The Relationship between ICT's and Adolescents' Delinquencies
Case study: Students in Abadeh County

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Abstract

This study investigates the relationship between the new media (ICT's) and high school students' delinquency in Abadeh county. In this study, delinquency includes vandalism and other delinquenty behaviors, which is spreading fast in adolescence age. The research methodology is based on survey in which 500 male and female students were randomly selected. The related data was collected by self-report questionnaires. Findings show that the mean use of ICT in males is higher than females but the mean use of old media are not significant. Most of ICT's have positive relations to juveniles' delinquency but some of old media have negative relations. The final model shows that ICT's could explain 12 percent of total delinquency, 12 percent of vandalism and 14 percent of other delinquent behaviors.

Key words: Adolescent, Delinquency, ICT and Globalization

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Introduction

Globalization is one of the most important topics in modern sociology. Giddens believes if we do not understand it and not be able to talk about it, we cannot master complex social phenomena (Giddens, 1999: 26-27). The process of globalization with its components such as information and communication technologies (ICTs) has strong effects in the life of modern people, especially young people. In this process, a large amount of high-speed data are exchanged around the world. Youth are met with cultures, ideas, attitudes, behaviors and ways of life of different communities.

In the field of culture and communications, ICT's have created a powerful revolution. These transformations comprise all fields of everyday life of people. Today, all classes have access to different cultural products so that class boundaries are fading somewhat, and some of it had to pass on the fact endorsed the concept, such as social class can not be functional, and requires that other concepts such as consumption use for explaining the social phenomena.

ICT is present everywhere and at all times in different fields of social life, hence its consequences will eventually become apparent. One result of this can be observed in the field of youth criminal activity. View in a violent scenes, which are mainly available to the youth for sale, and many of them can be obtained at the lowest cost such as Bluetooth, compact disc (CD), video games and a like.

This demonstrates the influence of these technologies. Today, satellite, t.v., Internet (web sites, chat rooms, dating groups and the like), mobile phones(SMS, Bluetooth, multimedia capabilities) and other technologies, are all time being used by adolescents at the same. One of the tools of socio - economic development is telecommunication facilities, in addition to all these benefits, there are some negative results.

Development of ICT (including internet and telephone) will continue, even in faster pace, and it will become a necessity of life. Although the communication and entertainment are the immediate results of these technologies, the socialization process of youth are being influenced by ICT, and causes a change in their vision and their relationships. Thus, the results obtained, indicate that these technologies, especially mobile phones and internet capabilities have influenced the process of socialization and the relationships of young adults (Brayant & Brayant, 2005).

The process of development of social identity in the critical stage of young adult's life is very important, and this is the period in which the human personality and behavior takes shape. Modern information and communication technologies such as the Internet are tools for observation of documented issues that have been kept secret until now. Chat rooms, interactive games, and porn sites on the Internet, mobile phones, and satellite T.V. have resulted in juvenile delinquent behavior such as sexual crimes, vandalism, violence, etc. (Weisskirch & Murphy, 2004).

The aim of this study is to understand how the use of ICT and especially satellite, Internet T.V., mobile phone and its features may have an effect on young adults' criminal activities. To answer this question Abadeh city high school students were selected. Abadeh is the most northern city of Fars province and is situated between Isfahan and

Fars. Although Abadeh does not enjoy much of economic development, but has always had a great cultural development in the Fars Province. The study of the relationship between mass media, especially the new ICT and criminal activities of the youth can result in understanding the social behaviors of this age group.

Literature Review

Studies outside Iran on offenders usually have been done without giving much attention to the media. Most studies have been done on the effects of the media, especially television and video on sexual behavior of the youth. Major studies in Iran have also been conducted on the offenders; usually socialization factors such as the family, friends and school have been centers of focus and attempts have been made to determine the share of each one of these factors. In Iran, media have been considered as one of the independent variables in models, but these studies have not paid full attention to it yet. The ICT have received the least attention. At first, we will review the most important studies outside of Iran and then internal studies will be investigated.

A study done by Escobar - Chavez and his colleagues on the effects of media on gender attitudes and behavior of adolescents has shown that the media have a wide impact on attitudes and behaviors related to health, violence, eating disorders and the use of alcohol and tobacco (Escobar-Chaves, et al., 2008). Strasburger and Donnerstein observed the effects of viewing TV and other media, especially video and Internet on children and adolescents behavior. The content of all viewed programs was of outmost importance (Strasburger & Donnerstein, 1999).

