

Classroom Efficacy and Risk for Taiwanese Adolescents' First Premarital Sex

Lingxin Hao 郝令昕¹、Chi Chiao 喬芷² and Chin-chun Yi 伊慶春³

¹ Department of Sociology, Johns Hopkins University, U.S.A.

美國約翰霍普金斯大學社會學系

² Institute of Health and Welfare Policy, National Yang-Ming University, Taiwan

國立陽明大學衛生福利研究所

³ Institute of Sociology, Academia Sinica, Taiwan

中央研究院社會學研究所

In this paper we consider the stable classroom arrangement throughout junior-high school as a structural and cultural condition under which adolescent society emerges. We argue that classroom efficacy, a form of informal social control, becomes increasingly important vis a vis parental control of adolescent deviant behavior. This idea is applied to the phenomenon of first premarital sex among Taiwanese adolescents. Derived hypotheses about the social control mechanism of classroom vs. family and its potential gender difference based on the double standards for girls are tested using the panel data of all students in 80 junior-high classrooms from the Taiwan Youth Project (TYP). Event history analysis of individual data over ages 13-18 provides evidence to support the stronger effect of classroom than family and different social control mechanisms between girls and boys. The unique classroom efficacy in Taiwan is discussed in light of structural and cultural embeddedness and malleable policy intervention.