Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi
BAUNSOBED Haziran, 2026, Cilt: 29 Sayı: 55
https:// dergipark.org.tr/tr/pub/baunsobed
Derleme / Review Article

The socialization process and the effect of environmental factors on aberrant behavior tendencies during adolescence: A theoretical review
Ergenlik döneminde sosyalleşme süreci ve çevresel faktörlerin kuraldışı davranış eğilimlerine etkisi: Kuramsal bir inceleme*

Gönderim Tarihi / Received: 09.01.2026
Kabul Tarihi / Accepted: 17.04.2026
Doi: 10.31795/baunsobed.1855751

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ABSTRACT: Adolescence is a critical developmental stage characterized by intense identity search and shaped by biological, psychological, and social transformations. This study aims to examine socialization and deviant behavior tendencies in adolescence, bringing together Hirschi's Social Bonding Theory, Bandura's Social Learning Theory, and Castells' Network Society approach within a holistic theoretical framework. While digitalization contributes to the expansion of social bonds by offering opportunities such as rapid access to information, a sense of belonging, and social support, it also brings risks such as cyberbullying, online abuse, internet addiction, digital game and gambling addiction, and exposure to inappropriate content. In this context, the structure and dynamics of digital networks, in addition to traditional socialization agents such as family, peer group, and school, become decisive in understanding adolescent behavior. Accordingly, it is emphasized that the combined evaluation of social bonding, social learning, and network-based interaction processes offers a multidimensional perspective in explaining deviant behaviors. This study presents a theoretical analysis that examines adolescents' deviant behavior tendencies through a synthesis of theoretical approaches and critically evaluates the limitations of Hirschi's theory in the digital context. The results of the analysis show that social ties are not weakened but rather restructured during the digitalization process, and that this transformation is decisive in shaping dolescents' behavioral patterns.
Keywords: Adolescence, Deviant behavior tendency, Social bond (control) theory, Juvenile delinquency, Peer bullying

ÖZ: Ergenlik dönemi, bireyin kimlik arayışının yoğunlaştığı; biyolojik, psikolojik ve sosyal dönüşümlerle şekillenen kritik bir gelişim evresidir. Bu çalışma, ergenlikte sosyalleşme ve kuraldışı davranış eğilimlerini incelemeyi amaçlamakta; Hirschi'nin Sosyal Bağ Kuramı, Bandura'nın Sosyal Öğrenme Kuramı ve Castells'in Ağ Toplumu yaklaşımını, bütüncül bir kuramsal çerçevede bir araya getirmektedir. Dijitalleşme, bilgiye hızlı erişim, aidiyet duygusu ve sosyal destek gibi olanaklar sunarak sosyal bağların genişlemesine katkı sağlarken; siber zorbalık, çevrimiçi suistimal, internet bağımlılığı, dijital oyun ve kumar bağımlılığı ile uygunsuz içeriklere maruz kalma gibi riskleri de beraberinde getirmektedir. Bu bağlamda aile, akran grubu ve okul gibi geleneksel sosyalleşme ajanlarının yanı sıra dijital ağların yapısı ve dinamikleri de ergen davranışlarının anlaşılmasında belirleyici hale gelmektedir. Bu doğrultuda, sosyal bağlanma, sosyal öğrenme ve ağ temelli etkileşim süreçlerinin birlikte değerlendirilmesinin, kuraldışı davranışların açıklanmasında çok boyutlu bir bakış açısı sunduğu vurgulanmaktadır. Çalışma, ergenlerin kuraldışı davranış eğilimlerini kuramsal yaklaşımların sentezi yoluyla inceleyen ve Hirschi'nin kuramının dijital bağlamdaki sınırlılıklarını eleştirel olarak değerlendiren kuramsal bir analiz sunmaktadır. Analiz sonuçları, dijitalleşme sürecinde sosyal bağların tamamen zayıflamaktan ziyade yeniden yapılandığını ve bu dönüşümün ergenlerin davranış örüntüleri üzerinde belirleyici olduğunu göstermektedir.
Anahtar Kelimeler: Ergenlik, Kuraldışı davranış eğilimi, Sosyal bağ (kontrol) teorisi, Çocuk ve genç suçluluğu, Akran zorbalığı

*Bu makale, birinci yazarın Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü'nde hazırladığı doktora tezinden türetilmiştir. Ayrıca çalışma, 29 Ekim-02 Kasım 2025 tarihlerinde gerçekleştirilen VI. Uluslararası Gençlik Araştırmaları Kongresi'nde sunulan bildirinin özgün katkılar eklenerek kapsamlı biçimde genişletilmiş ve yeniden düzenlenmiş hâlidir.

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Bu makaleye atıf yapmak için / Cite this article: Mutafcı, E. & Akpolat, Y. (2026). The socialization process and the effect of environmental factors on aberrant behavior tendencies during adolescence: A theoretical review. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 29(55), 383-400. https://doi.org/10.31795/baunsobed.1855771

