CLASSICAL TUTORING MODEL IN RUSSIA, COUNTRIES OF THE EUROPEAN UNION AND GULF REGION MODERNISATION COMPARATIVE PEDAGOGICAL STUDY

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Keywords: modernization; individualization principle; tutoring; classical tutoring model; comparative pedagogical study.

Annotation: the author defines the results of tutoring model comparative pedagogical study in Russia, countries of the European Union and Gulf Region. The classical english tutoring model appearance reasons are revealed. The author analyzes the individualization principle as the basis for the tutoring model using.

UDC 159.922.763

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЙ АНАЛИЗ ПРЕСТУПНОСТИ ПОДРОСТКОВ, НАХОДЯЩИХСЯ В ТЕГЕРАНСКОЙ ВОСПИТАТЕЛЬНОЙ КОЛОНИИ

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Ключевые слова: преступность; подростки; социально-психологические качества подростков в колониях; мотивы преступлений.

Аннотация: целью этой исследовательной работы, является изучение чувства собственного достоинства, отношения к полиции, отношения к закону, перенесении неудачи и жестокости в обычных и преступных группах. Группа малолетних преступников-мальчиков в количестве 100 человек и девочек в количестве 30 человек была подобрана в Тегеранской воспитательной колонии. Также была подобрана группа обычных мальчиков в количестве 100 человек и обычных девушек в количестве 30 девушек из тегеранских школ. Был проведен сравнительный анализ полученных результатов. В качестве теории исследования была использована теория сдерживания (Walter B. Rekles's Containment Theory). Члены группы были избраны методом случайной выборки. В качестве способов исследования были использованы различные формы опроса, где выяснялись чувство собственного достоинства, отношение к полиции, отношение к закону, жестокость, перенесение неудач, по теории Купера Смит.

Introduction. There have been many explanations regarding juvenile delinquency in social psychology among which Walter B. Rekles’s Containment Theory is one of the best ones. According to this theory, the society imposes on the individuals some deriving forces with respect of crime commitment including internal forces, external forces, and external deriving forces. As opposed to these forces, however, there are various internal and external controlling forces which function in preventing individuals from committing criminal acts; they include self-esteem, high levels of frustration tolerance, having particular goals in one’s life, being capable of decreasing and controlling tensions, feeling sense of belonging oneself to a particular social group, the existence of values being reinforced by the society, parents’ effective monitoring, discipline and having effective social roles in the society.

The main question posed by Containment Theory is why and when the individuals do not commit crimes? In other words, what are the factors preventing individuals from doing criminal acts? The answer to this question is important from various standpoints since the identification of factors involved in preventing a person from doing criminal acts, both in the personal and social levels can be a helpful and important factor involved in re-educating and retrofitting criminal adolescents residing at re-education centers. In essence, through reinforcing these preventing parameters in the individuals, we may help them resist repeating acts of crimes. On this basis, the present study has been done under the title “A Social-Psychological Analysis of Juvenile Delinquency of Tehran Correction and Education Center Clients”.

Personal factors have a specific role and significance from a social psychological point of view since this discipline of science deals with studying the individual’s behavior in the society and as such, the identification of factors affecting a given behavior including committing crimes will lead us to a more exact knowledge of the phenomenon in question and to a better way to fight against it.

This research will focus on important and effective factors being dealt with by Containment Theory under the title “internal containments”. They include “self-esteem”, “attitudes towards the police”, “attitudes towards the law”, “levels of frustration tolerance” and “levels of aggression”.

Several research works have shown the importance of the afore-mentioned variables and the significant roles they play in the adolescents’ commitment of crimes (Coppersmith 1967), (Brownfield & Thompson 2005), (Ahmadi 2009). The connection between low self-esteem and behavior disorders has been proved to exist in several research works including those of Baumeister et al. (2003). Fergusson at al., too, have discovered that anti-social behaviors are highly correlated with low-esteem levels (Fergusson & Horwood 2003). Furthermore, Donnellan et al. (2005) in their study on the relationship between low self-esteem and aggression, anti-social and criminal behavior have found that there is a close relationship between low self-esteem and behavioral accommodation problems. The same finding has been reported from different age, race, and gender groups. (O’Connell (2001), (Ahmadi 2009), (Siegel & Senna 2003). In short, one may refer to the findings of research works done by Caldwell, Beauter, Ross and Silver (2006) who have supported the existence of a relationship between adolescents’ acts of crime and their levels of self-esteem.

