

Pavel Řezáč, Ph.D.

Transport Research Centre, Líšeňská 33a 636 00 Brno, Czech Republic

[pavel.rezac@cdv.cz](mailto:pavel.rezac@cdv.cz)

## **Perception of young risk drivers**

# Table of content

<b>1</b>	<b>INTRODUCTION</b> .....	<b>3</b>
<b>1.1</b>	<b>AIM OF THE STUDY</b> .....	<b>3</b>
<b>2</b>	<b>DATA COLLECTION AND SAMPLE</b> .....	<b>5</b>
<b>3</b>	<b>METHODS AND DATA ANALYSIS</b> .....	<b>6</b>
<b>4</b>	<b>RESULTS</b> .....	<b>7</b>
<b>4.1</b>	<b>RISK PERCEPTION</b> .....	<b>7</b>
<b>4.2</b>	<b>MOTIVES BEHIND RISKY DRIVING</b> .....	<b>8</b>
<b>4.3</b>	<b>EXPERIENCE DURING RISKY ACTIVITIES</b> .....	<b>10</b>
<b>4.4</b>	<b>SIMILAR EXPERIENCES IN OTHER AREAS</b> .....	<b>11</b>
<b>5</b>	<b>DISCUSSION</b> .....	<b>12</b>
<b>5.1</b>	<b>RISK AS PHYSICAL HARM</b> .....	<b>12</b>
<b>5.2</b>	<b>RISK AS A FACTOR OF OBTAINING PLACE IN PEER GROUP</b> .....	<b>12</b>
<b>5.3</b>	<b>RISK AS PLEASANT ACTIVITY</b> .....	<b>12</b>
<b>5.4</b>	<b>RISK AS A FACTOR OF GROWING SELF – ESTEEM</b> .....	<b>13</b>
<b>5.5</b>	<b>LIMITATIONS OF PRESENT STUDY</b> .....	<b>13</b>
	<b>REFERENCES</b> .....	<b>14</b>

# 1 INTRODUCTION

## 1.1 AIM OF THE STUDY

Present study solves risk taking behavior (especially risk driving) among the target group young drivers. The study aims to the mechanisms of risk behaviour of young drivers who are identified as problematic drivers. We will focus on the area itself conceptualization of risk, the reasons which lead to this behaviour and also whether the actors themselves perceive any alternatives to these activities. Results show that the sample could perceive risk very clearly. They also can imagine injuring themselves. Next results mention that actors concern on activity during risk taking activity, and also on peers - concretely how peer group is evaluating them. The first part of the interview (characteristics of risk taking behavior) brought these categories: dangerous, uncertainty outcome, pleasant feeling and concerning with process not with outcomes. Other results have showed that the motive for risk behavior is its being a good alternative for boring. Young drivers also try to be good in something and to obtain the attention of others. We used qualitative design. Interview was made with 11 problem drivers (aged 17 - 25). The sample were under supervision of a probation officer because of problematic driving (motorcycle, car driving). Interview was focused on risk perception, motivation to this action, and profit from this action. Data were analyzed by transcription of interview. Statements with meaning unit were graphically highlighted. Meaning clusters were done by meaning units. This procedure was made based on meaning overlap (*Miovský, 2006*). Main goal was to catch meanings of each statement. Consequently, wider meanings categories were made through four part of the interview. During data analysis frequency of each statement was traced.

#

## 1.2 RISK TAKING BEHAVIOR

Term risk taking behavior is latterly constructed. Earlier term was problem behavior. This concept comes from classical work *Jessor, Jessor (1977)*. Problem behavior has also a near connection with *Zuckerman's (2007)* sensation seeking idea. Risk taking behavior is a social construct (*Boholm, Ferreira, 2002*) depending on concrete society. It is difficult to distinguish between risk behavior and non-risk behavior. Quoted authors also distinguish actually (objective) and perceiving (subjective) risk. Objective risk is constructed by society through socioeconomic factors. Subjective risk depends on actor's perception. Other point of view present *Boholm, Ferreira (2002)*, according to which the risk is a social construct. Area concept of risk would be helpful for better labelling categories of risky behaviour.