Another study by Strasburger, concludes that ads in the media, especially television and the Internet have had a tremendous impact on the behaviors of children and adolescents. They are also exposed to advertising on the Internet, magazines and newspapers and even schools. In his opinion, some of media education has reduced the negative impact of the advertising on children and adolescents (Strasburger, 2006).

L'Engle and colleagues have shown that the media have a great impact on adolescent socialization process, and in this way have influenced their negative behavior. In their study they have indicated that the more they (youth) watch socially unacceptable behavior, the greater the likelihood of them getting involved in criminal activity. (L'Engle et al., 2006).

Aybara and Mitchell in their study of Pornography on the Internet by children and adolescents have shown that the majority were boys and only 5 percent of them were girls. In addition, with increases in age, especially at age 14 and older, their interest and curiosity also increases. Those, whom search in internet for pornography, compare to those who viewed pornography by other means than internet, have shown features of depression and feelings of not belonging to a group (Ybarra & Mitchell, 1995).

Mitchell and colleagues did a research study on 1504 subjects whom were under clinical consultation, found that young individuals who have had experience in using the Internet suffered from major problems such as deception, theft, fraud, loss of normal relations, social isolation, gambling, internet addiction, with risky behaviors (Mitchell et al., 2005). Another study has shown that boys were more interested in violent online games, but girls spent most of their time chatting online (Subrahmanyam et al., 2001).

Baron and Byrne (1987) believed that the media showing violence would reinforce the violent behavior. It seems that after viewing their movie heroes committing violent acts, the young viewers might believe that if their heroes can do it, so can

they. Young viewers might learn new ways of violence and violent acts just by watching extremely graphic and violent movies. Also over exposure to violent acts on the media, might reduce their emotional sensitivity towards violence (Baron & Byrne, 1987: 312). In his/her study, Phillips concluded that in the days after heavy weight boxing competitions, youth violence had increased significantly (Phillips, 1983).

In studies conducted in Iran, one of the issues that have been less emphasized is that what an impact media has on delinquency. The study of 57 researches (undergraduate theses, doctoral and research projects within the decades of 60's and 70's solar calendar) in the field of crime and social deviations, Golchin showed that the set of independent variables considered, no reference was made to the mass media (Golchin, 2005).

For example, many experimental and theoretical studies carried out in Iran, the media have not been considered as either specific or as one of the factors influencing juvenile offenders. (Alivrdynya and others, 2006; Soleimanynia, 2007; Basry, 2005; Tehrani-Zadeh and others, 2004; Ahmadi & Iman, 2004; Soleimanynia and others, 2004, Mohammadi Asl, 2003; Hashemian, 2001; Mshkaty and Mshkaty, 2001; Ahmadi, et al., 2000:3-11; Maskani, 2000; Raheb, 2000; Taliban, 2000: 100-112 ; Kaheni and others, 1999; Ahmad and others 1999; Rafiee Zanjirani, 1999; Mac Wandy and Liam, 1994; Mahdavi and Sadafi, 1994; Ismail, 1993; Madani, 1993; Ahmadi, 1993; Jalili, 1992; Sohrabi, 1989 ; Hussain Alhashmy, 1984; Heravi, 1975).

In the researches that have been done, they have mainly tried to consider the effects of factors such as belonging to the family, school, groups of friends, or psychological factors, as independent variables in delinquency and a life of crime. Some of these studies used conventional theories and viewpoints, especially social control. However,

one of the most important common factors with-in previous studies is lack of sufficient attention to the media (old and new) and their role in youth criminal activities.

Theoretical framework

The ability of the mass media, especially the new media, is to influence social behavior of individuals. Some theories have proposed some, hypotheses, sociological and psychological models. Although the proposed mechanisms provided by these theories are that the media may affect delinquent behavior, especially in youth, there are different theories, but most claim that, the content of messages, will over time physiological and psychological be stimulus for changes in the behavior, of the viewers. Here we will examine some of the major theories that focus on the influence of the media on social behavior.

Social learning theory: Social learning theory of Bandura, assumes that individuals learn the acceptable social and cultural behavior, by observing how others behave. Theory as an application for learning the delinquent behavior, by observing (s)he own peers of same age groups, is well known. In addition, this theory has been used to explain learning behaviors from the media especially TV (Bandura, 1372: 51, Khan & Cangemi, 1979; Sreel, 1999). In this theory, the major mechanism of the influence of the media on social behavior, is "imitating" behavior. In addition, learned behaviors are influenced by social contexts. Television and other media in this view as an agent of socialization are increasingly effective. The effects of the media on children's personality is through imitation (Peterson et al., 1991).