GENİŞLETİLMİŞ ÖZET

Literatür taraması

Ergenlik dönemi, bireyin kimlik arama sürecinin yoğunlaştığı, akran ilişkilerinin ve sosyal çevrenin etkisinin arttığı bir gelişim evresi olması nedeniyle, kuraldışı davranışların daha görünür hale geldiği kritik bir dönemdir (Yavuzer, 2004: 263). Ergenlik dönemlerinde ortaya çıkan problem davranışlardan biri olan kuraldışı davranışlar, toplumun genel norm, kural ve yasalara aykırı, sosyal düzeni bozan veya zarar veren davranışlar olarak tanımlanmaktadır (Jessor, 1991). Bu davranışlar zorbalık, anti-sosyal ve suç eğilimli davranışlar, okul ve sosyal ortam disiplin ihlalleri gibi farklı biçimlerde ortaya çıkabilir (Kaner, 2001). Araştırmalar, olumsuz sosyal çevre, düşük aile denetimi ve olumsuz akran etkisinin ergenlerin kuraldışı davranış eğilimlerini artırdığını göstermektedir (Jessor, 1991; Kroger, 2007; Steinberg, 2008). Ergenlik dönemde sosyalleşme süreci hem bireysel hem de çevresel faktörlerden etkilenmektedir. Aile, akran grupları ve okul gibi sosyalleşme unsurları, ergenin toplumsal normları öğrenmesini ve kurallara uygun davranış geliştirmesini belirleyen başlıca çevresel faktörlerdendir (Bandura, 1977; Steinberg, 2008). Günümüzde sosyalleşme süreçleri geleneksel yüz yüze etkileşimlerin yanı sıra dijital platformlar üzerinden de şekillenmektedir. Sosyal medya, çevrimiçi oyunlar ve diğer çevrimiçi iletişim araçları, gençlerin akran ilişkilerini sürdürme biçimlerini önemli ölçüde dönüştürmektedir. Literatürde, dijital sosyalleşmenin ergenlerde sapma davranışları üzerinde hem risk hem de koruyucu etkiler yaratabileceğine dair araştırma bulguları mevcuttur. Örneğin, Lenhart ve diğerleri. (2015), dijital platformların ergenlerin sosyal ilişkilerini güçlendirdiğini ve sosyal destek mekanizmalarını artırdığını ortaya koymuştur. Benzer şekilde sosyal destek, aidiyet duygusu, kimlik geliştirme açısından dijital platformların akran desteği sağladığını gösteren çok sayıda araştırma bulunmaktadır (Best vd., 2014; Frison ve Eggermont, 2015; Benvenuti vd., 2023). Öte yandan, dijital platformların sunduğu anonimlik ve geniş erişim imkanları, akran zorbalığı ve diğer kuraldışı davranışların çevrimiçi ortamlara taşınmasını da kolaylaştırabilmektedir. Bu durum siber zorbalık ve çevrimiçi kuraldışı davranışların ergenlik döneminde yaygınlığına işaret eden araştırmalarla desteklenmektedir (Tokunaga, 2010; Valkenburg ve Peter, 2011; O'Dea ve Campbell, 2012; Hamm vd., 2016; Nesi vd., 2018a, 2018b; Wang vd., 2018; Paez, 2020; Duman, 2023; Duman ve Baştemur, 2023; Boyar ve Arslantaş, 2024). Bu nedenle, dijital sosyalleşmenin ergenler üzerindeki etkilerini doğru bir şekilde değerlendirebilmek için bireysel, sosyal ve dijital ortamların yapısal dinamiklerinin karşılıklı etkileşimini dikkate alan çok boyutlu ve bütüncül bir yaklaşıma ihtiyaç duyulmaktadır. Ayrıca sosyalleşme, bireyin toplumsal norm ve değerleri öğrenmesi ve içselleştirmesini içeren kimlik gelişimi sürecidir. Bu süreçte öncelikle aile ve okul olmak üzere toplumsal kurumların rehberliği, ergenlerin güvenli ve sağlıklı bir kimlik geliştirmesinde önemli bir rol oynamaktadır.

Yöntem

Bu çalışma, ergenlik döneminde kuraldışı davranış eğilimine yol açan çevresel faktörleri Hirschi'nin Sosyal Bağ Kuramı perspektifinden ele alan kuramsal bir literatür taraması niteliğindedir. Çalışmanın amacı, kuramsal çerçeve ve güncel araştırma bulguları aracılığıyla çevresel faktörlerin bireyin toplumsal bağlarını nasıl etkilediğini ve bu bağların zayıflamasının kuraldışı davranışlara nasıl zemin hazırladığını analiz etmektedir. Çalışmada ayrıca, Hirschi'nin Sosyal Bağ Kuramının günümüz sosyalleşme süreçlerindeki yeni dinamikleri açıklamadaki yeterliliği eleştirel bir bakış açısıyla analiz edilmektedir. Bu araştırmada veri toplama yöntemi olarak ikincil kaynak incelemesi (literatür taraması) kullanılmıştır. 2000-2025 yılları arasında yayımlanmış, ergenlik dönemi davranış sorunları, sosyal bağ kuramı, akran zorbalığı ve siber zorbalık konularında yapılmış ulusal ve uluslararası akademik çalışmalar incelenmiştir. Google Scholar, DergiPark, ERIC, ResearchGate, ScienceDirect ve Web of Sicience veri tabanlarından yapılan tarama sırasında "Sosyal Bağ Kuramı, ergenlik, kuraldışı davranış, akran zorbalığı, siber zorbalık, çevresel faktörler" anahtar sözcükleri kullanılmıştır.

Bulgular ve tartışma

Klasik Sosyal Bağ Kuramı, toplumsal etkileşimin yüz yüze ilişkilere dayandığı bir dönemde geliştirilmiştir. Ancak günümüzde bireylerin sosyalleşmesi, sosyal medya, çevrimiçi topluluklar ve dijital iletişim araçları tarafından önemli ölçüde şekillendirilmektedir. Dolayısıyla, günümüzde çeşitli dijital platformlar aracılığıyla gerçekleştirilen çevrimiçi iletişim, bireylerin sosyalleşme biçimlerini önemli ölçüde dönüştürmüştür. Bu durum, Sosyal Bağ (Kontrol) Kuramının temel bileşenleri olan

"bağlılık" ve "katılım" kavramlarının yeniden tanımlanmasını gerektirir. Örneğin, sosyal medya üzerindeki ilişkiler bireylere aidiyet duygusu kazandırmakta; fakat bu bağlar çoğu zaman yüzeysel ve geçici olduğundan toplumsal denetimi zayıflatmaktadır (Subrahmanyam ve Smahel, 2011).

Dolayısıyla Hirschi'nin modeli, bireyin dijitalleşmiş sosyal çevreyle kurduğu ilişkileri açıklamada sınırlı kalabilir. Güncel çalışmalar, kurama "sosyal medya" ve "dijital katılım" unsurların etkisi gibi yeni alt boyutların eklenmesi gerektiğini savunmaktadır (Liviingstone ve Smith, 2014).

Sonuç ve öneriler

Kuraldışı davranışı tek bir kuramsal çerçeve ile açıklamak, olgunun çok boyutlu yapısı nedeniyle sınırlı kalmaktadır. Bu nedenle Hirschi'nin Sosyal Bağ (Kontrol) Kuramı ve Sosyal Öğrenme Kuramı ile günümüz teknolojilerinin sosyalleşme süreçlerine etkisini analiz eden kuramsal çerçeveleri birlikte ele almak, kuraldışı davranışın kapsamlı bir biçimde anlaşılabilmesi açısından önem taşımaktadır. Araştırma bulguları, aile, okul ve akran bağlarının zayıflığının kuraldışı davranışlara zemin hazırladığını; dijitalleşmenin ise bu bağların niteliğini dönüştürerek yeni risk alanları oluşturduğunu göstermektedir. Bu çalışmada, Sosyal Bağ (Kontrol) Kuramı (Hirschi, 1969), Sosyal Öğrenme Kuramı (Bandura, 1977; Akers, 1998) ve Castells'in Ağ Toplumu perspektifi (Castells, 2000), birbiriyle ilişkileri dikkate alınarak, dijital ve yüz yüze bağların etkileşimlerini bütüncül bir çerçevede değerlendirecek şekilde bir araya getirilmiştir. Böylece günümüz sosyalleşme süreçlerinin analizinde, fiziksel ve dijital bağların tüm boyutlarıyla ele alınmasına olanak sağlayan kuramsal bir derinlik sağlanmıştır.