The aim of this study is to investigate why these young people are driving in a risky way. This area thus examines the motives for the realization of high-risk activities. According to theory, the presence of a peer group could be an important motive for realizing high-risk activities, *Gardner, Steinberg (2005)*. Peer group during adolescence is an important factor that can with the development of risk behaviour related. In accordance with the findings *McGloin (2009)* may be a motive for the realization of high-risk behaviour not only peer group, but also close person. These can individuals in this developmental period influence in the direction of engagement, or vice versa is not realized risk activities.

Another question that we ask ourselves, relates the experiences of actors during risky activities. We wonder what experiences are present during risky behaviour in traffic. This area relates to gains from the implementation of risk behaviour and at the same time during the activity itself. Understanding what the actor during the realization of risky activities to experience, can greatly assist subsequent thinking about the benefits of working with this group. At the same time may help in understanding the experience of thinking about

prevention against the development of high-risk behaviour in adolescents. We believe that these experiences are described as very intense flooding. I due to the nature of the risk activities should experience could be described as an exciting and unique.

The last area you are dealing with is whether it is in the concept of adolescents can choose an alternative to risky behaviour in traffic (whether adolescents believe that it is possible to feel similar experience even during other activities). We believe that adolescents will describe risky activities such as those that can't be nothing to replace. A kind of uniqueness of these activities can, in our view relate to the intensity of the experience, which emerges in the course of risky activities. Connection with this research question (together with previous research question) was not found in the literature.

## **2 DATA COLLECTION AND SAMPLE**

Researched sample brought informed consent to be included in the research and presentation of the results of the study. They were approached by clients who were prescribed rehabilitation program for problem drivers. Among them studied group based on self-selection was created - those who wanted to participate in research. The interview was for their subject's voluntary activity. The sample consisted of a total of 11 male adolescents and young adults aged 17 to 25 years. The sample were under supervision of a probation officer because of Problematic driving (motorcycle, car driving). All of these drivers lost a driver's license because of an offense in connection with driving (alcohol use moreover 1,0 promile, drug use and driving). The interview was conducted individually in therapeutical room after program ends. All interviews were written for following coding. Interview was focused on risk perception, motivation to this action, and profit from this action. Total participation in the research was offered 13 adolescents (young adults), two of them refused to participate.

### 3 METHODS AND DATA ANALYSIS

To collect data, we used a phenomenological qualitative semi-structured interviews with individual persons surveyed according to *Smith et al. (2009)*. The length of each interview was approximately 45 minutes. The main focus of the interview was the theme of risk and experiencing actors themselves. In the first phase, we tried to identify behaviours that adolescents are considered at risk. Then we have this area explored more risky behaviour. The interview was divided into four parts.

- The first part dealt with the characteristics of the risk. This area was saturated with issues (eg. What is risk behaviour? How would you describe him? How do you engage risk driving? Do you engage any other risk behaviour?).
- The second part focused on reasons for engaging risk behaviour. This part was saturated with issues (eg. What does risk driving give you? Do you follow risk behaviour during longer period? Why do you engage risk driving even if it's risky?)
- The third part of the interview focused on experiences that are associated with risk behaviour. This part was saturated with issues (eg. What leads you to driving in a risky way? How do you feel during risky driving?).
- The last part is focused on alternatives to this activity, namely whether it is possible to experience something similar even in other activities. This part was saturated with question (Could you feel the same during another activity?).

Each transcript was repeatedly read and coded in turn. We divided the comments into three groups: descriptive (depicting the content and our understanding of the participant's experiences), linguistic (focused on the way the content was presented), and "conceptual" comments (those that included possible suggestions and questions directed toward preliminary explanations). Based on these detailed comments, we tried to achieve greater complexity of notes and to find "emerging" themes. These comments focused on latent relationships within the text and described not only the original words and thoughts of the participants but also the interpretative process of this analysis that understands (*Smith et al., 2009*). The next step consisted of an exploration of connections and patterns among the themes. We developed a figure depicting these relationships for every single participant, and we created a structure that represented interesting aspects of each private life (*Smith et al., 2009, p. 96*). We worked in this way until we reached a point of data saturation. We processed 11 interviews and during the analysis we put emphasis on the so-called "bracketing" of the ideas originating from the analysis of previous interviews (*Smith et al., 2009*). Finally, we searched for patterns and attributes common to all participants. In the course of the final analysis, we focused on the experiencing of verbal and action procedures. The outcome was a description of experiences that helps in gaining an insider's perspective of the described situation.