In this theory, the model of social learning can be a real person, or a fictional character, a verbal text, visual, or written. Ideal model for this theory is a model that resembles one who is the observer. Most people accept the models that are comparable to them. If a model is suitable, parts of it or almost all of it can be obtained. Almost all-human learning is by observation and imitation. Bandura called this process "modeling effect" (Bandura, 1372: 42-62).

For the purpose of replication, the model must resemble the viewer. When people feel that they can make a connection with the model and its behavior, the replication process get stronger. If an observer notices that implementation, or imitation of a model's conduct will have a negative consequence, (s)he will most likely not imitate that behavior. A behavior is most likely repeated when the result is a positive reinforcement. This reinforcement can be in the forms of rewards, or reduction in punishment (Bandura, 1372: 108-122; Khan & Cangemi, 1979). Thus, imitation is the final phase of this process. (Bandura, 1372: 155).

A Teenager finds a model for himself/herself by observing the media. (s)he will pick up some of the features in the media that (s)he relates to, since they have a-lot in common (Steel, 1999). Many television critics say that most teenagers are prone to adopt features of the models, because the adolescent is at an age period of doubt and insecurity. This period is a time of acceptance; it is when many social relations are discovered for the first time. (Elasmer et al., 1999). Significant portion of previous studies indicates that the media, especially television can be of importance to adolescent socialization. Faces and images of the young, on television can be strong factors in other young people socialization (Harwood & Anderson, 2002).

Cultivation theory: This theory maintains that if people are being heavily, and excessively exposed to the mass media they will develop attitudes and behaviors that is portrait as real but is not compatible with reality per se (Gerbner et al., 1994). This will occur when the expectations of adolescents about the results of some behaviors through replication features are depicted, will be changed (Escobar-chaves et al., 2005)... Chia and Gunther believe that this theory used for the Internet and other modern information and communication technologies would work, because in terms of narrative, such as television and the social values and ideology that they have in common (Chia & Gunther, 2006).

Primary theory: This case rests on the theory that exposure to an event (delinquency) in the media comes to display**,** In a short time after the observation, will enable other similar ideas, This attitude, in turn, can mean in terms of concepts related to work and show them more acceptable (Ebscobar-chaves et al. 2005). According to this theory, in the short term, after viewing the delinquent behavior, young people are very talented to imitate them.

Media Practice Model: This model is for explaining the use of the media, and has been developed within a comprehensive social framework, and makes clear the relationships between youth identities, selection, interaction, and application of the media (Steele & Brown, 1995). Data obtained during the research using this model is the result of survey conducted in relation to communication. Advertisers have found that the content of their messages affect the behavior of the customers (Williams, 2000). In addition, young people have said that the media messages have had a great impact on their lives, and they had received very important information

regarding life choices through some media, such as the Internet, TV and magazines (Kaiser Family Foundation et al. 1996; Kaiser Family Foundation et al. 2003).

Third-Person Effect Hypothesis: This hypothesis asserts that people are more influenced by messages that have had strong effects on attitudes and behaviors of others rather than messages that have had impact on themselves (Davison, 1983). This phenomenon maybe exacerbated for adolescents.

Period of adolescence is a period of creating identity. During this time, adolescents try to create a meaningful identity for themselves, in this uncertain world, basically, high-risk; stressful, with abundant resources and are sometimes contradictory. A great amount of data and information will cause them to use information from every corner in order to build their identity.

One of the most important subjects in the behaviors, and particularly the values of todays youths is globalization. This process is so important that Anthony Giddens believes that if we do not have a clear understanding of it, not be able to easily explain it, we cannot master complex social phenomena (Giddens, 1999: 26-27). Giddens believes that globalization and its media cannot be separated (Giddens, 1387: 45-46). Hamelink also believes that these technologies will convey the values and norms of different communities to other different parts of the world with the help of the media (movies, reports, news, and ...) (Hamelink, 1997).

Globalization can create different results in different places. Sholte, in this field believes that a large part of the world's culture, is the youth culture (Sholte, 2000), and global consumption links young people around the world. Some believe that global auditory and visual media

familiarize the young people more to Hollywood products, than the products of their own countries. For example, studies conducted in Europe show that Denmark and Greenland youth, simultaneously use global and local products to build their own identity (Kjeldgaard, 2001).

Havick in his study showed that the Internet has far more impact on societies compared with the TV. In his belief, the emergence of the internet in societies, was due to its special features and will have fundamental changes on the communities in the future. In his opinion, because of the internet's ability to store data, it increases the capability of the individuals to access these data, and makes it possible for the individuals to have control over the publication and posting of the data and information, restoration of the data and its dissemination. In his view, the internet will increase the freedom, and the ability of the individual to communicate, and this, in a way will provide broader collection and interpretation of news to many people.