Ergenlik dönemine özgü gelişimsel özellikler dikkate alındığında, fiziksel ve dijital faktörlerin benlik gelişimi ve kuraldışı davranış eğilimleri üzerindeki etkilerinin birlikte değerlendirilmesi kritik bir önem taşımaktadır. Bu bütüncül perspektif, klasik kuramların dijital sosyalleşme süreçleri bağlamında yeniden yorumlanmasına olanak sağlamakta ve literatüre anlamlı bir katkı sunmaktadır. Dolayısıyla, çalışmada, kuraldışı davranış ve genç suçluluğunun analizi açısından uygun bir çerçeve sunduğu düşünülen Sosyal Bağ (Kontrol) Kuramı, günümüz teknolojilerinin sosyalleşme süreçlerine olan etkilerini yorumlayabilmek açısından farklı kuramsal perspektiflerle birlikte ele alınmıştır.

Kuraldışı davranışlar, çocuk ve genç suçluluğu (Juvenile Delinquency) açısından önemli bir risk oluşturmaktadır (Shader, 2001). Bu nedenle ergenlik döneminde bağ güçlendirici, çevreyi destekleyici ve dijital farkındalık artırıcı müdahale stratejilerinin geliştirilebilmesi önem taşımaktadır. Gelecekte yapılacak araştırmaların, dijital sosyalleşme süreçlerini merkeze alarak çevrimiçi bağların denetim, aidiyet ve norm içselleştirme süreçlerini incelemesi, ergenlerin dijital ve fiziksel sosyalleşme süreçlerinin bütüncül bir şekilde anlaşılmasına katkı sağlayacaktır. Bunun yanı sıra, araştırmalarda farklı demografik ve sosyoekonomik grupların dijital etkileşim modelleri, aile yapısı ve okul çevresi ile olan ilişkilerinin ele alınmasının da literatüre önemli katkısı olacaktır.

Introduction

Adolescence is a critical developmental period characterized by rapid and multifaceted biological, psychological, and social changes, marking the transition from childhood to adulthood. (Steinberg, 2014). During this period, adolescents face important developmental tasks such as identity formation, developing autonomy, internalizing social roles, and social adaptation (Erikson, 1968). This period of rapid and multifaceted change is a critical one from a developmental perspective. The concept of a critical period refers to the time interval when the impact of environmental interactions on the individual is most intense. Therefore, experiences during this period can have a lasting and significant impact on development (Greenough et al., 1987; Black and Wallace, 1987: 540–542; Steinberg, 2005: 70). While identity development is a lifelong process in which an individual structures their self-perception and personal values (Erikson, 1968), identity acquisition stands out as one of the central developmental tasks during adolescence. During adolescence, individuals enter a process of identity formation influenced by numerous internal (biological/psychological) and external (environmental/social) factors. This process progresses through the individual's self-recognition within a social context, the formation of their own value system, and the determination of their life's direction (Havighurst, 1952).

Since individuals shape their identity development by defining themselves within a social context, the socialization process is one of the most fundamental mechanisms determining how an individual will develop an identity within society. During the socialization process, individuals internalize the prevailing values and normative frameworks of the society they inhabit thereby shaping their self-perception (Bronfenbrenner, 1979).

Durkheim defines socialization as the "moral education process" that enables an individual to become harmonious with the collective consciousness required by the social order (Durkheim, 2011: 56). Giddens, on the other hand, approaches socialization within a dynamic framework; he sees it as a dynamic process in which the individual learns the norms, values, and roles of the social structure and reproduces this structure (Giddens, 1984: 25). Similarly, Mead emphasizes that individuals develop self-awareness through social interactions and internalize the social world through roles. According to Mead, the self emerges in the process of social interaction and allows individuals to recreate the social world within themselves by internalizing the attitudes of others (Mead, 1967). In other words, a person's identity is shaped by their interactions with others. Mead emphasizes that the self is formed through social interaction by using the concepts of ‘role-taking’ and the ‘generalized other,’ with ‘role-taking’ referring to individuals’ ability to evaluate situations from others’ perspectives by putting themselves in their shoes. This ability, which enables a person to empathize in social relationships, also forms the fundamental mechanism for developing self-awareness. In this process, the individual first learns values and perspectives transmitted by "significant others" (mother, father, teacher, friend, etc.). Initially fragmented and contextual, the self takes shape over time as the individual's social experiences increase. Individuals develop diverse perspectives by encountering different expectations in different social roles. Through the synthesis of these individual perspectives gained in social interaction, it becomes possible to comprehend and internalize the general expectations and norms of society, conceptualized as the "generalized other." Thus, the self acquires a holistic structure over time (Mead, 1934).

The idea that social reality and the self, which forms the basis of Symbolic Interactionism Theory, are constructed through language, symbols, and meanings in the process of interaction between individuals, points to the reciprocal relationship between the individual and society. This theoretical framework subsequently laid the groundwork for analyses developed by thinkers such as Blumer (1969) and Goffman (1959) on “everyday interaction”, “role performance” and “presentation of the self”. Cooley’s “looking glass self” theory also supports the idea that the self is shaped by social interactions. Individuals form their self-perception by mentally recreating how others evaluate and react to them. In this context, individuals shape their social identity by seeing themselves not solely from their own perspective, but also as reflected in the perceptions of others. Therefore, the self is not merely an individual construct, but a dynamic process constantly shaped through social interactions (Cooley, 1902). Cooley and Mead's ideas are connected through the concept that the self is shaped by social interaction. However, while Cooley focuses more on how others evaluate an individual at the personal level, Mead emphasizes the development of the self through social structures and symbolic interactions. Mead's approach to self-

development, based on social interaction, shares some similarities with Bandura's social learning theory, which relies on observation and modeling processes, in that it emphasizes that the self is constructed and shaped through social interactions (Mead, 1934; Bandura, 1977). While both approaches emphasize that the self is shaped by the social environment, Bandura places particular emphasis on individual observation and learning. In this context, Bandura's Social Learning Theory addresses self-development from a behavioral perspective, highlighting the importance of individual observation, learning, and self-efficacy. This process is not independent of the social environment; the individual internalizes social norms and values by observing the behavior of others, thus constructing their own identity (Bandura, 1977). In this context, learning processes through social interaction and observation emerge as fundamental mechanisms that ensure the continuous reconstruction of both the individual self and the social structure.