## 4 RESULTS

Results of analysis are divided into four parts as in interview was observed. First part has a connection with risk perception, second part has a connection with motives which are behind risky driving, third part shows feelings during risky driving, finally last part deals with possibility to experience same feeling during another activity.

### 4.1 RISK PERCEPTION

In the first part we focused on behaviours that respondents considered at risk and also on how to understand this risk. Within this area surfaced total of 4 categories, which we designated as the danger, uncertainty of outcome, pleasantness experience, focused on the process rather than the result.

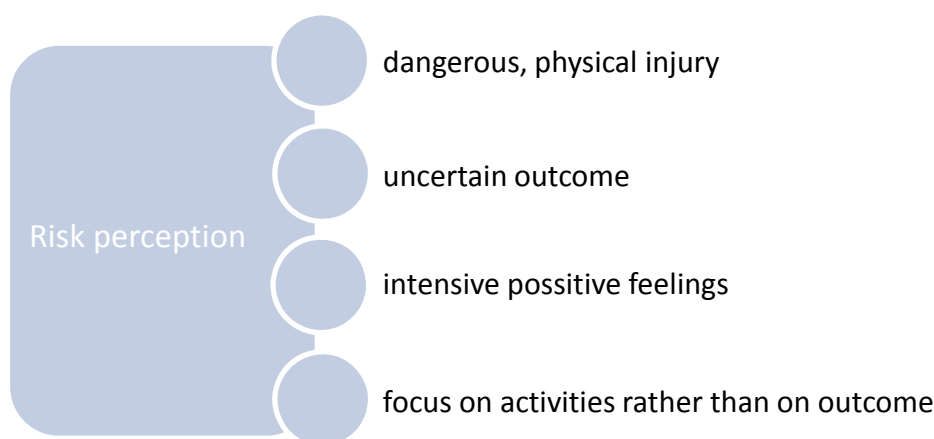


Figure 1: Categories of risk perception

Category "risk as the possibility of physical injury" was saturated testimony that described the risk as something dangerous, like something that could endanger a person who is an actor of risky activities (EP<sup>1</sup>3: "... that's when something might happen to me, can I somehow hurt and then I could not do it." EP5: "... I could be out for some time. Someone might need to end up in a wheelchair or something, but this does not happen to us, but they can be some health problems." EP2: "... it does not turn out well, and then it can be quite a prude. nothing you can't, you can't need's moving or so."). Most often there was a danger of physical harm resulting from (EP10: "Something I can do is hurt ..." EP6: "When you break into, then I must be disabled."). This risk was attributed to relatively strong emphasis. On the other hand, in this regard were rather afraid of the shorter term, the impossibility of continuing activity (EP8: "When I crashed, something happens to me, so it then I can do and I have some time off. Then I did not know what to do. Lying in bed at home or in the hospital, it would be terrible. ") rather than the perspective of long-term permanent injury. It was not in any of the statements identified. Secondarily, it also was a danger that is associated with the reactions of (due) from the environment (parents, partners) for risk behavior (EP1: "When it came to it, so I could no longer drive. They took the keys to the motorcycle.", EP4: "It must be hidden, so unless it can be done. Parents are encouraged to constantly if they saw what I was doing everything on a motorcycle."). Physical risk was perceived as incapacitation itself. During further investigation into what it means to risk what is possible under the present, has been reported specific activities (EP11: "Overtaking on hard to read section speeding." EP9: "Cross on a motorcycle, but I drive without a license. A couple of times the cops chased. "

---

<sup>1</sup> Examined person

EP3: "... what I did with it was such races in with a friend, as it was fast and furious, we just had such a good car. Just do something prohibited what can come - where I can be caught."  
EP4: "... adrenalin when evading a police control. And probably run away before the cops, if they catch you, it is from this mess." EP5: "I like fast starting, just to speed up, but I would like powerful car." EP6: "I enjoy drifting on ice and snow."