In another work, Pervan & Hunter (2007) found that adolescents committing more serious sexual crimes had lower scores of self-esteem in comparison with other adolescents.

Many research works which have been involved in the evaluation of adolescents’ attitudes towards the police, have found out that engagement in criminal acts is directly connected with the individual’s negative attitude towards the police (Brownfield & Thompson 2005). (Siegel & Senna 2003). Rigby et al (1987) show that adolescents adopt similar at-
Attitudes towards personal and impersonal power authorities. Amorso and Ware (1986), too, have found that adolescents’ perception of their family environment has an important and significant impact on their attitudes towards power authorities.

According to Levy’s theory (2001), media’s reports about criminal acts committed by adolescents who have already done dangerous actions indicate their negative attitudes towards power authorities (Levy, 2001). Rigby et al. (1987) have maintained that Australian adolescents have a relatively positive attitude towards institutional authorities (e.g. parents, teachers, the police, and the law).

Aggression is an action aimed at harming an individual physically or verbally, or at demolishing his/her properties or belongings. It can also be a means of getting to other goals. Aggression is resulted under different social conditions. These conditions are either the cause of aggression or they intensify it. The most important determinants of aggression include a) frustration, b) direct stimulation, c) media violence, and d) sexual stimulation.

Having in mind the importance of the aforementioned issues, in the next sections of the paper, factors involved in adolescents’ crimes including self-esteem, attitudes towards the police, attitudes towards the law, frustration tolerance and aggression will be put under investigation. Since the above factors are all important in Containment Theory which has been adopted as the theoretical model of the present research, it will be important to take them into account. The study aims at:

1) An investigation of self-esteem in both the delinquent and normal groups
2) An investigation of attitudes towards the police in both the delinquent and normal groups
3) An investigation of attitudes towards the law in both the delinquent and normal groups
4) An investigation of aggression in both the delinquent and normal groups
5) An investigation of frustration tolerance in both the delinquent and normal groups
6) An investigation of the relationships between self-esteem, on one hand, and attitudes towards the police, attitudes towards the law, aggression, and frustration tolerance, on the other, in both the delinquent and normal groups
7) An investigation of the relationship between aggression and frustration tolerance in both the delinquent and normal groups
8) An investigation of the contribution share of any of the variables self-esteem, attitudes towards the police, attitudes towards the law, aggression, and frustration tolerance to the adolescents’ crimes.

Applied objectives:
1. Developing educational and treatment programs for preventing the adolescents from doing criminal acts;
2. Effective re-education and treatment programs for the adolescents residing at Tehran correction & education Center.

Research hypotheses and questions.

Hypotheses:
1) The self-esteem level of the delinquent group is lower than that of the normal group.
2) The delinquent group’s attitude towards the police is more negative than that of the normal group.
3) The delinquent group’s attitude towards the law is more negative than that of the normal group.
4) Aggression in the delinquent group is more than aggression in the normal group.
5) Level of frustration tolerance of the delinquent group is lower than that of the normal group.

Questions:
1) Are the self-esteem, attitude towards the police, attitude towards the law, aggression, and frustration tolerance of girls and boys in the delinquent group and the normal group different?
2) Is there any relationship between girls’ and boys’ self-esteem and other research variables in the delinquent and normal groups?
3) Is there any relationship between girls and boys’ aggression and frustration tolerance in the delinquent and normal groups?
4) What is the contribution share of any of the variables self-esteem, attitude towards the police, attitude towards the law, aggression, and frustration tolerance to juvenile delinquency?

Method.
In this research, group conditions of delinquent and normal adolescents are taken as the independent variables while such variables as self-esteem, attitude towards the police, attitude towards the law, aggression, and frustration tolerance are regarded as dependent variables. The design of research is of ex-post facto. Two independent groups have been used: the delinquent group consisting of adolescents residing at Tehran correction & education Center and the normal group consisting of students being engaged in studying in districts 5 and 15 of Tehran Education Department. Sample groups are divided into 4 classes: “delinquent sample” including 100 boys and 30 girls residing at Tehran Correction & Education Center all being randomly selected; “normal adolescents sample” including 100 male students studying at the schools of Tehran district 15 and 30 female students studying at schools of Tehran district 5, both being randomly selected and tested. A simple random sampling technique has been used throughout the research.

