



MEDIATING EFFECTS OF SELF CONCEPT AND SOCIAL IDENTITY BETWEEN PEER RELATIONS AND DELINQUENCY

1. Sarwat Sultan

Prof. Dr., Department of Applied Psychology, Bahauddin Zakariya University Multan, Pakistan.

Email ID: drsarwat@bzu.edu.pk

2. Afra Mahmood

M Phil, Department of Applied Psychology, Bahauddin Zakariya University Multan, Pakistan.

3. Anila Shakil

Master of Science in Applied Psychology, Bahauddin Zakariya University Multan, Pakistan.

4. Muhammad Aqeel

Visiting Lecturer (English), Department of Political Science, Bahauddin Zakariya University Multan, Pakistan.

Corresponding Email ID: aqeelpk786@yahoo.com

Abstract

The mediating effects of self-concept and social identity between peer relations and delinquency illustrate the complex interplay of psychological factors in adolescent behavior. Peer relations significantly impact self-concept and social identity. Positive peer relationships foster a positive self-concept and a strong, pro-social social identity, acting as protective factors against delinquency. In contrast, negative peer influences can erode self-esteem, promote delinquent behavior, and influence social identity in harmful ways, increasing the risk of delinquency. Understanding these mediating effects is vital for effective interventions that promote positive peer relations, healthy self-concept development, and pro-social, social identities to reduce adolescent delinquency. This study examined the mediating effects of self-concept and social identity between peer relations and delinquency among adolescents. Sample of 498 adolescents (218 females and 280 male) from different colleges of Mian Channu City was taken through convenient sampling using survey research design. Their age range was between 18-22 years old. Correlation and regression analysis were performed to compile the results on SPSS. Results showed that peer relation has significant positive correlation with delinquency behavior among adolescents; and self-concept plays mediating role between peer relation and delinquency. Peer relation is positively correlated with social identity, which is weak predictor of delinquency among adolescents. Social identity played no mediating role between peer relation and delinquency.

Keywords: *Self-concept, Social identity, Peer relation, Delinquency*

Introduction

Self-concept is the set of perceptions or reference points that the individuals has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individuals knows to be descriptive of himself and which he perceives as data concerning his identity.

Characteristics of Self Concept

Several authors (Marsh & Seeshing, 1997) have tried to specify the nature of the term self-concept. To this end, they look at it as a compendium of seven characteristics or fundamental aspects: self-concept constitutes a psychological dimension; it is multidimensional; it has a hierarchical organization (a general self-concept and specific self-concepts); it is stable, but as we go lower on the hierarchy, self-concept becomes more specific and more susceptible to change; the different facets of self-concept become more differentiated among themselves with age and experience; self-concept includes both descriptive as well as evaluative aspects; self-concept can be differentiated from other constructs which it is related to, such as academic performance.

Self-concept has a dynamic nature: It starts in childhood and is structured along the different stages of life and development stages (Freitas, 2009). The most significant changes and a more precise expression of self-concept occur in adolescence. The importance of self-concept stems from the fact that this construct explains many other psychological variables; it is an indicator that measures the level of adjustment to life and emotional well-being, influencing how individuals are motivated, acquire and reach levels of success desired in different areas of their existence. This reflects the self-construction perception of their image on others and how others judge them. Individuals with a positive self-concept have a positive perception of themselves and consider others in a less threatening way, i.e., they have the best coping strategies, feeling better about themselves and others. The analysis of self-concept in adolescence is important for its predictive capacity of various behaviors in different contexts of life, family, social, school, and those contexts which include the group of individuals that our study involves.

Social Identity

Tajfel (1972) first introduced the concept of social identity as “the individual’s knowledge that he belongs to certain social groups together with some emotional and value significance to him of this group membership”.

Ellemers et al. (1999) and Bergami & Bagozzi (2000) proposed that social identity consists of three dimensions: a cognitive dimension (the cognitive assimilation of the self to the group prototype self-categorization), an evaluative dimension (a positive or negative evaluation attached to the group membership group self-esteem), and an emotional dimension (a sense of affective connection with the group affective commitment). Although the above dimensions are widely recognized, social identity formation studies often adopt one-dimensional social identity, and the connotation of social identity is inconsistent across these studies (Ashforth et al., 2008). In one research trend, social identity refers to self-categorization, which represents a response to the immediate perceptual environment (Deaux & Martin, 2003). Social categorization of the self cognitively assimilates the self to the in-group prototype and, thus, depersonalizes self-conception and highlights the similarity between members (Brown, 2000).