The second identified category was marked as "uncertainty of outcome". The class was in a certain area connected to the categories of danger and the possibility of physical harm. The thing is, it is not certain whether the activity mastered. Mismanagement of activities will mean a threat or danger. In this respect, the uncertainty of outcome categories linked to categories of danger. (EP4: "I do not bring good results. It can be quite uncertain - simply a risk not. Once you get away with it a second time may not." EP7: "The risk is when you know how it goes. You do not know if they catch you or not. "). This category identified linking regions perceived risk and uncertainty of the area. Furthermore, there appeared statements, which were directed only to the uncertainty of the outcome (EP10: "I don't know how it ends, which is great ... It's a surprise. It entertains me on that. Otherwise I would not do it.").

Another category that the analysis performed was "an area of strong positive experience." The risk of this lens, we could characterize as something that evokes pleasant feelings actor himself (EP11: "It is great. I enjoy it. This is such a cool tension - like when I watch a horror movie should be. Best adrenalin. It's great, but people they do not understand. It's great, I know I'm alive." EP2: "It's just a bomb, I feel great, I have this weird freezing, a bit like a knock, but it is doing it great." EP6 "...somehow she feels such a strong and that's great. It's kind of adrenalin, you just have to give careful all the time and it makes you totally excited. I feel just fine.").

The last category was "focusing on activities rather than on the outcome." It was a category that was associated with strong feelings for risky behaviour. Category could also be understood as a combination of category - the uncertainty of the outcome of a field of positive experiences. Focusing on the process was in the context of the interview carbonated statements (EP7: "I do not know how it ends, which is great. I do not care what happens but I'm going in, what I do. At that moment, I do not care how it turns out, simply poison and that's the super. I'm going to completely automatically and do not think how it ends, but I'm in and I like red before my eyes. I do not care and I don't even realize that I had this do me again had problems. It's a moment and I don't mind anything. I don't solve it until the end." EP 3: "Just at that time did not really know what I'm doing. It's just something I have to do at that time, doing something automatically. I can't think during driving. Driving is stronger than my thinking.").

This category is accompanied previous category - the area of strong positive experiences. The analysis in the context of this research question does not appear that the risk was perceived as an area that needs to be seen more subjective and that it is not possible to work with the described risk behaviour. Researched people characterize risk through areas that are described as being at risk.

## 4.2 MOTIVES BEHIND RISKY DRIVING

The second part of the interview focused on the motivation for the implementation of risk-taking behaviour. When analysing emerged five categories (alternative to boredom, trying to be good at something, the attention of others, the desire to overcome obstacles and pleasantness doing).