One of the important social dimensions closely related to the quality and content of the socialization process during adolescence is the social adjustment problems observed intensely due to developmental and environmental factors specific to this period. Adolescence is a developmental stage where an individual's search for identity becomes more pronounced, peer influence intensifies, and the need for approval increases (Erikson, 1968). Therefore, adolescents may experience difficulties adapting to social norms during this period (Avcı, 2010). Consequently, they may engage in problematic behaviors in order to gain acceptance within their peer group, acquire status, and develop a sense of belonging.

Social interaction processes are not limited solely to family, peer groups, school, and cultural interactions; they are also significantly shaped through media and new media (online platforms). Today, online platforms, which stand out as internet-based and interactive structures, have as much, or sometimes even more, influence on adolescents' social interaction environment than the physical environment (Odgers & Jensen, 2020). Online platforms are not only environments where adolescents can develop group belonging or learn group norms, but also a space where they can exhibit risk-taking behaviors. In this context, adolescents can model various behaviors through observation on online platforms (Bandura, 1977). The observation of particularly deviant and risky behaviors in this environment can increase the likelihood of an adolescent developing problematic behaviors. Numerous empirical research findings confirm that behavioral patterns and group norms, particularly those shared on social media, have become a powerful reference source shaping adolescent behavior (Nesi et al., 2018; Valkenburg & Peter, 2011). Bandura (2001) states that individuals can learn behavioral patterns presented through media without direct experience. Accordingly, the content adolescents are exposed to on online platforms significantly influences their attitudes and behaviors. However, adolescent development is also shaped by the significant people in their lives and the wider environments in which they are situated (Sherman et al., 2016).

The impact of social media and other digital platforms on young people can lead to both the acquisition of positive skills and the repetition of potentially risky behaviors. Digital environments, beyond traditional face-to-face interactions, allow teenagers to form social bonds and communities such as friendships, group belonging, and support networks through social media, online games, and other internet-based platforms. In this context, while adolescents' online interactions provide opportunities for social support, a sense of belonging, and information sharing, they can also carry risks such as cyberbullying, negative social comparisons, and addiction. Therefore, the diverse content they are exposed to on online platforms greatly influences the attitudes and behaviors of adolescents. Adolescents' attitudes and behaviors are also strongly influenced by the significant people and environments in their lives. For this reason, not only the existence of connections established through digital networks, but also the nature and context of these connections should be considered as a critical element in understanding adolescents' deviant behavior tendencies.

The literature contains research findings suggesting that digital socialization can have both risk and protective effects on deviant behaviors in adolescents. For example, Lenhart et al. (2015) found that digital platforms strengthen adolescents' social relationships and increase their social support mechanisms. Similarly, numerous studies show that digital platforms provide peer support in terms of social support, sense of belonging, and identity development (Best et al., 2014; Frison & Eggermont, 2015; Benvenuti et al., 2023). On the other hand, the anonymity and wide accessibility offered by digital

platforms can also facilitate the transfer of peer bullying and other misbehaviors to online environments. This is supported by research findings that indicate the prevalence of cyberbullying and online misbehaviors during adolescence (Tokunaga, 2010; Valkenburg & Peter 2011; Odea & Campbell, 2012; Hamm et al., 2016; Sherman et al., 2016; Wang et al.,2018; Nesi et al., 2018a-b; Paez, 2020; Bridge & Duman, 2019; Duman, & Baştemur, 2023; Duman, 2023, Boyar & Arslantaş 2024). A broader assessment of these findings, conducted by Vannucci et al. (2020) and involving 67,407 adolescents, revealed small to moderate positive associations between social media use and participation in general risky behaviors, substance use, and risky sexual behaviors. The findings also showed that contextual variables, such as younger sample sizes and the type of social media platforms used, differentiated the strength of these relationships. Furthermore, studies examining the relationship between online and offline violence theoretically and methodologically point to a continuity between violence experienced or exhibited in virtual environments and aggressive behaviors carried out in physical environments. For example, in a quantitative study examining the relationship between exposure to online violent content and aggressive behavior in real life, Molenaar et al. (2025) found that online violence and aggression are not limited to the internet environment but are linked to aggressive behavior in real life among adolescents. This finding indicates that the real-life implications of online behavior should also be considered. In this context, a multidimensional and holistic approach is needed to accurately assess the effects of digital socialization on adolescents, considering individual and social dynamics, as well as the structural characteristics of digital environments and the interactions between them. The socialization process, which involves individual learning and internalizing societal norms and values, is a process of identity development. Therefore, the guidance of societal institutions, primarily family and school, plays a crucial role in helping adolescents develop a secure and healthy identity.

This study is a theoretical work examining environmental risk factors that lead to deviant behavior tendencies in adolescence, considering literature and theories. These risk factors, which emerge during the socialization process in adolescence, are analyzed from the perspective of Hirschi's Social Bonding (Control) Theory. The study also addresses the risks inherent in modern social dynamics and digital socialization processes that are prominent in contemporary societies. The extent to which these risks can be explained within the framework of Social Tie (Control) Theory is analyzed from a critical perspective.

This transformation underscores the need to address the socialization process during adolescence not only through face-to-face interactions but also through various interactions established via digital networks. Integrating traditional elements of socialization, such as family, peers, and schools, with the dynamics of online environments allows us to understand more comprehensively how adolescents internalize social norms, develop their self-perceptions, and manage risky behaviors. In this context, examining both physical and digital social connections is essential for a holistic theoretical framework addressing adolescent development and deviant behavioral tendencies. The main objective of this study is to examine, within a theoretical framework, the social and digital environmental factors that influence the emergence of deviant behavior, and in this process, to evaluate the scope of Social Bonding (Control) Theory and its power to explain deviant behavior within the context of contemporary socialization processes.

Literature review: Socialization process and deviant behavior in adolescence

Socialization process in adolescence

Socialization refers to the process by which individuals learn and internalize the values, norms, and roles of their society (Giddens, 2013: 27). This process plays a fundamental role in an individual's adaptation to society and the formation of their identity, while also functioning as an adaptation mechanism that strengthens their ties with society. However, during this process, negative environmental conditions can lead to insufficient and incorrect socialization experiences, negatively affecting adolescents' perception of social norms and their potential to adapt to social expectations (Sutherland, 1939; Parsons, 1951; Gottfredson & Hirschi, 1990) This situation can create a breeding ground for some risky and unconventional behaviors (Parsons, 1951).