Peer Relations

Hartup (1986) points out that peers affect children’s development. More specifically, within the broader peer context, a child may be accepted or rejected by the peer group, while in dyadic relationships, or friendships, children may be influenced positively (e.g. promoting social skills) or negatively (e.g. engaging in deviant activities) (Pepler & Craig, 1998).

Social skills that facilitate peer relationships consolidate in preschool years, during which peer groups become structured with respect to friendship groups, gender and dominance relations; some children begin to be rejected by their peers. In later childhood some children experience problematic peer relationships, in terms of loneliness, bullying and victimization (Hay et al., 2004).

Peer relations are a salient aspect of classrooms and schools. As students, children need to learn to get along with a wide variety of peers, form friendships, function in groups, play games, cooperate on work, manage emotions, handle disagreements and avoid problems. In the classroom, students are surrounded by peers with whom they can learn from, compare themselves to and garner support from (Rodkin & Ryan, 2011).

Delinquency

Delinquency is “any inadequate behavior of the youth” of which consequences became often an offence punished by the criminal law. The process of controlling children’s offences can be described as “a complex set of practices and institutions ranging from the conduct of house holders locking their doors to the actions of authorities enacting criminal law from community policing to punishment in prison and all the processes between”(Garland, 2002).

Aspects of Social Learning Theory help to explain how and why friendship networks in particular feature prominently in delinquent behavior. According to this theory, humans learn by observing others (Bandura, 1977). Vicarious experience is a primary way that human beings develop; behaviors modeled by others can have as much impact on adolescents as can direct experience. This suggests that an adolescent that observes a friend receiving praise or esteem for a certain behavior might try to imitate that behavior to earn the same rewards. This can be seen not only in prosocially behaviors such as getting good grades or doing well in sports but also in the minor delinquent behaviors researched in this project. Principles of this theory suggest that engagement in delinquent behavior is dependent on the available rewards and costs for the behavior (Bandura, 1977).

Recent reviewers of the scientific literature on antisocial and delinquent behavior have reached three important conclusions. First, antisocial behavior often begins in early childhood and shows remarkable stability through early adulthood (Loeber, 1982; Olweus, 1979). Second, parent child-rearing practices (e.g., discipline and monitoring) are consistent and important predictors of later antisocial behavior (Kazdin, 1987). Third, association with delinquent peers is also a significant risk factor for both concurrent and subsequent antisocial behavior (Blumstein, Cohen, Roth, & Visser, 1986). The present study includes measures of lax adult supervision, referred to in this study as unsupervised wandering, delinquent peer association, and antisocial behavior. It is hypothesized that delinquent peer association and unsupervised wandering play a key role in the maintenance and growth of antisocial behavior for boys during the transition from childhood to adolescence.

Rationale of Study

Previous researches showed Effects of self-esteem on peer relation and delinquency, and according to different researchers a number of factors contribute to delinquency which

include child rearing practices, association with peers and time spent with peers, so adding the variable of self-concept and social identity current study will explore effects of self-concept and social identity on peer relation and delinquency and it will find out mediating role of self-concept and social identity between peer relation and delinquency.

Objectives of the Study

1. To see the relationship between peer relations and delinquency.
2. To see the relationship between peer relation, self-concept and social identity.
3. To see the relationship between self-concept, social identity and delinquency.
4. To measure the mediating effects of self-concept and social identity between peer relations and delinquency.

Hypotheses

1. Peer Relation will affect the delinquency behavior among adolescents.
2. Peer Relation will affect the self-concept and social identity among adolescents.
3. Self-concept and social identity will affect the delinquency.
4. Self-concept and social identity will have mediating affect between peer relations and delinquency.

Literature Review

Turjeman at el, (2008) shed lights the concept of social identity within the context of peer relations and delinquency underscores the critical influence of peer groups on an individual's behavior. Adolescents, in particular, often seek social identity and belonging by affiliating with peer groups that share common interests, values, or characteristics. While these peer groups can foster a sense of community and support, they can also lead to delinquent behaviors when deviant norms and values are endorsed within the group. Social identity theory explains how adolescents may engage in delinquent acts to conform to in-group norms and gain social acceptance, even at the expense of societal norms. Peer influence becomes a powerful factor in the development of delinquency, as adolescents may prioritize their social identity within the peer group over conventional values, contributing to various forms of adolescent delinquent behavior, including substance abuse, vandalism, or other antisocial activities. Understanding the interplay between social identity, peer relations, and delinquency is crucial for interventions aimed at mitigating delinquent behaviors and promoting positive peer influences during adolescence.

