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*Victoria Porochnya* – Post-Graduate  
Student of Juridical Psychology Branch  
of National Academy of Internal Affairs

## CLASSIFICATION OF REASONS CONTRIBUTING TO THE FORMATION OF THE DEVIANT BEHAVIOR AMONG ADOLESCENTS

*In this article the definition “deviant behaviour of minors” was investigated. The reasons contributing to the deviant behavior formation among children were analyzed. Numerous studies about the identification of the determinants for appearance of illegal activities among adolescents were investigated.*

*The classification of reasons to the formation of deviant behavior among children was defined. It is noted that the certain group of reasons leads to the appearance of others, because the characteristics of personality and motives of his actions largely depends on all spheres of life.*

**Keywords:** deviant behavior; delinquency; motivation; classification of reasons; illegal activities; children; development.

**I**t has long been a problem why some children consume alcohol and drugs, steal ETC why some play truant, or why some set fires and damage property. On the one hand, theories have been advanced from time to time to explain these things, and on the other hand, taking into account this problem, it becomes very relevant to search concepts adapted to the contemporary conditions of modern life with aim to get to the bottom of reasons contributing to the illegal behavior among children.

The research heritage in legal psychology and allied sciences of man discovered perspectives for the fundamental theoretical understanding of the nature of this problem and its solution for algorithms, including the philosophical, psychological, pedagogical concepts, theoretical analysis of the key terms of the reasons to the formations of the deviant behavior among children. Reasons of the deviant behavior among juveniles investigated L. Vygotsky, V. Kazmirenko, I. Cohn, M. Kostitsky, V. Kondratenko, N. Maximov, D. Feldstein, L. Berkowitz, J. Bowlby, N. Wiseman, R. Kassebaum, D. Wright, A. Rean and others.

Purpose of this article is a comprehensive research of reasons conducting to the deviant behaviour among adolescents.

In general the monitoring of administrative regulation procedure in the sphere of juvenile delinquency prevention by law enforcement activities

indicates that over the last couple of years the amount of detected cases of offenses committed by minors has decreased. In disregard of this fact the courts, child welfare associations, educational bodies are being challenged by an increase in the number of child delinquents coming before them. In 2014 the inspector juvenile Criminal Police handled more than 72.428 misdemeanors in Ukraine, and in the structure of administrative offenses committed by children the most predominate are smoking (58 %), drinking (33 %), disorderly conduct (7 %) and others (2 %) for example offenses associated with drugs, petty larceny, prostitution, insubordination to authority [1, c. 4].

Theories have been advanced to explain these things, but only within recent memory have extensive scientific investigation been carried out on this problems. Scientists, law enforcement bodies, child welfare associations and organizations, educational bodies, and hygiene clinics have been instrumental in bringing together a vast amount of data concerning misdemeanors committed by juveniles, from which certain general conclusions may be drawn. And not much credits need to be done in order to point the fact that one of the reasons why children committed administrative is deviant behavior.

The definition of a “deviant” identifies prson deviating from a norm, especially a person whose behavior and attitudes considered to be unacceptable [2, c. 54]. Deviant behavior includes eccentric, abnormal, criminal, maladaptive, and anti-social behaviors. More specifically, adolescent deviant behavior identifies behavior which a normal youth would not exhibit. It comprises both problems such as learning disabilities, and the maladaptive behavior caused by physical disabilities, emotional or behavioral disorders. Deviant behavior is a system of individual behavior that deviates from accepted norms (standards of mental health, law, culture, morality etc.) [3, c. 37]. Deviation in behavior could be interpreted as positive or negative. Positive deviations include original and creative ideas that have social significance and, in general, indicate the successful process of socialization and play a positive role in the progressive development of the society. The negative deviation behavior is caused by the person’s inability to acquire positive social experience and adapt to the moral values and standards of conduct that meet the requirements of the society, though he/she may know these rules well enough [4, c. 57].

Deviant behavior is usually typical for adolescence, because during this period a kind of transition from childhood to adulthood, from immaturity to maturity that permeates all aspects of the adolescent happens: anatomical and physiological changes, ethical development and different activities. In addition, it is well known that teenagers nowadays are one of the most

vulnerable segments of the population. And the aftermath of the negative behavior child's misdemeanors committal. Delinquency, juvenile delinquency itself is socially inadequate adjustment by the individual to difficult situations. The reasons which go to make up these difficult situations, together with the mental and physical conditions which influence an individual's capacity to adjust, constitute the causes of delinquency.