Large volume of information is being circulated and being exchanged between different centers and users, and also, the products, with different cultural roots, which are mainly being used by the young consumers, will gradually have an impact on, and will influence their views, behaviors, and values, values that will be different from the society they live in (Deane, 2000). In other words, young people, who have access to new media, especially the internet, and its advantages, will gain experiences that other young individuals are not able to. Different means of communications, such as chat rooms, blogs, email, etc will provide this opportunity for the young people to build their environment with the help of each other (Greenfield & Yan, 2006).The internet is a Multi-media technology. This technology is also visual and auditory, and makes a two way relationship possible. Mobile phoneis also a multimedia technology that has more or less similar features.

In comparison with other socialization agents such as family, school, legal system, youth in these media environments, have greater possibility to have more control over their socialization process (Arnett, 1995). In the meantime, the internet has an added advantage over other media. New media plays an important role in socialization process of young people; because it provides them with what they need in order to create their own identity.

But the same media that can play an effective positive role in the learning, and development of the young, can also have negative consequences. This points out the fact that committing crime increases among groups who use these technologies, and through it, directly or indirectly they can encounter cultural products of different communities. Studies show that the internet and its functions, heightens individual's risky behaviors more than the TV does (Galbreath & Berlin, 2002). The high-risk and dangerous behaviors can happen to young people, either through cyberspace or outside of it. In addition, internet, by offering and displaying pictures was not so easy prior to the internet, will influence their systems of values. However, earlier media, due to government oversight, made it impossible for them to offer programs contradictory to the acceptable values of the society.

Different theories and models have been presented regarding the effects of media on youth's delinquent behaviors. However, it seems that the two theories of social learning and cultivation are two important frameworks that by integrating their development, we can better understand the extent of delinquent behavior among young people. During adolescent years, interaction with others is of great importance. In order for adolescents to learn how to interact with others, they are provoked, or instigated (Bandura, 1986; 1989), and they may use models that the

internet, satellite T.V. and other ICT provide, as their own (for example, observational learning).

The theory of social learning of life experiences, , is built directly or indirectly on the processing of information, then learning, and possibly modeling a behavior from the collected data. Here, young people, process, learn, and model the delinquent and criminal behaviors from the media. A teenager is constantly growing in physical, psychological and social realms. In such a realm of different information, and in this specific case, they receive delinquent behavior, and implement that behavior. Adolescents can lean various forms of socialization from the media, whether it is real or not. However, it is likely that the intensity of exposure to the media content will create and cultivate attitudes and behaviors that are adaptable to the medias portrayal of the reality not the truth of it per se.

Research indicates that the media make up an important part of adolescent life, and they often imitate what they see. The theory of social learning (Bandura, 1986) assumes that social influences will determine what kind of behavior the adolescent will express. An individual behaves in a way that (s) he thinks, it is something of interest, desirable, common, effortless, and practically understood (Brown & Witherspoon, 2002).

Media are part of the socialization process. Criminal behavior portrayed in the media, is part of the socialization experiences of the adolescent. Learning is achieved by imitating the behavior, even when the behavior has not occurred yet (Bandura, 1986). Here are three specific areas in which learning takes place: The actual implementation of the behavior, watching the performances of others without direct contact, and the third stage is cognitive functions, which is for accumulation and to make the complex

information uniform (Escobar-Chaves, et al., 2005).

When a juvenile actually commits a criminal act, after observing it on the media, the third stage is completed. The last two stages, meaning, one is observing others without direct contact, and next is accumulating, and uniforming the information, will happen when the juvenile is faced with the delinquent behavior on the media, and they gather information in order to understand the criminal behaviors. When a teenager carries out an actual delinquent behavior, (s) he will be at risk of negative results, such as social, psychological effects (such as punishment, blame ...). Social situations can have an effect on behavior (Peterson, Moore & Furstenberg, 1991).

Research Hypotheses

1- There is a significant relationship between mobile phone use and an a increase in juvenile delinquency.

2- There is a significant relationship between the use of Bluetooth and an increase   in   juvenile delinquency...

3- There is a significant relationship between the use of the infraru and an increase in   juvenile delinquency.

4- There is a significant relationship between the use of internet and an increase in   juvenile delinquency.

5- There is a significant relationship between the use of e-mail and an increase in juvenile delinquency.

6- There is a significant relationship between chatting and increase in juvenile delinquency.

7- There is a significant relationship between the use of SMS and an increase in   juvenile delinquency.

8- There is a significant relationship between the use of satellite T.V. and an   increase   in juvenile delinquency.