Konstantoni (2016) describes that social identity plays a significant role in shaping peer relations, particularly during the formative years of adolescence. Adolescents often seek to establish a sense of belonging and identity by aligning themselves with peer groups that reflect shared interests, values, or characteristics, such as sports teams, cultural backgrounds, or hobbies. These peer groups become an integral part of their social identity, influencing their self-concept, behaviors, and attitudes. Social identity theory helps explain the dynamics of in-group favoritism and out-group categorization among peer groups, leading to the development of norms and values specific to these social circles. Peer relations can serve as a crucial context for the negotiation of one's social identity, where the desire for social acceptance and the need for self-identity development

intersect, shaping adolescent social interactions and contributing to their sense of self within the broader social landscape.

Turner & Reynolds, (2010) discusses that Social identity theory is a well-established framework in the field of social psychology that explores how individuals define themselves and derive a sense of self from their group memberships. Developed by Henri Tajfel and John Turner in the 1970s, this theory posits that people categorize themselves and others into various social groups based on characteristics such as nationality, ethnicity, religion, gender, or even shared interests and hobbies. These group memberships often referred to as in-groups, can influence the way individuals perceive themselves and others, impacting their self-esteem, behavior, and attitudes.

Turner & Onorato, (2014) described the concept of social identity; authors stated that it is central to understanding intergroup behavior and the dynamics of prejudice, discrimination, and favoritism. It helps explain how individuals may develop a stronger sense of identity and belonging within their in-groups, often leading to in-group favoritism and the categorization of others as out-group members. Social identity theory also highlights the role of social categorization in shaping stereotypes and biases, as people may perceive out-group members in negative or stereotypical ways, which can lead to intergroup conflict.

Feitosa (2012) highlighted that social identity and personality are intertwined aspects of an individual's self-concept. Social identity pertains to how a person defines themselves based on their group memberships, such as nationality, ethnicity, gender, or religion, and the influence of these group affiliations on their self-esteem, attitudes, and behaviors. Personality, on the other hand, reflects an individual's enduring and unique traits, characteristics, and dispositions that shape how they interact with the world and others. While social identity is more context-dependent and can lead to variations in behavior and attitudes based on group norms, personality traits provide a consistent framework for understanding an individual's typical patterns of behavior and reactions across various situations. Together, these elements combine to form a comprehensive understanding of an individual's self-concept, incorporating both the influence of group affiliations and the inherent aspects of their personality in shaping their thoughts, emotions, and behaviors.

Karwowski & Lebeda (2017) discusses the self-concept is a fundamental aspect of human psychology that involves how individuals perceive and define themselves. It is a multifaceted construct that encapsulates various aspects of one's identity, including their beliefs, self-esteem, self-image, and self-efficacy. Self-concept is developed and refined throughout one's lifetime through a complex interplay of social, cultural, and personal experiences. Further author mentioned that key element of self-concept is self-identity, which encompasses the roles and group memberships an individual identifies with. This may include gender, nationality, ethnicity, profession, or even hobbies. These group affiliations contribute to a person's social identity and play a significant role in shaping their self-concept.

Huitt (2004) described that self-esteem is another vital component of self-concept and reflects an individual's overall evaluation of their self-worth. It can be influenced by personal achievements, feedback from others, and societal standards. People with high self-esteem tend to have a positive self-concept, while those with low self-esteem may struggle with a negative self-concept, affecting their confidence and self-perception.

Further author shed lights discussed the self-concept also includes self-image, which pertains to how individuals see themselves physically, psychologically, and emotionally. This image can be shaped by external factors, such as media portrayals, as well as internal factors, like personal experiences and self-reflection.

Hu at el, (2021), describes that peer relations and delinquency are interconnected aspects of adolescent development, where the influence of peer groups can significantly impact an individual's involvement in delinquent behaviors. During adolescence, peers become increasingly important, and adolescents often seek to establish a sense of belonging and identity by affiliating with peer groups that reflect shared interests, values, or characteristics. While many peer groups promote positive socialization and pro-social behaviors, some can also encourage deviant or delinquent activities.

Method

Participants

498 adolescents (218 Female, 280 Male) were taken as participants from Different schools and Colleges of Mian Channu city through convenient sampling. Age range was 11-18 years.