Adolescence represents a developmental stage marked by an intensified search for identity, during which peer relationships and the influence of the social environment increase, and therefore, deviant

behaviors become more visible (Yavuzer, 2004: 263). During this period, the socialization process is influenced by both individual and environmental factors. Socialization elements such as family, peer groups, and school are among the main environmental factors that determine an adolescent's learning of social norms and the development of rule-compliant behavior (Bandura, 1977; Steinberg, 2008).

Irregular behavior and risk-taking tendency

Deviant behavior is defined as behavior that violates social norms, legal regulations, or ethical values. Particularly during adolescence, these behaviors become more pronounced, combined with factors such as identity development, the pursuit of independence, and peer pressure (Jessor & Jessor, 1997). Research indicates that the rise or fall of these trends is influenced by the quality of an individual's connections with socialization agents such as family, school, peers, and media (Demir & Çetin, 2019). Sensation-seeking and risk-taking behaviors, frequently observed especially in the early and middle stages of adolescence, are significant risk factors not only for adolescents' physical health but also for their social and emotional development (Elliott and Lambourn, 1999; Mash and Wolfe, 2005). These behaviors are closely related to the nature of the socialization process and the environment in which the adolescent interacts socially.

Like risky behavior, deviant behavior cannot be explained solely by individual characteristics; the socialization process and environmental factors also play a decisive role in its emergence. Psychological characteristics (e.g., impulsivity, low self-control, and stress levels) and biological characteristics (e.g., genetic predispositions, temperament, nervous system and brain development, and cortisol and dopamine levels) can influence deviant behavior. However, these factors alone are not decisive. The experiences an individual acquires during the socialization process and the mechanisms of social learning is also a key factor in both the development and persistence of these behaviors (Bandura, 1977; Engel, 1977; Gottfredson & Hirschi, 1990). In this context, the interaction of environmental factors such as parental attitudes, family interactions, peer influence, group norms and the need for social acceptance, social support networks, socioeconomic conditions, social media content, digital platforms, and lack of supervision plays a significant role in the emergence of deviant behavior.

The increase in risk-taking and deviant behavior during adolescence is shaped by the interaction of demographic factors as well as individual and environmental processes. When considered from a gender perspective, it is noted that male adolescents exhibit higher levels of risk-taking behavior compared to female adolescents, which is related to the internalization of gender roles during the socialization process (Greene et al., 2000; Courtenay, 2000; Bayar & Sayıl, 2005). When evaluated in terms of age, risk-taking behaviors are more common in middle adolescence compared to early adolescence. This increase is explained by the strengthening of the search for autonomy and the increased prominence of peer influence in middle adolescence (Kıran-Esen, 2003; Simons-Morton et al. 2001). In addition, a positive social environment supports the adolescent's social adjustment and also serves a protective function against problematic behaviors (Lerner & Steinberg, 2009). One of the problematic behaviors that emerge during adolescence is deviant behavior, defined as behaviors that are contrary to the general norms, rules, and laws of society, disrupting or harming social order (Jessor, 1991). These behaviors can manifest in different forms, such as bullying, antisocial and criminal behavior, and school and social environment disciplinary violations (Kaner, 2001). Research indicates that negative social environments, poor family supervision, and negative peer influence increase adolescents' tendencies towards deviant behavior (Jessor, 1991; Kroger, 2007; Steinberg, 2008).

Adolescence is characterized by an intensified search for identity, increased tendency to test boundaries, and greater defiance of authority. Therefore, deviant behavior is more likely to occur during this period compared to other age groups (Morsünbül, 2013; Sarı & Arslantaş, 2018). One of the deviant behaviors frequently encountered in schools in recent years is peer bullying and its digital manifestation, cyberbullying. If not addressed early, such behaviors increase the propensity for crime for bullies and carry the risk of causing lasting trauma for victims and bystanders (Bettencourt et al., 2023).

Peer bullying as a form of deviant behavior

Definition and types of peer bullying

Peer bullying is intentional, repetitive, and power-imbalance-based aggressive behavior that occurs among individuals of the same age group (especially students). In this behavior, one or more individuals engage in physically, verbally, socially/emotionally/relationally, or cyber-harming actions against peers in a position of power (Olweus, 1993).

Types of peer bullying

1. Physical Bullying: Behaviors that involve direct physical violence, such as hitting, pushing, kicking, breaking or damaging the victim's belongings.

2. Verbal Bullying: Includes verbal attacks such as insults, nicknames, threats, mockery, and humiliation.

3. Social/Relational/Emotional Bullying: This includes social manipulations such as excluding the victim from their peer group, spreading gossip, and defamation. It is particularly common among adolescents and negatively affects the victim's social environment (Crick & Grotpeter, 1995).

4. Cyberbullying: This involves behaviors such as insults, threats, sharing private information, or exclusion carried out via the internet or social media. Cyberbullying is a type of bullying with a very high psychological impact (Kowalski et al., 2012).

Peer bullying and its potential effects

Peer bullying, if not addressed effectively at an early stage, can lead to serious consequences at both individual and societal levels; this can cause psychological and academic problems for the victim, reinforce negative behaviors for the bully, create fear and anxiety in bystanders, and lead to general insecurity and negative social relationships in the school climate (Olweus, 1993; Espelage & Swearer, 2003).

“Research indicates that both victims of bullying and bystanders who witness this behavior are at risk of developing symptoms such as anxiety, depression, and post-traumatic stress disorder (PTSD) in the long term (Arseneault et al., 2010; Wolke & Lereya, 2015, Ekşi & Kurtça, 2021, Zhao, et al., 2024).” Morever, studies show that individuals who engage in bullying behavior are significantly more likely to exhibit antisocial behaviors and criminal tendencies in later years (Olweus, 1993; Farrington & Ttofi, 2011, Bettencourt et al., 2023). In this context, the meta-analysis conducted by Ttofi et al. (2011) also revealed that bullying is not only a momentary disciplinary problem, but also a significant risk factor that, if left unaddressed, can lead to lasting psychological trauma and the development of criminal behavior. This research indicates that bullying behavior observed in school-aged children is a significant predictor of criminal behavior in adulthood. Longitudinal studies show that individuals who bully in childhood and adolescence are more likely to commit crimes and exhibit antisocial behaviors in adulthood (Ttofi et al., 2011). These individuals are at higher risk for behaviors such as breaking rules, lying, stealing, or physical aggression. Therefore, research findings have reported that students who bully are at higher risk of committing both general and violent crimes in adulthood compared to students who do not bully (Olveus, 2011, Farrington, 2020). This finding shows that bullying is not just a momentary disciplinary problem but can be considered a risk factor for the development of criminal behavior if not addressed early.