9- There is a significant relationship between the use of state run TV and an   increase   in juvenile delinquency.

10- There is a significant relationship between the use of video, and an   increase   in juvenile delinquency.

11- There is a significant relationship between the use of non-textbooks and an   increase   in juvenile delinquency.

12- There is a significant relationship between the use of different computer   software and an increase in juvenile delinquency.

Research Methods

This research was carried out by using a survey method, which is one of the most common methods in quantitative researches. The sample of the research includes a group of 500 adolescents who reside in Abadeh, Bahman, Sghad, Ayzd-khvast, and Surmq. A multi stage random sampling technique is used. The girls completed half of the questionnaires and the boys completed the rest. The sample unit included male or female high school students of ages 14-19 years old. To collect data, we complete the questionnaires through face-to-face interviews.

Adolescent: Ashtynbrg Lawrence believes that some researchers consider an adolescent to be of ages 13 to 19. He asserts that adolescent years, start around age 10 and end in the early 20's

(Ashtynbrg, 1384: 5). Schafers divided the adolescent years into three periods: phase one is the period of ages 13 to 18, which is the period of puberty (Schafers, 2003: 25). Shoemaker calls the delinquent behavior of under aged individuals a criminal act, and calls the offenders criminals. He divided the adolescent years into two periods; the young teenagers and adolescents. Adolescents are mainly in high schools (Ibid: 5-7).

Delinquency: delinquent behavior refers to very diverse children and adolescents behaviors that are not approved by the community and for some of those acts,the society considers giving advice to the offender or considers, punishment. Agnew, considers the role of social pressure in crime and delinquency; he views the delinquent behavior of the youth as a crime and an illegal act, which includes violating the law, and violent behaviors, committed by the youth under the age 18 (Agnew, 1992). Thus, criminal acts can be considered as a spectrum of behavior that includes violation of the law, social norms and culture, without officially breaking the law (Ahmadi, 1998: 13). In this study, delinquent behavior is the behavior of high school students, ages of 14 to 18 who violate the community norms and rules.

There are two very common sources for obtaining data on crime: official reports, and self-report (Farrington, 1987). Official reports include those arrested and convicted by the police and other legal bodies. One of the major problems of this type of measurement of crime is that, many delinquent acts remain undiscovered, and will not be included in the police report and other related institutions. Another method of measuring the delinquent behavior is the use of self-reporting, that includes a wide range of delinquent activities (Ibid.). This method is more sensitive towards the delinquent act among those who are less involved in criminal activities, or commit misdemeanor.

Different aspects of criminal activities.have been considered Agnew, with regard to his research goals, had examined aggressive behavior, vandalism, attitude towards, altercations with teachers, etc (Agnew, 1985).

Vandalism: Vandalism is among those deviations and delinquencies that have emerged in new society (Mohseni Tabrizi, 2003: 13). Theorists often consider the vandalism as a misdemeanor, which is committed by delinquent juveniles (Ibid: 16). Destruction of school properties, traffic signs and billboards, breaking the windows of vacant properties, breaking street lamps, breaking and destroying telephone booth, public phone systems, disconnecting the power lines and telephone wires, breaking the trees inthe streets and parks, destruction of city square's statues, cutting and tearing apart movie theater's and city bus's seats, ... are the most common forms of delinquent and vandalistic behavior in modern society "(Ibid: 14-15).

In this study, with respect to the theoretical framework, and research limitations in schools, 16 items for vandalistic behavior, and 3 items for other delinquoot bahaviors, that are primarily more prevalent in our society (Male and female friendships, having their makeup done in an unconventional way, and using mood changing drugs) were considered. These are used in order to measure crime that over all, measures the juvenile delinquency of high school individuals. Hence, the main point of study is on vandalistic behavior. Here, in the first 13 items that make reliability of component vandalism, were calculated. Alpha coefficient obtained equal to 0/84 respectively. Other components or constituents of delinquency equal to 0/7 respectively. Total variables constructive alpha of delinquency equal to 0/86 respectively. Ultimately, delinquency's variable is tested and measured in interval level.

ICT: These technologies are used to store and transfer information, knowledge, emotions, love and hate and all other elements, including cultural institutions, values, norms and beliefs. Thus, these are - meaningful objects. Computers, the Internet and its services (chat, email, web ...) mobile phones and its capabilities (Bluetooth, infraru, SMS), including ICT, and satellite T.V., are all considered. The total alpha of ICT items equal to 0/80.

Old mass media: These technologies had existed in Iran, prior to the emergence of ICT, were largely under government control. State run radio and television, newspapers and magazines, video, non-text books as well as foreign radios (even though, they are not under the government scrutiny, but they have existed prior to the new information and communication technologies). The total alpha of old mass media items equal to 0/60.

