

SOCIALLY DANGEROUS BEHAVIOR OF STUDENTS: TYPES AND DESCRIPTORS

Svetlana A. Domracheva^{1*}, Svetlana N. Andreeva²

¹Assoc. Prof., PhD, Mari State University RUSSIA, domracheva-sa70@mail.ru

²Assoc. Prof., PhD, Mari State University, RUSSIA, swetlana64@list.ru

Abstract

The article presents the results of theoretical and empirical research of the problem of socially dangerous (deviant) behavior of schoolchildren. The urgency of the problem is caused by the growth of illegal acts of behavior and various forms of aggression, including pre-planned and with the use of weapons and a large number of victims against peers in the classroom.

The purpose of the research is to analyze the descriptors of socially dangerous behavior of schoolchildren – its types and causes. The main hypothesis of the research is the assumption that a number of psychological characteristics of a person predetermine its propensity to socially dangerous behavior.

The article describes the components of readiness of adolescents to socially dangerous behavior: value-motivational, cognitive, operational-activity, regulatory. Attributes of socially dangerous forms of behavior characteristic for separate types of deviant behavior are allocated: crime and alcoholism, drug addiction and toxicomania, prostitution, suicides. The factors contributing to the manifestation of socially dangerous forms of behavior and psychological mechanisms of deviations formation in adolescence are analyzed.

The article presents some results of an empirical research of the tendency to deviant behavior and aggression in adolescents enrolled in schools of the Republic of Mari El (Russia). Such methods are used as the "Aggressive behavior" by E. P. Ilyin and A. P. Kovalev, the personality test by R.B. Cattell, the method "self-evaluation of the tendency to extreme and risky behavior" by M. Zuckerman. A total of 165 respondents aged 13-15 years were surveyed. It is established that socially dangerous forms of behavior are typical for adolescents with low tolerance of psychological difficulties, poorly adapting to the rapid change of life circumstances, seeking in this regard to achieve psycho physiological comfort faster and easier.

The results of the research allow us to conclude that the presence of certain descriptors in students does not necessarily lead to socially dangerous behavior, but allows us to identify a risk group for the purpose of psychological and pedagogical prevention of various forms of aggression in an educational institution.

Keywords: socially dangerous (deviant) behavior, aggression, socially safe behavior, descriptors (attributes), types, causes.

1. INTRODUCTION

Modern Russian education is characterized by an increasing number of illegal acts of behavior and various forms of peer-directed aggression, including pre-planned, with the use of weapons and a large number of victims. The aim of the research is to analyze the descriptors of socially dangerous behavior of schoolchildren – its types and causes. The main hypothesis of the research is the assumption that a number of psychological characteristics of a person predetermine its propensity to socially dangerous behavior.

Social deviancy has been studied by numerous psychologists for more than one century. Durkheim, Thomson and Eisenstein amongst others, were the first scholars to turn to this issue (Goode, 2016).

Behavior dangerous to the public (deviant) has recently acquired a mass character and is in the focus of attention of sociologists, teachers, psychologists, doctors, law enforcement officials. Psychological theory and practice are concerned with the question of the formation of anti-social attitudes, which are fixed in childhood. Deviant behavior refers to behavior that is not in line with the standards, does not meet the expectations of the group or society as a whole. Socially dangerous (deviant) behavior of students in modern Russian education is the result of the loss of value orientations, the meaning of life.

Signs of deviant behavior include social exclusion and self-identification as deviant in terms of age and gender. It is very important to differentiate aberrant behavior (illegal and immoral) from such character traits as strangeness, eccentricity, individuality, which are not harmful (Goode, 2016).

In psychological studies there is a tendency to explain the "socially dangerous behavior" through the category of "deviant behavior", and it is possible to distinguish at least three points of view on the relationship of these concepts: a) as a socio-pedagogical problem (Bartonova I. B., Denzin N., Hatalski V. D., Marton R., Durkheim D.) and others who use them as identical; b) Selivanova O. A. and Gladkova L. N. consider the concept of socially dangerous behavior in correspondence with socially safe behavior; c) in the works by Puzyrevich N.L., Ulyanova I.V., Popova T.A., Hanimoglu E. and others socially dangerous behavior is described through the category of "risk".

Ulyanova I.V. and Popova T.A. offer to distinguish between risky and deviant behavior of adolescents. If deviant behavior denotes breaking the standards and rules adopted in the society, the risky behavior reveals both negative and positive trends. The positive side of risk is aimed at overcoming certain personal problems, inner conflicts and contradictions, social obstacles (Ulyanova, 2016).