Instruments

Self-Concept Clarity Scale, Peer Relation Questionnaire, Aspects of Identity Questionnaire and Self-Reported Delinquency Problem Behavior Frequency Scale were used for collecting data.

Self-Concept Clarity Scale

Self-Concept Clarity Scale was developed by Campbell at el, (1996). It is a self-report measure of 12 items about clarity of self-beliefs. This scale was aimed to measure the clarity of self-concept, it is characterized as the degree to which ones believes about himself are clearly defined, stable and internally coherent. It consists of 5-points ratings in which 1 indicates strongly disagree to 5 indicating strongly agree. For the recent study Cronbach's alpha was determined as .48.

Aspects of Identity Questionnaire (AIQ-IV)

The IV version of this questionnaire was developed by Cheek & Briggs (2013). This questionnaire comprises 45 items which contains four subscales Personal identity orientation (PI), Relational identity orientation (RI), Social identity orientation (SI) and collective identity orientation (CI). Other items are called special items which are not scored on subscales. Each scale is scored by adding the answers of respective items. Personal identity orientation (PI) contains 2,5,8,11,14,18, 21, 25, 27 and 32 items, Personal identity is measured by adding the answers of all these items. Relational identity orientation consists of 22, 26, 28,31, 34,35, 37, 39, 41 and 43 items. 3,6,9,12, 15,17 and 20 items are included in social identity orientation. Collective identity orientation includes 8 items which are 4, 7 10, 13, 24,29. 38 and 42. In the current study social identity subscale was used to collect data to measure social identity of adolescents. For the recent study alpha was found as .60 for social identity.

Peer Relations Questionnaire (PRQ)

This questionnaire was developed by Rigby and Slee (1993). This is a 20 items scale. This questionnaire consists of 4-points rating (1= Never to 4= Very often). The questionnaire contains three sub-scales, Bully Scale, Victim Scale and Pro-Social Scale. Bully scale includes 4,9,11,14,16 and 17 items. 3,8,12,18,19 items indicates victim scale

and pro-social scale consists of item numbers 5, 10, 15 and 20. The alpha coefficient reported by Rigby and Phillip have a value of .77. For the recent study Cronbach's alpha was found as .63.

Self-Reported Delinquency Problem Behavior Frequency Scale

This scale was developed by Jessor and Jessor, (1977). The Problem Behavior Frequency scale is aimed to assess the frequency of delinquency behaviors. This is 8 – items scale. Point values are from 1=never to 6= 20 or more times. Values of all responses are added and higher score indicates higher level of delinquency. For the recent study Cronbach's alpha was found as .75.

Procedure

Survey research method and convenient sampling was used to approach the participants. All the scales were translated into Urdu language for the ease of participants. For translation experts were approached and scales were translated through translation procedure. Method for translation was consisted of two phases. Phase one was relevance and phase two was translation.

Phase 1.

Phase 1 was relevance to check the cultural relevance of scale. For this three experts were approached. Experts were given proper instructions to check out the relevance and analysis of items of scales was carried out by the experts. No items were rephrased.

Phase 2.

This phase consisted of Translation of scales. Back translation method was carried out for this purpose. This phase was accomplished in four steps. In first step Bilinguals with Master's degree in English were selected. In Experts were approached individually they were given instructions and brief introduction of purpose of translation. They were requested to translate the scales into Urdu language without changing the meaning of items. After the translation scales were examined by the researchers and closest translation with high frequency of relevance was selected. And it was further rechecked by two psychologists. For this purpose items in both languages were written parallel to each other and most appropriate and relevant items were retained on the basis of accuracy. In second step back translation method was used, in this method experts were selected and they were requested to translate the Urdu versions into English language with accuracy of meanings. Back translation of the scales was assessed and closest translation with high frequency was selected and was reevaluated by the psychologists.

In third step face validity was assessed, for this purpose scales were given to experts along with instructions to assess face validity of scales.

In fourth step reliability and validity of scales was assessed. Cronbach's alphas values were determined for the scales using statistical analysis.

In part two of the translation method pilot study was conducted on a small sample administering the translated scales.