FINDING AND RESULTS

Table 1 shows that among the items of the new delinquent behaviors, the highest mean belonged to unconventional make up (mean = 49 / 1), among which, the means of girls (1.59) has been greater than the boys' (17.1). Lowest average in this group was related to using mood changing drugs (mean = 1/39), among which, the mean of boys (1/67) was greater than mean of girls (1/13). This shows that the probability of involvement of boys in such crimes has been higher than girl's involvements.

The highest mean of vandalistic behaviors related to damaging park lawn and other public places (Mean = 3/39), which indicates that this behavior is prevalent in young people. Perhaps the reason for this situation is a lack of sensitivity in

adolescents or insufficient training of them. However, the means of boys and girls does not show much difference. Lowest delinquent behavior is related to damaging sculptures installed incity squares, parks, etc. (mean = 1 / 1), that in this case, the mean of boys (1/13) is greater than the mean of girls (1/07). However, since the visibility of sculpture in city squares is high; hurting them needs a higher level of risk, that we can find it among boys.

Table 2 shows that the ICT, the use of satellites (67 / 1) had the highest average. The usage of this technology among boys and girls is similar. However, the use of Bluetooth and infraru had the lowest average (0/43). The average uses of these two technologies among boys were more than girls' usage. Among the previous media, watching the TV (mean = 2/87) and listening to foreign radios have had lowest averages (mean = 1 / 1). As seen, viewing the TV still has the highest consumers.

Table 1: Frequency distribution of respondents to different questions of delinquency

| Girl | | Boy | | Total | | Items | | Girl | | Boy | | Total | | Items | |
Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean			Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean		
0.76	1.23	1.01	1.39	0.89	1.3	Damage to street cars	11	0.67	1.13	1.36	1.67	1.01	1.39	using mood changing drugs	1
1.62	2.26	1.56	2.19	1.6	2.41	Writing or painting on the chair class	12	0.96	1.31	1.56	1.94	1.31	1.61	Male and female friendships	2
0.8	1.24	1.02	1.4	0.91	1.32	Damage to school heater	13	1.3	1.59	1.0	1.39	1.17	1.49	having their makeup done in an unconventional way	3
0.35	1.07	0.71	1.24	0.56	1.15	breaking Glass of public places	14	0.78	1.21	0.9	1.31	0.84	1.26	Tear seat of public transportation	4
1.06	1.38	1.01	1.4	1.03	1.39	Tear some images of books, or magazines, school or public libraries	15	0.46	1.09	1.1	1.45	0.82	1.26	crushing Light bulb of shopping mails, school, ...	5
0.33	1.0	0.67	1.2	0.52	1.11	Damage to traffic signs	16	0.62	1.18	1.0	1.43	0.83	1.3	Stealing Friends equipment	6
0.5	1.09	0.74	1.24	0.63	1.16	Damage to the public phone booth	17	0.57	1.14	0.81	1.26	0.7	1.2	Stealing School devices	7
0.44	1.07	0.58	1.13	0.51	1.10	Damage to statues installed in city squares, parks ...	18	1.3	1.88	1.26	1.88	1.28	1.88	Breaking branches of trees or writing on a tree trunk	8
0.58	1.15	0.98	1.4	0.8	1.27	Damage to other property	19	1.69	3.38	1.68	3.4	1.7	3.39	Damaging park lawn and ...	9
Std. Deviation = 8.31		**Mean=23.54**				**Vandalism**		0.61	1.11	0.79	1.22	0.7	1.16	Harm to postal funds, alms ...	10
Std. Deviation = 2.69		**Mean=4.5**				**Other delinquent behaviors**									

Table 2: Frequency distribution of respondents to the questions of mass media

Girl		Boy		Total		Independent variables
Std. Deviation	**Mean**	**Std. Deviation**	**Mean**	**Std. Deviation**	**Mean**	
1.13	0.61	1.53	0.82	1.34	0.71	SMS
1.68	1.45	1.91	1.64	1.79	1.54	Computer usage
1.19	0.51	1.51	0.83	1.36	0.66	Chat
1.10	0.50	1.38	0.69	1.24	0.59	e-mail
1.57	1.00	1.71	1.12	1.63	1.1	Mobile
1.55	1.10	1.82	1.45	1.69	1.25	Internet
1.87	1.65	1.93	1.68	1.90	1.67	Satellite
0.85	0.27	1.43	0.62	1.17	0.43	Bluetooth
0.95	0.30	1.37	0.57	1.17	0.43	Infrarau
1.31	2.88	1.45	2.85	1.37	2.87	state television
1.48	1.27	1.51	1.33	1.49	1.30	Video
1.42	0.87	1.68	1.28	1.56	1.1	Foreign radios
1.67	1.96	1.63	1.81	1.55	1.89	Study local newspapers and magazines
1.57	1.19	1.80	1.47	1.69	1.32	state radio
1.51	1.85	1.75	2.04	1.62	1.94	non-school texts
Std. Deviation = 8.45		**Mean= 8.06**				New technologies
Std. Deviation = 5.4		**Mean= 10.31**				old technologies