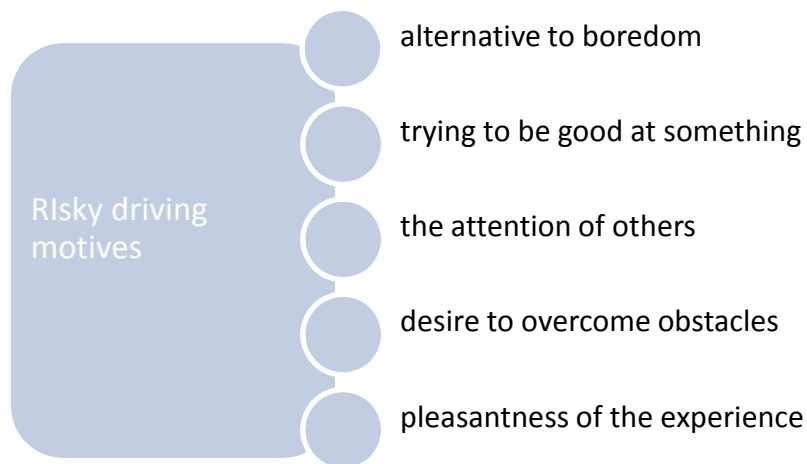


Figure 2: Category motives risk behaviour

The first category is the area "alternative to boredom" (EP6: *"Cool, I can go. At least not boring, so I do what I should do another ..."* EP3: *"When you're driving, there is no boredom. Just going and it's cool."*). The answers researched subjects is evident that engage in risky activities because they want to be active in something and want to experience feelings of boredom. Another category is a "peer group". This category has a connection with "alternative to boredom" category. The surveyed persons stated that the alternative to boredom is possible with peers spend more time together and this time live intensely. The main motive there was also an element of activity and socialization element - a peer group. (EP10: *"Seldom going alone. Usually there are also friends, girl. Otherwise, I'd probably do it. It's cool when something like that you can do with them. It converges more of you. You are there together."* EP 5: *"You're not alone in driving. I'm there with my friends. We can talk about it, you have something in common. You have group secrets. Just in driving, but together. It would be boring, if I will be there alone."* EP1: *"It's cool that I have a buddy with whom I can ride. My girlfriend sometimes looks at me. We provoke each other with my friends. There is a place for group experience, we talk about it. Sometimes they go even further. They then stares, what I can do. It's not easy. It's cool to be good at it."*). Importantly, the risky activity is not considered a simple peer. This can assist adoption of peer group. It is also understood as an activity that is admirable in many major peer relationships potential partners. Peers who are important for their subjects, they can evaluate these activities far more than activities that are not considered hazardous. Area alternative to boredom is so developed further to other areas, especially joint leisure activities with others and others need attention.

Another category is "trying to be good at something." It was saturated statements (EP1: *"Managing my point, getting better at drifting. I can do it. It's the only thing I respect. I can handle it without problems."* EP 6: *"Now I can drift better, I had ever given. I've improved a lot and it just goes. I'd like to try it even stronger car. "*). In these interviews with the respondents may find a need to excel at something. Upon further analysis, it was identified that the risky activity is most often conceived as the actor, which is good. In comparison with other activities in it excels considerably more. Actor and considers this activity as an activity in which, as one of the few really good.

Category known as "the attention of others" is further mentioned areas. She was often linked with the category "alternative to boredom and peer group" (EP5: *"... I have things to do and at least not boring ... I can do it too with my friends. They know it's not easy. I'm glad they are there to see it."* EP1: *"Sometimes I add even more, then they stares, what I can do. It's not easy. It's cool to be good at it."* EP6: *"It looks at me and see that I was good at it. O that's it. Sometimes they then also tell you what is needed, and it's not easy. It's obvious that they like it and enjoy it."*). Actors feel during operation (but also after the activity) sort of admiration of peers. He is associated with the recognition of what they had done. Peers show

interest in the player. An actor is thus the focus of the activities, which considers itself a good, successful.

Another area why actors perform risk activity is their "desire to overcome obstacles." It is the need of the actors something to handle and on this basis to confirm that they are good enough in something. (EP3: *"Before I was quite worried that I can crash. I feel I don't control the car at all. But I managed, I'm not afraid."* EP6: *"Let's try one sweep with us, how fast I can drive. At the beginning it wasn't as good, but now less afraid and my driving skills are better."*). The area thus refers to "improve" your own performance in risky activities. The actors have their own standards of what is in the area of improving risk behaviour and what is not. Improvement and thinks increase or intensification of activities in the area.

Also in this area has emerged the category of "pleasantness of the experience." However, the analysis yielded new findings than those that were captured under the "zone of strong positive experience."

### 4.3 EXPERIENCE DURING RISKY ACTIVITIES

The third part of the interview dealt with specific experience of when performing hazardous activities. Analysis, we identified three emotional states (excitement or tension, fear, hatred). All were described as very intense and relatively short. Based on the analysis also showed that they are perceived as very pleasant, rewarding, and as such, which give the actor feel like doing something really important. At the same time these feelings are very difficult to separate. There are not separate, but mostly as a set of multiple sensations. All feelings are related to the excitation of the organism. In none of the examined person not described feelings associated with relaxation, but just with arousal.