The Relationship between peer bullying and juvenile delinquency

Bullying is a significant form of deviant behavior frequently encountered during childhood and adolescence. The psychological and behavioral effects of bullying on individuals indicate that this behavior can lay the groundwork for more serious antisocial and criminal behaviors later in life. In this context, the concept of "Juvenile Delinquency," frequently used in the literature, is defined as individuals exhibiting behaviors that deviate from societal norms, and is considered a multidimensional phenomenon shaped by a combination of individual and environmental factors (Murray Farrington, 2010). "Juvenile Delinquency," a concept referring to the involvement of individuals under the age of

18 in crime, encompasses a broad framework including both delinquent children (approximately 10-12 years old) and delinquent adolescents (13-17/18 years old). In the case of children, delinquency is often seen as a phenomenon stemming from learned modeling, curiosity, or limited social skills. In this age group, criminal behavior is linked to the individual's inability to fully internalize social norms (Bandura, 1977). In contrast, adolescent involvement in crime or criminal behavior is driven by more complex and multifaceted factors compared to similar behavior observed in childhood. Adolescents, in the process of identity formation, frequently question societal norms and expectations. Consequently, young people who challenge established rules can be considered to have reached a relatively more advanced stage of development compared to children. Criminal behavior in adolescence is largely influenced by factors such as peer group dynamics, identity search, risk-taking tendencies, and increasing individual autonomy (Steinberg, 2006: 262-264).

Environmental factors and theoretical framework

Environmental factors

Low family commitment, academic failure, poor school belonging, negative peer relationships, and socioeconomic disadvantages are environmental factors that weaken social bonds (Costello & Vowell, 1991, 2018). The quality of interaction an individual has with family, school, and peer groups during childhood and early adolescence significantly influences the likelihood of engaging in deviant behavior. Children raised in environments with weak social ties and inadequate supervision and guidance have difficulty internalizing societal norms and values, which increases their risk of engaging in criminal behavior. (Hirsch, 1969; Samson & Laub, 1993).

Empirical studies support this relationship. For example, in the study conducted by Ulusoy et al. (2005) on a sample from Ankara, it was found that young people raised in broken family environments had a significantly increased tendency to exhibit deviant behavior. Similarly, Kapetanovic et al. (2019) revealed that in environments where family communication is weak and parental supervision is insufficient, individuals become more prone to risky behaviors by distancing themselves from social control mechanisms.

In environments where family communication is weak, parental supervision is low, or socioeconomic conditions are unfavorable, individuals become more prone to deviant behavior by distancing themselves from social control mechanisms (Brook et al., 1990). “Adolescence stands out as a period in which peer groups increasingly shape individual behavior, significantly influencing behavioral preferences and adherence to social norms (Steinberg, 2014)” Furthermore, factors such as school dropout, family conflict, and negative peer influences weaken the functionality of the socialization process, increasing the risk of deviant behavior (Thornberry et al., 2003; Demir et al., 2005; Bağış, 2019).

Environmental factors such as socioeconomic disadvantages, fragmented family structures, and negative peer groups weaken the normative commitment of children and adolescents, increasing the risk of deviant behavior. Ümit (2007), pointed out the necessity of considering these disadvantages and weak social ties in assessments of criminal responsibility.

Hirschi's social bond (control) theory

Social Bond (Control) Theory, which offers an important theoretical framework for explaining deviant behavior, explains individuals' conformity to social norms and rules through the strength and quality of their social bonds. According to this theory, as an individual's ties with social institutions such as family, school, and peers weaken, the likelihood of engaging in deviant and unconventional behavior increases. Travis Hirschi (1969) argued that the primary factor determining an individual's level of social adjustment is the strength of their social ties with that society.

According to Hirschi, the bond between the individual and society consists of four elements:

1. Attachment: The emotional closeness an individual feels towards their family, teachers, and representatives of society.

2. Commitment: An individual's belief in their future goals and the normative paths they follow to achieve those goals.
3. Involvement: The level of an individual's involvement in legitimate social activities.
4. Belief: An individual valuing and respecting the principles and norms that govern society

Hirschi (1969) emphasizes that if any of these four bonds weaken, an individual's normative commitment may decrease, and their tendency towards deviant behavior may increase.

“The quality of relationships formed within the social environment, along with the impact of peers, contributes substantially to the heightened tendency toward deviant behavior during adolescence. This occurs in the context of what is termed 'insufficient socialization,' where an individual fails to adequately internalize social norms, values, and accepted behavioral patterns through family, school, and other institutions (Hirsch, 1969; Samson & Laub, 1993).” During this process, the individual's social ties weaken, their relationship with social control mechanisms remains limited, and their capacity to maintain normative behaviors decreases (Hirchi, 1969). According to Hirchi's Social Bonding (Control) Theory, the primary factor preventing individuals from engaging in deviant behavior is the strength of bonds formed with family, school, and their immediate social environment. Weakening these bonds leads to young people's inability to adequately internalize social norms, in other words, incomplete socialization, increasing the likelihood of them engaging in deviant behavior (Hirschi, 1969).

Another concept related to insufficient socialization, "malsocialization," refers to an individual learning values, attitudes, and behavioral patterns that legitimize socially unacceptable or deviant behaviors. This makes it easier for the individual to engage in behaviors that are undesirable and prohibited by educational institutions and other social organizations (Hirschi, 1969; Ali, 2024). The concepts of insufficient or incorrect socialization are used as important analytical tools in explaining deviant behavioral tendencies observed during adolescence. The concept of "malsocialization," frequently used in literature dealing with social adjustment problems, refers to a process that arises from an individual observing and learning negative social models in their environment and is associated with behavioral adjustment problems (Ali, 2024). Relationships, particularly with peer groups involved in crime, create a breeding ground for young people to model, normalize, and reinforce the deviant behaviors of their peer groups (Hirschi, 1969; Akers, 1998).

Social learning theory

According to Albert Bandura's Social Learning Theory, individuals acquire behavioral patterns by observing the actions of others, and these behaviors are then reinforced through reward and punishment systems. Consequently, many behaviors, including criminal and deviant behaviors, can be learned in social settings through processes such as observation, modeling, imitation, and reinforcement. This perspective emphasizes that social context plays a crucial role in shaping behavior because individuals internalize norms, values, and practices by observing and interacting with others (Bandura, 1977).

Negative role models (e.g., delinquent peers, violent media) can increase an individual's tendency towards deviant behavior (Bandura, 1997; Akers, 1998). Therefore, environmental conditions, the quality of social ties, and learning processes during childhood and adolescence play a critical role in the emergence and persistence of deviant behavior.