After complete and final translation of scales 498 school and college children were approached from different schools and colleges of Mian Channu City. Permissions were taken from the Principals of school and Colleges to approach the participants. Each Participant was given an informed consent containing a brief introduction about research purpose and participants were assured that their information will not be breached and would be confidential. Their information will be used only for purpose of research. Data

collection booklet was given to participants and responses were taken from them. Results

	M	SD	1	2	3
1 Self Concept	36.73	5.95	–		
2 Social Identity	23.81	4.51	.042	–	
3 Peer Relation	41.83	6.20	.238**	.161**	–
4 Delinquency	11.49	4.67	-.083	-.040	-.236**

were compiled using SPSS. **Results**
To investigate the mediating effects of self concept

and social identity between peer relations and delinquency, correlation and regression analysis were computed. To find out the mediating effects of self concept and social identity, Sobel test were performed.

Table 1

Mean, Standard Deviation, Correlation Matrix

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 1 presents correlation between among self-concept, social identity, peer relation and delinquency. According to the findings peer relation was found correlated with delinquency, self-concept and social identity.

Table 2

Regression Analysis Showing the Impact of Peer Relation on Delinquency (a), Self Concept (b), and Self Identity (c)

Predictors	B	Std. Error	Beta	T	P
(Constant)	4.419	1.353		3.265	.001
Peer Relation(a)	.167	.032	.236	5.212	.000
$R^2 = 0.70$, Adjusted $R^2 = 0.54$, ($F(1, 459) = 27.162$, $p < 0.000$), $p < 0.001$					
(Constant)	46.188	1.908		24.210	.000
Peer Relation(b)	-.228	.045	-.238	-5.062	.000
$R^2 = 0.057$, Adjusted $R^2 = 0.55$, ($F(1, 426) = 25.621$, $p < 0.000$), $p < 0.001$					
(Constant)	18.875	1.517		12.444	.000
Peer relation(c)	.121	.036	.161	3.374	.001
$R^2 = 0.026$, Adjusted $R^2 = 0.024$, ($F(1, 427) = 11.381$, $p < 0.001$),					

Table 2 shows the Regression analyses of peer relation for the impact on delinquency ($R^2=0.70$, $F= 27.162$), self-concept ($R^2=0.057$, $F= 25.621$), and social identity ($R^2=0.026$, $F= 11.381$). Findings reveal that peer relation is 70% predictor of delinquency, almost 6% predictor of self concept, and almost 3% predictor of social identity.

Table 3

Regression Analysis Showing the Impact of Self Concept and Self Identity on Delinquency

Predictors	B	Std. Error	Beta	t	P
(Constant)	13.817	1.364		10.128	.000
Self Concept	-.065	.037	-.083	-1.777	.076
$R^2 = 0.007$, Adjusted $R^2 = 0.005$, ($F(1, 453) = 3.157$, $p > 0.05$)					
(Constant)	12.316	1.102		11.172	.000
Social Identity	-.039	.045	-.040	-.853	.394
$R^2 = 0.002$, Adjusted $R^2 = -.001$, ($F(1, 452) = .728$, $p > 0.05$)					

Table 3 shows the Regression analyses showing the impact of self concept ($R^2=0.007$, $F=3.157$) and self identity ($R^2=0.002$, $F=0.728$) on delinquency. Findings reveal that self concept is .7% predictor of delinquency and self identity is .2% predictor of delinquency.

Table 5

Mediating Effects of Self Concept and Self Identity between Peer Relation and Delinquency

Regression	B	St. Error	Sobel test	P
Peer Relation predicting Social Concept	-.238	0.45	2.06	0.01
Social Concept predicting Delinquency	-.083	0.037		
Peer Relation predicting Self Identity	.161	.036	-0.87	0.19
Self Identity predicting Delinquency	-.040	.045		

* $P < 0.05$

Table 5 presents mediation of self-concept and self identity between peer relation and delinquency. Results show self-concept has significant mediating effect between peer relation and delinquency. Results further show that social identity has no significant mediating effect between peer relation and delinquency.

Discussion

The study examined mediating effects of self-concept and social identity between peer relation and delinquency. Correlation of all the variables was determined. Then regression analysis was used to check the effects of predictors. In the end mediation role of self-concept and social identity was found between peer relation and delinquency. Results of the study revealed several significant findings which supported some of the hypotheses and some hypotheses were rejected.

The first hypothesis presented was that peer relation will affect delinquency behavior among adolescents. Results of the study revealed that peer relation and delinquency are positively correlated and peer relation has significant impact on delinquency behavior among adolescents. Peer relation is 70% predictor of delinquency. First hypothesis was supported. These findings are in line with the studies that in relation of peers and delinquency, peer relation impacts delinquency among adolescents (Dishion et al., 1999; Eley et al., 2003; Haynie, 2001; Haynie, 2002). The study supports the principles of social

learning theory that it's within peer association that children observe values and social norms regarding delinquency which is learned and reinforced. When they observe high frequency of delinquent behavior, they have greater exposure to behaviors linking with delinquency.