Table 3 shows that boys have access to various media, including mass media and ICT more than girls. The difference between the two sexes in all media usage was statistically significant (T= 2/26, Sig= 0/024). The difference between boys and girls in the use of ICT was statistically significant (T= 2/19, Sig= 0/029) at 95 percent confidence level. However, the difference between the two sexes of the use of old media was not significant at 95 percent confidence level. It seems that there is a prevalence of new media use among boys than girls, but old media usage between the two sexes does not differ significantly.

Table 3: The level of access to different media among students

Confidence level	T value	Average Hourly		Independent variables
		Girl	**Boy**	
.024	2.26	16.79	19.47	total media usage
0.029	2.19	7.18	9.05	new tech usage.
0.125	1.54	9.94	10.75	old tech usage.

Table 4 shows the usage rate of ICT by respondents, based on number of hours per week. The highest value of F is related to other crime. As can be seen, with increasing use of ICT, other crime rates also increase. However, increased use of these technologies also add to the amount of vandalism. However, compared with vandalism, these technologies have more effect on other crime, who are mostly new.

Then Scheffe test showed that, there was no significant difference between those who have not used this type of technologies and those who have used less than 16 hours, , But there is a significant difference between these two categories and those who have suages of more than 16 hours,.. Based on these data is presented in Table 5.

Table 4: Test of comapriosn of delinquency According to the number of hours using ICT

Confidence level	F value	Average Hourly			Dependent variable
		More than 16 hours	1 to 16 hour	Does not use	
0.001	7.31	27.88	23.05	22.94	vandalism
0.000	9.54	5.9	4.26	4.19	Other delinquent behavior
0.001	6.71	1.79	1.52	1.51	Total delinquency

Table 5: Test of comapriosn of delinquency According to the number of hours using ICT

Confidence level	T value	Average Hourly		Dependent variable
		More than 16 hours	Not used or used less than 16 hours	
0.000	-3.83	27.88	23.03	Vandalism
0.000	-3.66	1.8	1.52	Other delinquent behavior
0.000	-4.37	5.9	4.25	Total delinquency

Table 6 showed that the use of chat as a tool for entering the virtual networks, have had the highest correlation with total delinquency (r=0/214). Using satellite T.V. and the Internet, have had the highest correlation with total delinquency. In other delinquent behaviors, most relationships have been related to chatting, and then computer and satellite T.V.

According to Table 7, the highest correlation is between delinquency and ICT, and then old mass media and delinquent behaviors. The ICT have the highest relationship with the new delinquent behaviors (r= 0/269, Sig= 0/000). As we can see, old media has no significant relationship with total delinquency. The reason may be that the previous media were under government oversight, due to the nature of cross-border media such as the Internet and its services or satellite but the government and its affiliated organizations, have not had much supervision over program content and messages of these media.

Table 6: Correlation between different media and delinquency

Total delinquency	New delinquent behavior	Vandalism	
0.154[**]	0.064	0.125[*]	State TV
0.100[*]	0.170[**]	0.103[*]	Video
0.167[**]	0.219[**]	0.189[**]	Computer usage
0.214[**]	0.279[**]	0.187[**]	Chat
0.030	0.119[*]	0.081	e-mail
0.090[*]	0.167[**]	0.116[*]	Mobile
0.058	0.117[*]	0.120[*]	Foreign radios
0.113[*]	0.107[*]	0.132[*]	Internet
-0.070	0.015	-0.022	Study local newspapers and magazines
-0.037	-.009	003/0	State Radio
0.169[**]	0.163[**]	0.210[*]	Satalite
-0.097[*]	-0.035	-0.060	non-school texts
0.088	0112[*]	0.077	Bluetooth
0.109[*]	0.138[**]	0.100[*]	Infrarau

[**] p<.01   [*] p<0.05

Table 7: Correlation between different media and delinquency

Total delinquency	New delinquent behavior	Vandalism	Dependent var. Independent vars.
0.236*	0.269**	0.251**	Using new technologies
0.063	0.085	0.075	Using old technologies

[**] p<.01   [*] p<0.05

To determine the role of each independent variable in predicting the variance of the dependent variable, multiple regression was used. Each independent variable was put into the equation stages and the role of each variable in predicting the variance of the dependent variable was specified. As table 8 demonstrates, in model 1, the first variable put into the regression equation is short message (SMS) which explain 25% of delinquent behaviors. Video and chat come nextinto the model, respectively, and explain nearly 14 percent of the total variability of other delinquent behaviors .