Akers (1998) adapted this approach to criminal behavior, demonstrating that young people can learn deviant behavior through peer relationships and social interactions. Relationships with peer groups involved in crime foster "malsocialization" processes by creating a foundation for the modeling, legitimization, and reinforcement of these behaviors. "Insufficient socialization" refers to a situation where an individual does not learn social norms adequately through family, school, and other social institutions.

While Social Bonding (Control) Theory offers an important perspective in explaining deviant behavior tendencies, Akers' Social Learning Theory details the process of social adaptation and deviant behavior in adolescence through observation and modeling mechanisms. Therefore, the tendency towards deviant behavior observed during adolescence can be considered a structural phenomenon closely related to the

socialization conditions offered by the social environment. When family, school, and peer groups fail to adequately fulfill their function as socialization environments, adolescents' process of internalizing social rules is disrupted, increasing the likelihood of deviant behavior. Akers's Social Learning Theory emphasizes that deviant behavior is not only a product of individual tendencies but also of social interaction processes. Within this framework, risk factors in an individual's immediate social environment play a decisive role in the emergence and persistence of juvenile delinquency. Weak family supervision, disruptions in parent-child relationships, academic failure, close ties with delinquent peers, and insufficient social support mechanisms contribute to a higher risk of adolescents experiencing incomplete or inaccurate socialization (Murray & Farrington, 2010; Akers & Sellers, 2012;). Developmental characteristics and risk-taking tendencies specific to adolescence provide a context that facilitates the transformation of these socio-environmental influences into deviant behaviors (Steinberg, 2006).

While Social Learning Theory focuses on explaining how criminal behavior is learned, Hirchi's (1969) Social Bonding (Control) Theory aims to understand why individuals refrain from crime. According to Hirchi, weakening ties to family, school, peers, and societal values reduces young people's adherence to social norms and increases the risk of engaging in criminal behavior. In this context, "insufficient socialization" reflects a situation where social bonds cannot be established, while "malsocialization" indicates a situation where individuals with strong social bonds internalize non-normative behaviors. Hirchi's theory emphasizes that individual behavior is closely related to social bonds, supporting the learning processes of social learning theory and providing theoretical depth in explaining juvenile delinquency. In addition, Durkheim's (1897/2014) concepts of "anomie" and "social norms" offer a critical perspective in explaining juvenile delinquency at the social level; according to Durkheim, the blurring or weakening of social norms makes it easier for individuals to engage in deviant behavior. This approach complements the individual-centered perspectives of both Social Learning and Social Bonding (Control) Theories, allowing us to understand juvenile delinquency as a multidimensional phenomenon at both individual and societal levels.

Therefore, the concepts of "insufficient socialization" and "malsocialization," when considered together with Social Learning Theory and Social Bonding (Control) Theory, provide a powerful and holistic analytical framework for explaining the emergence and persistence of deviant behaviors in adolescence.

Castells: The digital network society and the transformation of social connections

Today, socialization processes are shaped not only by traditional face-to-face interactions but also through digital platforms. Social media, online games, and other online communication tools are significantly transforming how young people maintain peer relationships. The quality and function of social bonds are affected by this change in both supportive and risk-generating ways (Odgers & Jensen, 2020). Positive digital social connections enable adolescents to develop trusting and socially consistent relationships with their peers, thereby strengthening individuals' commitment to societal values and serving a protective function against deviant behaviors. In this context, social support, a sense of belonging, and positive peer interactions experienced in digital environments reproduce the dimensions of attachment and belief as defined by Hirschi (Hischi, 1969).

Conversely, interactions with communities that normalize deviant behavior in online environments can weaken adolescents' adherence to social norms. The anonymity and reduced social oversight offered by digital platforms increase the risks of inadequate and inappropriate socialization, potentially leading young people towards non-normative behaviors (Akers, 1998; Livingstone & Smith, 2014). This situation can be explained by the weakening of the control and participation mechanisms emphasized in Social Bonding (Control) Theory in the digital environment. Within the context of the digital environment, the connection between online social bonds and deviant behavior relies not merely on the presence of these bonds but also on how effectively and meaningfully they operate. While digital relationships can serve as protective factors that reinforce adherence to societal norms among adolescents, they may simultaneously form precarious virtual spaces that facilitate or conceal deviant actions.

In this context, understanding the effects of digital socialization on deviant behaviors in adolescents requires analyzing whether digital social connections are supportive or risk-generating.

Hirschi's theory of social bonds examines social ties through family, school, peers, and adherence to societal norms, emphasizing that the weakening of these bonds is a risk factor for a tendency towards deviant behavior (Hirschi, 1969). Today, young people establish their social bonds not only through physical socialization environments such as family, school, and peer groups, but also through online interactions via digital platforms. In this context, digitized socialization processes are transforming adolescents' normative control mechanisms, leading to the adoption of different normative systems. This, in turn, poses a risk for the emergence of deviant behaviors. The nature of digital social connections has the potential to both increase and decrease normative adherence (Castells, 2001).

Methodology

Nature of the research: Theoretical and literature-based analysis

This study is a theoretical work examining environmental risk factors that lead to deviant behavior tendencies in adolescence, in light of literature and theories. In this study, environmental risk factors that emerge during the socialization process in adolescence are analyzed from the perspective of Hirschi's Social Bonding (Control) Theory. The study also addresses the risks inherent in modern social dynamics and digital socialization processes that are prominent in contemporary societies. The extent to which these risks can be explained within the framework of Social Tie (Control) Theory is analyzed with a critical approach. This study aims to examine, from a theoretical perspective, the social and digital environmental factors that influence the emergence of deviant behavior, and in this process, to evaluate the scope of Social Bonding (Control) Theory and its power to explain deviant behavior within the context of contemporary socialization processes.

Literature and source selection criteria

This research utilized secondary source review (literature search) as its data collection method. National and international academic studies published between 2000 and 2025 on adolescent behavioral problems, social bonding theory, peer bullying, and cyberbullying were examined. The search utilized the following keywords from Google Scholar, DergiPark, ERIC, ResearchGate, ScienceDirect, and Web of Science databases: “Social Connection Theory, adolescence, deviant behavior, peer bullying, cyberbullying, and environmental factors.”

Review and evaluation approach

Literature findings were classified using thematic analysis. In this context, the data were evaluated under three main themes:

1. The socialization process and the development of social bonds,
2. The influence of environmental factors (family, school, peers, media, socioeconomic environment),
3. The relationship between bullying and cyberbullying, etc., and weakness of social bonds.