Each juvenile offense is the outcome of a complexity of motivations, some of whose origins date back years before the committal of the offense and others whose origins are more obviously and immediately connected with the act of committing misdemeanors. It has been shown that a different set of reasons is involved in each individual case. It is impossible therefore to state the group of causes which will invariably result in any particular offense.

The reasons which operate to turn a child's behavior in one direction rather than another may be very obscure, many as yet are beyond the detection of expert sociologists, psychologists, physiologists and others. It often appears that different offenses are the results of the same group of reasons, but in spite of this other reasons are present in each case which determines the type of delinquency. For example, a poor, unhappy family and irregular earnings in the evening may lead one boy to play truant from school in order to earn money, may cause another to steal, or may result in another's joining a street gang and gambling.

Deviant behavior is caused by two main reasons. First, behavior that is contrary to the social, cultural and legal norms (external reasons). Second, behavior that manifests itself in the form of mental processes of adaptation and self-actualization of the individual (internal reasons). Psychological causes of deviant behavior among adolescents are divided into external and internal. External causes are the deficiencies in family and school education. Internal reasons are associated with certain individual characteristics that complicate the process of socialization.

There is a variety of interrelated reasons that contribute to the genesis of deviant behavior. Individual reasons act at the level of psychological preconditions of deviant behavior and difficult social and psychological adaptation of the individual. Pedagogical reason is a reason referred to the defects of school, family, education and training. Psychological reason reveals adverse features of the individual with the environment. It manifests itself in active selective relation of the individual to the environment, norms and values, to the psycho-pedagogical influence and self-regulation of their conduct. The social reason is determined by social, economic, political and other conditions of the society. Every period of child development is characterized by mental qualities, personality traits and character formation. Egocentric position, demonstrating the scornful attitude to the existing rules

and the rights of another leading to person leads to “negative leadership” imposed physically on weaker peers their “enslavement” [5, c. 342].

In general the internal psychological manifestations of deviant behavior of the individual are: psychological barriers (inadequate self-esteem, low self-regulation mechanisms; moral standards deformation, spiritual questions (lack or loss of meaning in life, feelings of internal emptiness, self-locking spiritual potential etc.; violation of value-motivational sphere, eroded moral values (conscience, responsibility, honesty); the experience of deviant values, emotional problems – anxiety, depression, negative emotions (difficulty in understanding their experiences and their inability to articulate words; low adaptive possibilities; cognitive distortions in the stereotypical rigidity of thinking, limited knowledge, the presence of superstition; negative experience of harmful habits, trauma, experiences of violence, social incompetence, etc.

It should be noted that the formation of adolescent deviance affects two main reasons: reasons associated with educational neglect when parents do not pay attention to intellectual and moral development of the child and they appear intellectually passive. The lack of cultural and ethical concepts and skills prevents a teenage to focus properly on the communication with peers, leading to conflict, alienation. The child becomes “difficult” for peers and teachers.

Deviance is response to adverse external influences (rude, offensive actions, tactless parents, the experience of teacher injustice, resentment, fear, oppression, etc., or the problems that arise due to the peculiarities of the transition period). The difficulties mentioned are usually temporary. The peer’s environment is a reason that determines the influence of the environment on the personality development: the experience of being in child and adolescent groups rather than the experience of being in the family reflects how the environment influences the development of personality [6, c. 15].

And in spite of the various difficulties and diversity of the deviance behaviour reasons grounds are found for many reasons in common. The different compound of these reasons is largely responsible for the differences in misdemeanors. To make a list of conditioning reasons from a study of a large number of cases which would cover most of the possibilities, and isolate any group or combination of reasons applicable to a particular case. Such list should prove to be the diagnostic aid for all scientists in the field of adolescents deviant behaviour formation.

These reasons are classified in general groups: physical reasons, mental reasons, home conditions, school conditions, neighborhood conditions, and occupational conditions. The first two groups include all reasons dependent upon the bodily and mental condition of the delinquent.

These are the product of both heredity and environment. The other four groups consist of environmental reasons: unfavorable conditions in the home and the family of the child, unfavorable conditions in the school environment, the neighborhood, and occupational environments.

An itemized list is presented first, followed by a short discussion of each reason. A brief analysis is given and the way in which each reason may determine delinquency is indicated. No attempt has been made to evaluate the importance of the various reasons, because this problem is too controversial and any statement would be merely a matter of opinion. Moreover, the less important reasons need to be stressed as they are the most likely to be overlooked.