Research instruments include the following:
1. Questionnaire of adolescents’ attitudes towards the police: it is a researcher-made questionnaire including 20 items in Likert scale with 5 choices ranging from “complete approval” to “complete disapproval”. The validity degree of the questionnaire is 74%.
2. Questionnaire of adolescents’ attitudes towards the law: it includes 20 items with 5 choices about the subjects’ attitudes towards the judges and the courts. The validity degree of this questionnaire is 68%.
3. Coppersmith self-esteem questionnaire: it includes 58 items in the form of Yes/No questions all measuring the subjects’ levels of self-esteem among which, 8 questions are intended to function as lie-detector.
4. Aggression questionnaire (AGQ): it includes 30 items (4 items for the measurement of anger, 8 items for measuring on-slaughter, and 8 items for measuring grudge). Cronbach’s Alpha coefficient for the whole questionnaire has been 0.874.
5. Frustration tolerance test: it is in a graphic format including four figures to be drawn by the subjects on specific places. The subject’s total score of “time consumed” and the “frequency of the efforts made” by him/her are recorded as the score of frustration tolerance.

After gathering the data from the questionnaires, such indices as “the mean” and “standard deviation” of the research data were first calculated through descriptive statistical methods and then, research hypotheses were tested through running T-tests for the two groups in question. Moreover, research questions were answered by using a One-way ANOVA variance analysis methodology. Furthermore, in order to determine the contribution share of any of the research variables in adolescents’ crimes, the statistical method of Logistic Regression was used.

Discussion.
The highest age frequency belongs to the age of 16 with 43% in a range of 13-19 years old subjects. The average age for the criminal boys is 16.4, for criminal girls, 16.3, for normal...
boys, 16.2 and for normal girls, 16.3. The highest frequency of educational level belongs to the junior secondary course of studies with 50.8%.

Hypotheses testing:
1) The self-esteem level of the delinquent group is lower than that of the normal group.
2) The delinquent group’s attitude towards the police is more negative than that of the normal group.
3) The delinquent group’s attitude towards the law is more negative than that of the normal group.
4) Aggression in the delinquent group is more than aggression in the normal group.
5) Level of frustration tolerance of the delinquent group is lower than that of the normal group.

According to table (1), the self-esteem of the normal group is more than that of the delinquent group; the members of the normal group have a more positive attitude both towards the police and the law as compared to members of the delinquent group; members of the delinquent group are more aggressive than members of the normal group; and finally, frustration tolerance of the normal group is more than that of the delinquent group.

Inferential indices.

First of all, the Leven’s Test was run to check the homogeneity of variances, the results of which showed the equivalence of variances; then, a T-test was run leading to the results shown in table (2):

According to the t scores resulted, the mean self-esteem score of the delinquent group is less than that of the normal group (df: 258 and t: -13.758); and finally, frustration tolerance of the normal group is more than that of the delinquent group (df: 258 and t: 13.758).

Table 2: Descriptive indices of total scores of self-esteem, attitude towards the police, attitude towards the law, aggression, and frustration tolerance for criminal and normal groups

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Num. of Subjects</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard error of Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>delinquent</td>
<td>258</td>
<td>446/27</td>
<td>130</td>
<td>879/6</td>
</tr>
<tr>
<td></td>
<td>Normal</td>
<td>258</td>
<td>592/39</td>
<td>130</td>
<td>680/3</td>
</tr>
<tr>
<td>Attitude towards the police</td>
<td>delinquent</td>
<td>258</td>
<td>215/65</td>
<td>130</td>
<td>514/15</td>
</tr>
<tr>
<td></td>
<td>Normal</td>
<td>258</td>
<td>054/82</td>
<td>130</td>
<td>335/7</td>
</tr>
<tr>
<td>Attitude towards the law</td>
<td>delinquent</td>
<td>258</td>
<td>361/85</td>
<td>130</td>
<td>049/7</td>
</tr>
<tr>
<td></td>
<td>Normal</td>
<td>258</td>
<td>454/48</td>
<td>130</td>
<td>826/14</td>
</tr>
<tr>
<td>Aggression</td>
<td>delinquent</td>
<td>258</td>
<td>023/26</td>
<td>130</td>
<td>215/11</td>
</tr>
<tr>
<td></td>
<td>Normal</td>
<td>258</td>
<td>507/33</td>
<td>130</td>
<td>485/23</td>
</tr>
<tr>
<td>Frustration tolerance</td>
<td>delinquent</td>
<td>258</td>
<td>461/435</td>
<td>130</td>
<td>876/253</td>
</tr>
<tr>
<td></td>
<td>Normal</td>
<td>258</td>
<td>592/39</td>
<td>130</td>
<td>680/3</td>
</tr>
</tbody>
</table>