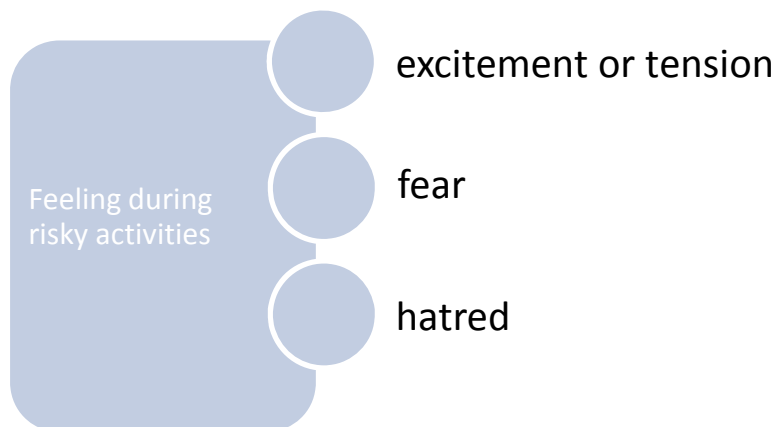


Figure 3: Category experiencing during risky activities

The first area has been described as "excitement or tension." (EP 6: *"I never know what happens. It's such an exciting. It's just waiting ... Sometimes I feel that the whole shake it, but it just helps me."* EP2: *"When you know that everything depends not only on you, so you feel great. It's like when you look forward to something, I can take a nap and then suddenly poison. Even now when I talk about it, it's such a powerful."* EP 4: *"it's such an adventure, I do not know how it will end, and it is on crack. It's hard to describe."*). Actor's risky activities describe this experience in connection with the uncertainty of results. They already feel exciting for some actors very difficult to describe. Actors are experiencing these feelings not only directly in the activity, but also after the completion of this activity, eg. Could you remember, when talking about it?

Another area is that feeling of "fear". This area, however, all statements occurred only with the first region. For this reason it is described here as interconnected "excitement or

tension and fear." Given that whenever these two feelings described practically identical manifestations described together here. (EP7: *"Sometimes, I'm scared of what will happen. You never know what will happen. But the fear that is the kind that you do not know what's coming. I'm so excited, strong and waiting to see what happens."* EP8: *"It is exciting when you know how it goes. It's just so good. Nothing else is like that. It's just enough power."* EP5: *"I feel so, I'm afraid of what's coming. I know that something could happen to me, I know that it might not turn out well. But it's just such a strong expectation of what will happen. it's such an exciting."*). In the actor's eyes the feelings of fear accompanied by strong feelings of excitement and thrill of it. It will be the outcome of a given activity or impact on it.

The last area is that of "hatred". It was described only by once examined person. It was correlation risk behaviour (bodily harm) directed against the Roma minority, which concerned the examined person hated. (EP3: *"Best I manage when I'm upset. It then I'm going great. I have a car entirely in your hands. Everything I'm doing, I'm driving well, but I have to be someone or something pissed."*). This experience was also during the interview accompanied by a very strong voice and high rate of speech. Again, it was obvious that the target group experiencing hatred even in a situation where talking about the experience.

#### **4.4 SIMILAR EXPERIENCES IN OTHER AREAS**

We tried to determine whether actors imagine something similar experience in other areas (other activities) which have been identified as areas - "unrepeatable nature of this experience and repeatability of experience in the context of other risk activities". The surveyed persons from disclosing that similar experiences can't be experienced in any other activity, or that it is possible to experience something similar in other "risk" activity (EP1: *"I like to experience at anything else."* EP2: *"It is something that is unique and it can't otherwise experience."* EP3: *"it can't describe how intense it is. Quick steering is great, and unable to feel elsewhere, unless unlawful conduct."* EP4: *"it can't be otherwise happen again."* EP5: *"elsewhere it like to experience, even when you're looking at film, going to the movies, or playing PC games."* EP6: *"I can't imagine how this experience elsewhere."* EP7: *"I've never seen anything like that. I know, that's probably not understand, but it's very intense."* EP8: *"It's unique experience. You can't feel this during another activities."*). The entire sample described the uniqueness of the experience. Similar feelings can't imagine or never anything like this before. Examined persons talked about the uniqueness of experiences in the context of risk activities.