The bodily condition of a child may affect his behavior in one or more of three ways. First, it may be the direct cause of delinquent behavior. Secondly, it may form a handicap to the child's achievement or favorable relationship with other children and adults, as in the case of malnutrition and defects. Delinquency may result as an attempt on the part of the child to compensate for these disabilities. Thirdly, bodily conditions such as certain developmental aberrations and physical exuberance may supply a superfluity of energy which finds outlet in delinquency. The various physical conditions of the child which may thus determine delinquency are outlined below. So, the physical reasons include: sensory defects; lack of sleep; developmental aberrations; malnutrition; speech defects; endocrine disorders; deformities; nervous diseases; other ailments; physical exuberance; drug addiction; effect of weather.

Mental reasons, like physical reasons, may determine wrongful behavior in one or more of three ways: delinquency may be the direct response to, or expression of, a particular mental state, for example, obsessive imagery. Delinquency may be the expression of certain impulses or emotions left uncontrolled or stimulated by a special mental condition; or it may be a symbolic representation of such impulses. Delinquency may be an attempt at adjustment or compensation for certain mental peculiarities. Following is an outline of the mental reasons which contribute to delinquent behavior and they are: mental defect; psychopathic constitution (including emotional instability); superior intelligence; psychoses; psychoneuroses; abnormalities of instinct and emotion; repression and substitution; uneven mental development; obsessive imagery and imagination; mental conflicts; inferiority complex; introversion and egocentrism; lethargy and laziness; revengefulness (get-even complex); suggestibility; contra-suggestibility; adolescent emotional instability; sex habits and experiences; habit and association.

The conditions in home and the family relationships which influence more particularly the mental life of the child are perhaps even more

important as causes of delinquency than reasons which affect mostly the physical condition of the child. The reasons of home conditions are: unsanitary conditions; material deficiencies; excess in material things; broken homes; mental and physical abnormalities of parents, or siblings; immoral and delinquent parents; ill-treatment by foster parents, step-parents, or guardians; stigma of illegitimacy; lack of parental care and affection; lack of confidence and frankness between parents and children; deficient and misdirected discipline; unhappy relationship with siblings; bad example; "superior" education of children.

The reasons of school conditions include: inadequate school building and equipment; inadequate facilities for recreation; rigid and inelastic school system; poor attendance laws and lax enforcement; wrong grading; unsatisfactory teacher; undesirable attitude of pupil towards teacher; bad school companions and codes of morals.

Neighborhood conditions may determine a child's behavior just as home and school conditions may do, through their effect upon the child's mental attitude and physical condition. Among the contributing reasons to delinquency which have their origin in neighborhood conditions may be mentioned the following: lack of recreational facilities; congested neighborhood and slums; disreputable morals of the district; proximity of luxury and wealth; influence of gangs and gang codes; loneliness, lack of social outlets; overstimulating movies and shows.

The environment of the child who is engaged in some wage earning occupation offers a further source for external causes of delinquency. Some of the occupational conditions which may contribute to delinquency are: irregular occupation; occupational misfit; spare time and idleness; truancy; factory influences; monotony and restraint; decline in the apprenticeship system.

Reasons contributing to deviant behaviour are thus to be found not only in the mental and physical make-up of the individual, but also in his present and past environments. Unwholesome influences and difficult situations encountered in early childhood are probably as important causal reasons of delinquency as are present conditions. They may even be more important.

In conclusion we would like to mention that psychological reasons contributing to the deviant behavior among adolescents are the numerous studies of modern scientific basis in various fields of science. Today, most psychologists and sociologists admit that characteristics of personality and motives of the actions largely effect on all types of deviant behavior. It is obvious that deviation is the result from the combination of many social, biological and psychological reasons. It cannot be over emphasized that the described reasons are only part causes of delinquency.

Probably none of them alone would produce delinquency. The cause always lies in a combination of reasons, and no two combinations are found to be alike. Mental defect, for instance, is not a cause of delinquency, but it may be a causal reason along with a strong ego instinct, emotional instability and lack of suitable training in school. It may also be a causal reason in combination with a spirit of adventure, lack of fear, and inadequate play facilities; or in an immense variety of other combinations. Mental defect, moreover, is not always a contributory reason in delinquency, nor is any other single reason. The combinations of causal reason which lead to delinquency are numerous and diverse.

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