Table 2: T-test

<table>
<thead>
<tr>
<th>Index variable</th>
<th>Mean Difference</th>
<th>Degrees of freedom</th>
<th>t</th>
<th>Leven’s Test</th>
<th>Significance level</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>146/12-</td>
<td>258</td>
<td>75/17-</td>
<td>00/0</td>
<td>194/54</td>
<td>00/0</td>
</tr>
<tr>
<td>Attitude towards the police</td>
<td>836/16-</td>
<td>258</td>
<td>186/1-</td>
<td>00/0</td>
<td>412/46</td>
<td>00/0</td>
</tr>
<tr>
<td>Attitude towards the law</td>
<td>315/19-</td>
<td>258</td>
<td>850/14</td>
<td>00/0</td>
<td>946/40</td>
<td>00/0</td>
</tr>
<tr>
<td>Aggression</td>
<td>431/22-</td>
<td>258</td>
<td>758/13</td>
<td>00/0</td>
<td>965/18</td>
<td>00/0</td>
</tr>
<tr>
<td>Frustration tolerance</td>
<td>958/81-</td>
<td>258</td>
<td>804/2-</td>
<td>06/0</td>
<td>326/0</td>
<td>00/0</td>
</tr>
</tbody>
</table>

α<0.01**

positive attitude towards the police as compared to the delinquent group (df: 258 and t: -11.86); the normal group has a more positive attitude towards the law as compared to the delinquent group (df: 258 and t: -14.850); the mean aggression score of the delinquent group is higher than that of the normal group (df: 258 and t: 13.758); and finally, frustration tolerance of the normal group is more than that of the delinquent group (df: 258 and t: 0.01).

Answering the research questions.

For answering the research questions, One-way ANOVA variance analysis was used being followed by post hoc tests, when necessary.

Question1:
Are the self-esteem, attitude towards the police, attitude towards the law, aggression, and frustration tolerance of girls and boys in the delinquent group and the normal group different (table 3)?

According to the Descriptive indices of total scores of self-esteem, there are significant differences among subjects’ scores of self-esteem ($P < 0.01$, $F_{(3.256)} = 109.912$), attitude towards the police ($P < 0.01$, $F_{(3.256)} = 73.219$), aggression ($P < 0.01$, $F_{(3.256)} = 64.004$) and frustration tolerance ($P < 0.01$, $F_{(3.256)} = 19.468$). Through making use of a Scheffe post hoc test, the means have been compared:

According to the Post hoc test of total research scores, the mean score of normal girls' self-esteem (mean = 39.666) is higher than that of normal boys, i.e. the normal girls have more self-esteem levels; there is no significant difference between the mean scores of self-esteem in the delinquent boys/girls; there is a significant difference between the mean scores of attitude towards the police in delinquent and normal groups; normal girls have more positive attitudes towards the police.
the law than other groups; there is no significant difference between the mean scores of attitude towards the law in the delinquent boys/girls; the mean score of criminal girls’ aggression is higher than that of other subjects, i.e. delinquent girls are more aggressive as compared with members of other groups; there is no significant difference between the mean scores of aggression in the normal boys/girls; normal boys have the highest level of frustration tolerance while delinquent girls have the lowest level of frustration tolerance.

Question 2:
Is there any relationship between girls’ and boys’ self-esteem and other research variables in the delinquent and normal groups?

According to the correlation coefficients among total scores of the aggression index and subjects’ levels of frustration tolerance, the indices self-esteem and attitude towards the law can significantly predict the juvenile delinquency.

A logistic regression analysis was done in which adolescents’ crime was taken as the dependent variable and the indices self-esteem, aggression, attitude towards the police, attitude towards the law, frequency of cases of frustration tolerance test, and duration of frustration tolerance test were chosen as the predicting variables. In general, 260 subjects were considered in the analysis and the full model was significantly reliable (Phi2 = 225.476 and P < 0.01). This model explains 58-77% of the variance observed in adolescents’ commitment of crimes. 90% of predictions for the normal group and 95% of predictions for the delinquent group were correct. In general, a total of 92% of predictions was correct.