## 5 DISCUSSION

The results show that the sample haven't satisfied their basic needs. They repeatedly cross the border in the field of behaviour. These findings are in accordance with (*Zuckerman, 2007*) sensation seeking model. Behaviour that occurs in a situation where an individual does not interacting with others filled their individual (basic) needs. Needs comes from person's individual value. This behaviour is characterized by the need for diversity, experience something new and willingness to take risks (physical or social). Cited author describe this as sensation seeking.

### 5.1 RISK AS PHYSICAL HARM

We consider it interesting that adolescents and young adults reported that the risk of driving stems from physical harm. This risk is perceived only as a short-term perspective of the impossibility of continuing risk activity. The fact that adolescents and young adults are aware that risk behaviour can bring some physical harm, but they perceive only the short-term perspective, it may be age-related. In this developmental period, adolescents do not think in the long term, but they are important to the contrary, short-term perspective. Similar conclusions were also done by *Schrader, Wann (1999)*, who in his research dealt context of risk behaviours and areas of fear of harming (resp. death). From their results it is clear that these areas are significantly related. The authors felt that this may be because low age, possibly also due to the belief researched group. We believe that the reason why adolescents and young adults perceive a risk of only short-term perspective, it may also be their relatively high self-esteem stemming from a comparison of one with peers. Risky activities are often seen as more prestigious activities designed only for a small portion of adolescents. This part of young people may think that only they can do the activity. If at any hurt it, will that damage the long-term view of their own to the concept of high abilities. Adolescents and young adults are at a stage where it is engaged in a long-term perspective of things, but focus on the present, or the very near future. This little focus on long-term future may also occur in other areas, which may be, for example relations (friendly, partner), the concept of working areas, financial management, etc. On the other hand needs to harm to others participants road traffic wasn't revealed.

### 5.2 RISK AS A FACTOR OF OBTAINING PLACE IN PEER GROUP

Another result of the analysis is that risk behaviour is evaluated positively by peers, respectively, with admiration for the actor. Risk behaviour is the peer group considered admirable peers is valued very highly. This finding would mean that risk behaviour is within this peer group quite popular and recognized. Allows players to gain the admiration of the peer group and increase your status. The question remains, however, whether and if so what is the other highly rated area. Our finding is consistent with research *Gardner, Steinberg, (2005)*. They point to the formative influence of peer groups in the development of risk behaviour. Authors describe the fact that involvement in risk behaviour is considered (by groups of adolescents and young adults) and in many cases popular.

### 5.3 RISK AS PLEASANT ACTIVITY

When defining risk categories described more focused on action and not the result associated with the pleasures of experiencing. This could be related to the areas to focus on the business and focus on relationships. For a detailed examination of the results of research

shows that people surveyed described the importance of the process and not the outcome (which would suggest focusing on activity). Further, they reported the presence of vital necessity peers (focus on relationships). The research also pointed to the importance of the coexistence of these two areas. *Hoyle (2000)* concluded in their research concluded that the specific type of risk behaviour are always associated with one of the constructs - either with a focus on action (agency), or focusing on relationships (communion). An example is the use of addictive substances, dangerous driving behaviour that is associated with the concept of "communion". In contrast, delinquent behaviour, according to him, is related to the concept of "agency". Further quoted author also states that the concept is one-dimension and that it is possible to represent the two poles. In our research, describing their subjects significantly focus on the area of relationships (communion). These findings are consistent with the latter research cited author. *Warr (2002)* in his study even thinks about the causality of development risk behaviour due to the influence of peer groups. The group would, however, according to the cited author, should be left alone one who engages in risky activities. The results of our study can suggest that their subjects are in close contact with the peer group, which itself engages in risky activities. Conversely contact with their subjects, peer group, which was not involved in these activities could be significantly lower. Similarly, present the results of their research also *Kreager, Rulison, Moody (2011)*. Retrieved authors reported that the group, in which the elements are present risk behaviour, has a significant forming element. In other words, a group in which its members behave risk intensely affects people, compared to the group in which the members behave risk.