In recent decades, important assumptions have been made to identify risk factors and propensities of students to breaking rules of behavior; in particular, it was revealed that adolescents enjoy their own risky activity leading to deviations.

There are different approaches to explaining the nature of deviations. Biological and psychological interpretations of the causes and nature of deviations are mainly associated with the personality characteristics of an individual, characterized by deviance in behavior. Today, biological explanations of deviation focus primarily on the identification of genetic predisposition to deviations.

According to Gatalsky V. D., deviation as a kind of abnormal activity of the person and an attribute of dependent behavior performs compensatory, protective and adaptive functions (Gatalsky, 2016).

By being in interaction with others as they grow up and learn, individuals either completely or partially accept, or absolutely deny life values promoted by educational institutions (Boxford, 2006).

It is characteristic for teen-age to feel fatigue, depression, apathy, irritation, aggression, which are a source of unmet needs. It is difficult for a modern teenager to develop in harmony, to cope with the stresses caused by the fact that teenagers cannot realize their needs, which are disproportionate to their abilities. The reasons for the socially dangerous behavior of students are the unformed outlook of the developing personality, susceptibility to external influences and unpreparedness for socially safe behavior.

Teenagers seek to prove their usefulness and indispensability among their peer-groups (Zotova, 2016).

Teenage deviant behavior often has social causes, for instance, drawbacks in education and upbringing. Delinquency shoots from the house in most cases. The very first signs of deviance are carried out due to fear of punishment, or as a protest, which then turns into a reflex-like stereotype (Denzin, 2010).

2. METHODOLOGY

In the structure of readiness of adolescents to show socially dangerous behavior in everyday life, scientists propose to allocate the following components:

- Value-motivational (the priority values of the risk, of danger in the axiological system of a teenager; having aspirations and needs in unsafe risky forms and methods of achieving the goals of the activity; the dominance of self motivation to disregard of safety);
- Cognitive (ignoring of the system of knowledge about the possible dangers of the environment, their physical properties, the causes of danger, the rules and methods of manipulating potentially dangerous elements of the social situation in everyday life);
- Operational-activity (inability/unwillingness to foresee dangerous situations, to predict possible consequences of interaction with them, to find optimal ways of safe behavior in accordance with the degree

of danger; lack of experience in the implementation of safe behavior in everyday life);

- Regulatory (inability/unwillingness to carry out emotional-volitional regulation) (Ulyanova, 2016).

With the development of deviant behavior in a young person positive feelings are flooded, which can become a reserve for future crime. The reason for this deviation lies in the features of the relationship and interaction of man with the world, the social environment and himself.

I. B. Burtonova (2015) points to such descriptor (attributes) of deviant behavior of students in schools as "the lack of interest in studies, lack of understanding with specialists from schools, conflict family relationships, focus on pointless leisure activities".

A destructive form of deviant behavior manifests itself due to internal or external aggression. This can be typical e.g. vandalism, violence, or different forms of addictions, as well as suicidal tendencies appear.

N .L. Puzyrevich (2012) captures "the main features of the teenagers "at risk" include uncertainty, alternatives and prognostic evaluation of the result, and the leading features of "risky behavior" are the uncertainty of the result of the activity of an individual, the attractiveness of targets, the subjectivity in assessing risk, the impact on the value system of the world.

Psychological characteristics of an individual and the motives of actions have an impact on all types of deviant behavior and are closely intersected with the social ones. The key of all deviations is a deep psychological mechanism based on the elements of the socio-cultural environment "one among others", "reference group", etc.

One of the psychological mechanisms of deviation formation is an addictive behavior model (addiction is a harmful addiction to something). The essence of addictive behavior is the desire of a person to change his mental state by taking some substances or fixing attention on certain objects (activities). Process of using such substances, attachment to a subject or an action is accompanied by development of deep emotions and takes such size, that gradually it begins to manage human life, deprives his will to counteract addiction.

Socially dangerous forms of behavior are typical for people with low tolerance of psychological difficulties, poorly adapting to the rapid change of life circumstances, seeking in this regard faster and easier to achieve psycho physiological comfort. Addiction for them becomes a universal means of escape from real life. It is characteristic of deviant learners to do only what they want in order to self-defend and to act contrary to generally accepted norms and rules. This mechanism is called in psychology "thinking at will". As a result, their interpersonal relationships are destroyed, so they do not find mutual understanding in the reference group.

So, alienation of a person from society can be considered to be the descriptor of socially dangerous behavior or he joins a group of his own kind, where his ill behavior is accompanied by approval and support.

Difficult life situations, states of psychological discomfort provoke an addictive reaction. It can be pushed by such a variety of factors as the characteristics of the education of an individual, attitudes, cultural level, social environment, changing the usual conditions of life.