Table (4):

<table>
<thead>
<tr>
<th>Delinquent</th>
<th>Male</th>
<th>Female</th>
<th>Normal</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>sig</td>
<td>r</td>
<td>sig</td>
<td>r</td>
<td>sig</td>
<td>r</td>
</tr>
<tr>
<td>11/0</td>
<td>16/0</td>
<td>28/0</td>
<td>20/0</td>
<td>63/0</td>
<td>05/0</td>
</tr>
<tr>
<td>Gender</td>
<td>Index Scale</td>
<td>Aggression -frustration tolerance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (11) shows the relevant coefficients and the Wald statistic as well as the degrees of freedom and the likelihood values for any of predicting variables (the Wald statistic indicates the usefulness of any of predicting variables). This table shows that the indices self-esteem and attitude towards the law can significantly predict the juvenile delinquency.

Values of coefficients indicate that one unit increase of a subject’s self-esteem level brings about a factor of 1.28 by decreasing the chance of becoming a delinquent adolescent while one unit increase of the subject’s attitude towards the law brings about a factor of 1.15 by decreasing his/her chance of becoming a delinquent adolescent. That is to say, a unit of increase in the self-esteem value leads to a decrease of 1.28% in the probability of becoming a criminal adolescent and a unit of increase in the value of one’s attitude towards the law leads to a decrease of 1.15% in his/her probability of becoming a delinquent adolescent. Other predicting variables, however, were not significant.

Research limitations:
1) The present study has been merely confined to the adolescents residing at Tehran correction & education Center.
2) The factors selected for predicting adolescents’ criminal behavior have been adopted from social psychology, in general, and Walter B. Rekles’s Containment Theory, in particular. Therefore, other factors possibly proposed in other standpoints which have potentially been capable of being used in such a research work have been neglected.

Recommendations:
1) It is recommended to do similar research works on the adolescents of other cities of Iran or, if possible, to do comparative cross-cultural studies among the adolescents of different countries.
2) As for future research works, it is recommended to adopt other theories in explaining the adolescents’ criminal acts in order to move towards a single comprehensive understanding of the phenomenon through comparing different theories against each other.

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Введение: Известно, что система образования является решающим фактором в формировании человеческой личности. Требования к образованию соответствуют требованиям времени, в том числе уровню развития культуры. Что же касается подготовки специалистов по экономическому профилю, то следует напомнить, что в развитых странах это дело поставлено на широкую основу. К примеру, в университетах США и Канады проблемы предпринимательства изучаются на 500 факультетах по 10 направлениям. Деятельность предпринимателей рассматривается здесь как двигатель прогресса, как фактор роста экономического благополучия. Представители гуманитарных и общественных дисциплин исследуют здесь социально-психологические и социально-личностные качества предпринимателей, роль здесь общественной среды, стимулы и мотивы их деятельности. Социологи характеризуют предпринимателей как составных элементов социального пространства, принимающих на себя определенный риск и ответственность.

Таким образом, повышение значимости предпринимателей, как особой социальной прослойки в обществе приводит к росту внимания управленческой верхушки государства к соотношению между рынком рабочей силы и качеством подготовки специалистов: известно, что высшая стоимость работы (Гайдари, 2004) [5]. Значение предпринимательства (Entrepreneurship) многозначно, здесь подразумеваются предприятия, основанные на предпринимательстве, торговые организации, предназначенности к риск, создание рабочих мест. Что же касается предпринимателя (Entrepreneur), то здесь подразумеваются лица, занимающиеся экономической деятельностью, стремящиеся к экономическому риску, создающие рабочие места (Ахмедпур, 2001) [1]. Есть и другие значения этого термина:

Понятие предпринимательства (Entrepreneurship) многозначно, здесь подразумеваются предприятия, основанные на предпринимательстве, торговые организации, предназначенные к риск, создание рабочих мест. Что же касается предпринимателя (Entrepreneur), то здесь подразумеваются лица, занимающиеся экономической деятельностью, стремящиеся к экономическому риску, создающие рабочие места (Ахмедпур, 2001) [1]. Есть и другие значения этого термина:

1) процесс представления обществу новых идей предпринимательства, использование для этого социальных институтов, в том числе и на научной основе, восприятие определенного риска на соответствующем участке работы (2005) [2];
2) фактор, соединяющий в себе возможности создания предприятий, основанных на предпринимательских условиях; предпринимательство – это вид деятельности и поведения, в котором заложено стремление к новаторству, отсутствие боязни риска. Предприниматель соединяет в себе возможности деятельности и риска пр по низким в условиях предпринимательства:

1) открываются новые рабочие места и повышается уровень занятости;
2) растут инвестиции и заработок инвесторов;