theory

Social Control Theory has been widely applied in various fields. In juvenile justice, interventions aim to strengthen social bonds by improving relationships between parents, schools, and peers, which can reduce delinquency. In community-based programs, social interaction and community engagement are encouraged to foster stronger bonds and decrease deviant behavior. Additionally, parenting programs often focus on improving parent-child communication, setting boundaries, and promoting positive reinforcement to build stronger family bonds. Finally, the theory has informed crime prevention strategies, such as neighborhood watch programs and community policing, which aim to strengthen social ties and reduce crime rates.

Criticisms of Social Control Theory

Critics argue that Social Control Theory oversimplifies deviant behavior by focusing primarily on individual-level factors like attachment and commitment, without sufficiently considering structural influences like poverty or inequality. The theory also faces criticism for its difficulty in measuring key concepts, such as attachment and commitment, which complicates its empirical testing. Furthermore, its limited scope may neglect broader social and cultural factors that influence behavior. Additionally, Social Control Theory is often seen as deterministic, suggesting that social bonds alone govern behavior, without accounting for individual agency and free will. Finally, its generalizability is questioned, as it is based primarily on Western cultural assumptions and may not apply universally across different societies.

Strengths of Social Control Theory

Social Control Theory provides a comprehensive framework for understanding how social relationships and bonds influence behavior. It has received empirical support, with studies showing that stronger social bonds correlate with lower rates of deviance. The theory also offers practical implications for policy and intervention, highlighting the importance of community engagement and familial connections in preventing crime and deviance. By focusing on the role of social bonds, the theory emphasizes how relationship-building can act as a buffer against criminal behavior.

Weaknesses of Social Control Theory

Despite its strengths, Social Control Theory is often criticized for being overly deterministic, implying that individuals' behavior is shaped solely by their social bonds. It also tends to neglect individual differences, assuming a uniform response to social ties. The theory's concepts, such as attachment and commitment, are difficult to measure and operationalize, limiting its applicability and practical use. Finally, the theory's limited generalizability across cultures and contexts raises concerns about its universal applicability.

Recommendation

Based on the findings of this study, the following actionable recommendations are made:

1. Implement parenting programs that train parents in effective communication, reinforce positive behaviors consistently, and teach techniques for setting clear and appropriate boundaries that support healthy child development.
2. Create peer-based interventions that focus on fostering positive peer relationships and developing skills for resisting negative peer pressure, while encouraging peer leaders to model prosocial behaviors.
3. Launch media literacy initiatives that provide individuals with the tools to critically assess and challenge harmful media content, empowering them to make informed decisions and reduce exposure to detrimental influences.
4. Establish community-driven programs that strengthen social ties and encourage active participation in community life, such as organizing neighborhood watch initiatives, fostering community policing efforts, and creating spaces for local engagement and collaboration.

Conclusion

In conclusion, this study emphasizes the significance of understanding parental control, peer influence, and media exposure in relation to criminal behavior. By exploring the theoretical frameworks of social learning theory, differential association theory, and social control theory, researchers and practitioners can design more effective interventions to reduce crime and foster positive societal outcomes. The insights gained from this research have important implications for developing evidence-based policies and programs. Applying these perspectives to real-world issues can help build safer, more resilient communities.

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