The findings were interpreted within the framework of the fundamental principles of Hirschi's (1969) Social Tie Theory; the influence of environmental factors such as family, school, peers, media, and socioeconomic context was considered, and the explanatory power of the theory in contemporary socialization processes was discussed

Findings and discussion

Weakening social bonds and deviant behavior tendencies in the context of social learning processes

Hirschi's Social Bonding Theory argues that when an individual's bonds with society weaken, deviant behaviors emerge. Research findings support this view. Neglect within the family, lack of parental control, low school belonging, and negative peer relationships weaken adolescents' levels of commitment, participation, and belief in society; this, in turn, increases tendencies towards deviant behavior (Costello & Vowell, 1991, 2018). During adolescence, individuals' search for identity and need for independence further highlight this fragility in social bonds. Therefore, the socialization process is

not only about teaching norms but also about the quality of the emotional bonds that individuals form with society (Steinberg, 2014).

The emergence of deviant behavior is related not only to the weakening of social bonds but also to the quality of behaviors learned through social learning processes. According to Bandura's Social Learning Theory suggests that individuals acquire behaviors not only through personal experience but also by observing, imitating, and responding to social cues. Behavioral models presented by family members, peer groups, and mass media, in particular, constitute a decisive point of reference in shaping the normative or deviant behaviors internalized by adolescents. In the socialization process, media content is adopted and internalized through social learning processes, sometimes even more so than behaviors learned during face-to-face interaction. When social regulation is insufficient and media content is not properly filtered, this process can lead to the learning of harmful behaviors, which can eventually become repeated behaviors.

Interaction of environmental factors and bullying behaviors

Environmental factors directly influence the quality of individuals' social connections. The literature emphasizes a strong correlation between bullying and cyberbullying and weak social ties. Weak family bonds, an unsupportive school climate, and peer group reinforcement of negative behaviors facilitate the spread of bullying (Wang et al., 2009; Espelage & Hong, 2019). Particularly in cases of peer bullying and cyberbullying, the nature of digital connections directly influences victim-bully relationships, bystander behavior, and the school climate.

Cyberbullying, unlike traditional bullying, takes place in online environments, further reducing the effectiveness of societal control mechanisms. Hirschi's weakening of the elements of "involvement" and "belief" in digital environments leads individuals to engage in deviant behaviors due to a sense of "anonymity" and "irresponsibility" (Vandebosch & Van Clemput, 2008).

The Relevance of Hirschi's theory in contemporary socialization processes

Classical Social Connection Theory was developed during a time when social interaction was based on face-to-face relationships. However, today, individuals socialize through digital platforms, virtual communities, and social interactions. This situation necessitates a redefinition of the concepts of “attachment” and “participation,” which are fundamental components of Social Attachment (Control) Theory. For example, relationships on social media provide individuals with a sense of belonging; however, since these connections are often superficial and temporary, they weaken social control (Subrahmanyam & Smahel, 2011).

Therefore, Hirschi's model may be limited in explaining the relationships an individual forms with their digitized social environment. Current studies argue that new sub-dimensions, such as the impact of "social media" and "digital participation," should be added to the theory (Liviingstone & Smith, 2014).

Imlications of theoretical findings for protective and preventive practices

This study’s results underscore the critical role of strengthening environmental bond in preventing general deviant behaviors and peer bullying, a common deviant behavior during adolescence. Interventions aimed at improving family communication, promoting positive social relationships in school settings, and developing ethical awareness in digital environments can strengthen social bonds and reduce the risk of deviant behavior (Craig & Pepler, 2007; Tokunaga, 2010).

In this context, Social Connection Theory can be considered not only an explanatory model but also the theoretical basis for preventive programs. For educators, psychological counselors, and policymakers, this aspect of the theory offers important practical insights into combating behavioral problems.

Conclusion and recommendations

Explaining deviant behavior within a single theoretical framework is limited by the multifaceted nature of the phenomenon. Therefore, considering Hirschi's Social Bonding (Control) Theory and Social Learning Theory together with theoretical frameworks analyzing the impact of contemporary technologies on socialization processes is crucial for a comprehensive understanding of deviant

behavior. Research findings indicate that weak family, school, and peer relationships create fertile ground for deviant behavior; and that digitalization transforms the nature of these relationships, creating new areas of risk.

In conclusion, while Hirschi's Social Bonding Theory offers a strong theoretical framework for explaining deviant behavior, it is insufficient for analyzing the effects of bonds formed through classical media (newspapers, radio, TV) and new technologies such as digital peer groups, online norms, and virtual identities on social bonds, as it is based on the socialization structures of the 1960s. Today, in order to analyze deviant behaviors such as cyberbullying, which is the digital manifestation of peer bullying due to the impact of digitalization, it is necessary to analyze the effect of online social connections on socialization processes and to strengthen the theoretical framework to encompass the dynamics of contemporary socialization processes. In this study, Social Bonding (Control) Theory (Hirschi, 1969), Social Learning Theory (Bandura, 1977; Akers, 1998), and Castells' Network Society perspective (Castells, 2000) are brought together to evaluate the interactions between digital and face-to-face connections within a holistic framework, taking into account their interrelationships. Thus, a theoretical depth has been provided that allows for the comprehensive analysis of physical and digital connections in all their dimensions in the analysis of contemporary socialization processes. Considering the developmental characteristics specific to adolescence, the combined assessment of the effects of physical and digital factors on self-development and deviant behavior tendencies is of critical importance. This holistic perspective allows for the reinterpretation of classical theories within the context of digital socialization processes, thus making a significant contribution to the literature. Therefore, in this study, Social Bonding (Control) Theory, which is considered to offer a suitable framework for the analysis of deviant behavior and juvenile delinquency, has been examined together with different theoretical perspectives in order to interpret the effects of contemporary technologies on socialization processes.

Deviant behaviors pose a significant risk for juvenile delinquency (Shader, 2001). Therefore, developing intervention strategies that strengthen bonds, provide supportive environment, and increase digital awareness during adolescence is crucial. Future research that focuses on digital socialization processes and examines how online connections influence control, belonging, and norm internalization will contribute to a holistic understanding of adolescents' digital and physical socialization processes. In addition, exploring digital interaction patterns among diverse groups and their connections to family and school settings would strengthen existing research."

Additionally, studying digital interaction patterns across different demographic and socioeconomic groups and their links to family and school contexts would enrich the literature."a meaningful contribution to the literature."

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Ethical approval

This study, consisting of a literature review and theoretical analysis, does not require ethics committee approval.

Contribution rate of researchers

The authors contributed equally to the study

Conflict of interest statement

The authors declare that there are no conflicts of interest in this study.