#### **5.4 RISK AS A FACTOR OF GROWING SELF – ESTEEM**

Other results concern motives operate hazardous activities. The results show that the examined person often considers risk behaviour for the area in which they are good. The question remains whether, on the basis of this one area to think about higher or lower national level of self-esteem. When we discovered this, we could compare the results with results that describe the strong positive correlation between risk behaviour and high self-esteem in adolescents (*Lasko et al., 1996; Field et al., 1995*). Need to be good at something; you may have from our perspective even deeper motive. We consider the motives for the need to confirm their own values and the need to belong. If these adolescents and young adults felt that significant others are accepted, it would in our view need to make a risky business so high. We also believe that the need for adoption may also be related to the instability of your own self. Researched persons manifest need to make sure at least in some areas (eg. To be sure that my peer group access me good). If this feeling comes irregularly, this may affect the volatility of self-perception in comparison with others (self-esteem). Similarly, describe the relationship between unstable self-esteem and risky behaviour such. *Boden, Fergusson, Horwood (2007)*. Other findings show that the category known as "trying to be good at something" could be further examined from the perspective of the concept of "self-efficacy", a subjective feeling that the situation in which I got, I can handle. According to *Koocher (1971)* is associated with high self-efficacy of risk behaviour.

#### **5.5 LIMITATIONS OF PRESENT STUDY**

The main limitation of the study considers the design of data collection. Selected individual semi-structured interview was investigated for some people consuming due to the need for a greater sense of openness to the researchers. At the same time, this design was challenging for their subjects that each of them had to invent myself response to questions the researcher. A more appropriate design could be a group interview, which would give scope to develop the topics discussed, with which others are coming.

## REFERENCES

- Boden, J. M., Fergusson, D. M., & Horwood, L. J. (2007). Self-esteem and violence: Testing the links between adolescent self-esteem and later hostility and violent behavior. *Social Psychiatry and Psychiatric Epidemiology*, *42*, 881 – 891. doi:10.1007/s00127-007-0251-7
- Boholm, Å., & Ferreira, C. (2002). Osäkerhetens representationer. In: Boholm, Å., Hansson, S. O., Persson, J., & Peterson, M. (Eds.) (2002). *Osäkerhetens horisonter. Kulturella och estetiska perspektiv på samhällets riskfrågor*. Nora: Nya bokförlaget Doxa. (nepublikovaný anglický překlad - Insecurity representations).
- Field, T., Lang, C., Yando, R., & Bendell, D. (1995). Adolescents' intimacy with parents and friends. *Adolescence*, *30*, 133 – 140.
- Gardner, M., & Steinberg, L. (2005). Peer Influence on risk-taking, risk preference, and risky decision-making in adolescence and adulthood: An experimental study. *Developmental Psychology*, *41*, (4), 625 – 635.  
doi:10.1037/0012-1649.41.4.625
- Hoyle, R. H. (2000). Personality Processes and Problem Behavior. *Journal of Personality*, *68*, (6), 953 – 966.  
doi:10.1111/1467-6494.00122
- Jessor, R., & Jessor, S. L. (1977). *Problem behavior and psychosocial development: A longitudinal study of youth*. New York: Academic Press.
- Koocher, G. P. (1971). Swimming, competence, and personality change. *Journal of Personality and Social Psychology*, *18*, 275 – 278.  
doi:10.1037/h0030970
- Kreager, D. A., Rulison, K., & Moody, J. (2011). Delinquency and the structure of adolescent peer groups. *Criminology*, *49*, 95 – 127.  
doi:10.1111/j.1745-9125.2010.00219.x
- Lasko, D. S., Field, T. M., Gonzalez, K. P., Harding, J., Yando, R., & Bendell, D. (1996). Adolescent depressed mood and parental unhappiness. *Adolescence*, *31*, (121), 49 – 57.
- Miovský, M. (2006). *Kvalitativní přístup a metody v psychologickém výzkumu*. Praha: Grada.
- Schrader, M. P., & Wann, D. L. (1999). High-risk recreation: The relationship between participant characteristics and degree of involvement. *Journal of Sport Behavior*, *22*, (3), 426 – 441.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. London, England: SAGE.

Warr, M. (2002). *Companions in Crime: The Social Aspects of Criminal Conduct*. Cambridge, UK: Cambridge University Press.

Zuckerman, M. (2007). *Sensation seeking and risky behavior*. Washington, DC: American Psychological Association.