In model No. 2, sabotage and the factors affecting it has been investigated. Viewing Foregn televisions (satellite) has explained most changes in vandalism. The second variable affecting vandalism, was reading local newspapers and magazines. Computer and chat with the former two variables, have explained nearly 12 percent of the changes.

In the final model that shows total delinquency, the most powerful variable entered into the model, was "viewine foreign TV programs via satellite". Variables like, chat, SMS and non-test books along with the variable "satellite" has been explained nearly 12 percent of changes of total delinquency . In general, new technologies had been strong and positive relationship with delinquency and its components. But, the relationship between old media (except video) and delinquency has been weak and negative.

Table 8: Regression of independent variables with delinquent behaviors

Model 3 (total delinquency)	Model 2 (vandalism)	Model 1 (other delinquency)	
0.128	-	0.251	SMS
-	-	0.128	Video
0.170	0.130	0.120	Chat
0.188	0.233	-	Satelite
-	0.117	-	Computer usage
-	-0.140	-	Study local newspapers and magazines
-0.135	-	-	non-school texts
0.345	0.372	0.370	R
0.119	0.117	0.137	R^2
0.110	0.106	0.130	R^2 (adjusted)
13.378	10.664	19.896	F value of model
0.000	0.000	0.000	Confidence level of F

6- Conclusion

This study assessed the relationship between ICT, and delinquency rates among high school students in Abadeh. Data indicates that, there is a significant difference between boys and girls in the use of all media, especially new information and communication technologies. Overall, boys have made more use of new technologies. There are not any significant statistical differences between both sexes, in relation to old al., 2001; Schumacher & Morahan-Martin, 2001).

Those who use new technologies more than 16 hours per week, are more prone to commit delinquent acts. Same differences can be observed among vandalistic and delinquent behaviors. Two-variable analysis has shown that vandalistic behavior is more connected to the use of satellites, than other media elements. The use of computer and chat rooms, also have relatively strong relationships with vandalism. Other studies also have shown that the use of new technologies have a positive effects on both the violence, and other criminal behaviors (Escobar-Chaves, et al., 2008; Ybarra & Mitchell, 1995).

New technologies have the most relationship with new crimes. Overall, those who chat online, commit more delinquent acts than others do. Even though, watching TV has not had any effects on new crime, but it has had a great influence on vandalistic and criminal behaviors. In foreign studies, TV has an effect on new crime and vandalistic behaviors. The reason for that could be that in foreign countries, T.V. stations are mostly privately owned, and can play different programs at different hours for different age groups, but in Iran, state television is owned by the government, thus, they are less prone portray to new delinquent behaviors in movies.

However, showing violence on state run TV has a positive effect on vandalistic behaviors, mainly delinquent acts. Finally, the regression model composed of old and new media indicates that new technologies have a positive relationship with crime and its components (vandalism and new delinquent behavior), but old media, reading newspapers, magazines, books, non-school texts, have a negative relationship with vandalism and delinquent behaviors.

New technologies and especially the Internet and its advantages in our society have expanded within the past two decades. These technologies, which are known as components of the processes of globalization, cause the rapid and free flow of the data, and information. The inability to effectively control the flow of information on the internet, satellite, and alike, and the inability of the families to effectively control their youth's usage of these technologies, and their lack of knowledge about the mechanism of these technologies, has led to less effective social supervision of the young people's usage of these tools. Young people have welcomed these technologies, for different reasons, including recreation, or creating identity, but in most cases, they have not had optimal usage of these beneficial tools. The results of this issue, is to intensify their abnormal behaviors in the community.

These new technologies and their advantages, have been expanding and spreading in an accelerating rate in the Iranian society. It seems that with the expansion of these technologies, preventing their use is not only impossible, but would not even be rational as well. These technologies are becoming a necessity of life and a requirement of modern societies. The only effective way to prevent the abuse of these technologies is by educating young people and

their families. Families must learn, and be familiar with the functions and the dangers of these technologies. As far as it is necessary to have the ability to control and monitor the usage of these technologies by their children. And also, the youth, must learn the correct, beneficial, and educational way to use these technologies.

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