Second hypothesis presented was that peer relation will affect the self-concept and social identity among adolescents. Results showed significant negative correlation between peer relation and self-concept. Peer relation is 6% predictor of self-concept. Indicated by the results peer relation has significant positive correlation with social identity and peer relation is significant predictor of social identity among adolescents. Second hypothesis was supported by the findings of study. The results were linked to a study that peer relation impacts the different aspects of self-concept. Coie's (1990) stated that lack of support by peers impacts adolescent's attitude and behaviors regarding social group.

Third hypothesis proposed was that self-concept and social identity will affect the delinquency behavior among adolescents. Results presented that there is negative correlation between self-concept and delinquency which shows that adolescents with higher sense of self concept will show less delinquent behavior. Self-concept is predictor of delinquency. Social identity and delinquency were negatively correlated which indicates that adolescents with higher sense of social identity depict no delinquent behavior. Social identity was predictor of delinquency however social identity is not significant predictor of delinquency. Third hypothesis was supported by the results. Results were consistent with a research that a low self-concept plays significant role in different kinds of negative outputs including delinquent behavior (Donnellan, et al. 2005). Social identity has weak effect on delinquency, stronger sense of social identity cause decrease in delinquent behavior.

Fourth hypothesis presented was that Self-concept and social identity will have mediating effect between peer relations and delinquency. Results showed that self-concept affects both peer relation and delinquency and it mediates the relationship of self-concept and delinquency among adolescents. Results indicated that social identity has significant positive correlation with peer relation and it showed effect on delinquency. No mediating role of social identity between peer relation and delinquency was shown by the current findings. So hypothesis was rejected by the results obtained, as self-concept plays mediating role between peer relation and delinquency but no mediation was presented by the social identity.

Limitations

Though the study has significant findings, but few limitations are also to be mentioned here. Sample and sampling technique limit the generalization of the findings. Therefore a larger sample with random sampling technique is recommended for future research. Gender differences were not analyzed in context of mediation effects. Therefore the analyses should be made in relation to gender differences for mediation effects of the study variables.

Suggestions/Implementation

The study will be helpful for teachers and parents to deal with the delinquent adolescents caused by peer relations. Study will give insight to teachers and parents how to maintain adolescent's environment to control delinquency behavior. It will be helpful in developing psychological assessment and intervention in determining factors contributing

to delinquent behavior and will help parents to develop strategies to work on developing positive self-concept in adolescents to avoid delinquency and to get least affected by peer relations.

Conclusion

The mediating effects of self-concept and social identity between peer relations and delinquency offer a valuable lens through which to understand the intricate dynamics of adolescent behavior. Adolescence is a pivotal stage in human development where individuals seek to define their identity and establish their place within peer groups. Peer relations play a crucial role in this process, influencing an adolescent's values, attitudes, and behaviors. However, the impact of peer relations on delinquency is not direct but rather mediated by various psychological factors.

Self-concept, encompassing elements such as self-esteem, self-image, and self-identity, serves as a bridge between peer relations and delinquency. Adolescents who experience positive peer relationships and support are more likely to develop a positive self-concept, which, in turn, can contribute to higher self-esteem and a stronger sense of self-worth. This, in essence, acts as a protective factor against delinquent behavior. On the contrary, negative peer influences can erode self-esteem and self-identity, increasing the likelihood of engagement in delinquent acts.

Social identity, which reflects an individual's identification with particular groups or affiliations, also plays a significant mediating role. Adolescents are known to conform to in-group norms and values, often adopting the behaviors and attitudes of their peer groups. When peer groups endorse deviant or delinquent norms, an adolescent's social identity can become entwined with these behaviors, leading to an increased propensity for delinquency. On the other hand, when peer groups promote prosocially values and behaviors, social identity can become a protective factor against delinquency.

Understanding these mediating effects is vital for designing effective interventions aimed at reducing delinquent behavior among adolescents. By fostering positive peer relations, providing support for healthy self-concept development, and promoting prosocially social identities, it is possible to mitigate the negative influences that can lead to delinquency. This knowledge underscores the importance of a holistic approach to adolescent development, recognizing that the interplay between peer relations, self-concept, and social identity is central to shaping their behavior and future outcomes.

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