Gradually, addiction becomes a habitual type of response to the demands of real life. Any discomfort is a stimulus that provokes addiction. There is a formation of addictive behavior as an integral part of the personality, i.e. there is another personality, displacing and destroying the previous one. As a result, the addictive part of the personality completely determines the behavior of a person, making it difficult for him to contact people at the psychological and social level.

Along with this, there is a fear of loneliness, so the addict prefers to be in the circle of a large number of people, stimulates himself with superficial communication in the form of conversations on the phone, communication in social networks. As a result, dominant addictive behavior destroys a person's health and psyche. He is spiritually devastated, the main human qualities, truly human emotions disappear, it becomes a social danger.

In the psychology of activation, constant (dispositional) factors of behavior are reduced to biological phenomena, such as the state of equilibrium of the processes of the organism, the mechanisms of the Central nervous system, the attractiveness of objects (Bartonova, 2015).

3. TYPES OF SOCIALLY DANGEROUS (DEVIANT) BEHAVIOR

Depending on the degree of harm to the interests of an individual, social group, society as a whole and the type of violated norms, the following main types of deviant behavior can be distinguished.

1. Destructive behavior that harms only the personality and does not correspond to generally accepted social and moral norms - hoarding, conformism, masochism, etc.
2. Antisocial behavior that harms an individual and social communities (family, friends, neighbors) and manifests itself in alcoholism, drug addiction, suicide, etc.
3. Illegal behavior representing a violation of both moral and legal norms and is expressed in robbery, murder and other crimes.

Deviant behavior can be expressed in the form of: an action; activity; lifestyle. The varieties of deviant behavior include: crime, drunkenness and alcoholism, drug addiction and substance abuse, prostitution, suicide.

The descriptors of crime are swearing, pugnacity, petty theft, drunkenness, vagrancy. All manifestations of crime are extreme deviant behavior, where the interests of an individual, social institutions and society are threatened. Typical youth violent offences, followed by motivated aggression are youth gang shooting, characterized by swearing, violence.

Attributes (descriptors) of drunkenness and alcoholism are a human tendency to shift responsibility for their lives to other people, the inability to act independently, the desire to avoid frustrating situations. Most often, the motive of drunkenness is: entertainment, the impact of the immediate environment, observance of drinking traditions, celebration of memorable dates, marital, family troubles, and troubles at work. The factors contributing to alcoholism are a low level of financial situation and education.

Attributes (descriptors) of drug addiction and substance abuse are the need for new taste sensations, a strong tendency to novelty. Psychological subjective causes of drug addiction are dissatisfaction with life in connection with a variety of circumstances: personal problems, shortcomings of the socio-cultural sphere, social injustice, unsettled life, and failures at school or at work, disappointment in people. The motives of drug addiction and substance abuse are explained by the need to satisfy curiosity about the effects of drugs; aspiration of the person to a certain group; expression of independence.

The descriptors of prostitution are immorality of the person, lack of culture of communication, increased interest in satisfying their sexual needs. The causes of prostitution are often socio-economic and moral and ethical factors.

Suicidal behavior is self-destructive behavior; its descriptors can be alcohol abuse, drug use, persistent unwillingness to be treated, driving drunk, self-torture, conscious participation in fights and wars.

Suicidal behavior in adolescents is often explained by the lack of life experience and inability to determine life guidelines.

4. DISCUSSIONS

Problems of socially dangerous behavior and attempts to identify its attributes are reflected in the works of N. S. Glukhanyuk (2003), I. G. Zainasheva (2003), N. P. Litvinova (2009), V. F. Sokolova, E. A. Berezskaya (2012), E. L. Bolotova (2012) and others. The the scholars formed the position, indicating the relationship of socially dangerous behavior with violence.

As E. L. Bolotova (2012) notes, the school becomes the territory of violence. More likely to abuse are children's groups in primary and secondary school in the following forms: "face to face" (the most harmful and dangerous for the development of aggression), "bullying on the phone" (text messages of threatening nature generate panic and fear among the victims), spreading negative information, opening mail, and other personal electronic resources, sending on behalf of the student an unlimited number of advertising, e-provocation of a dramatic action in response, etc.).

Taking into account the characteristics of species and descriptors of socially dangerous behavior, it is possible to present their classification (table. 1).

Table 1-Pedagogical classification of socially dangerous behavior

Descriptors of socially dangerous behavior		
Types	Characteristics	Personal qualities and their manifestation in behavior
1. Destructive behavior	Harms only an individual and disagrees with the generally accepted social and moral norms of hoarding, conformism, masochism, etc.	susceptibility to rituals; the tendency to alienation and helplessness; the absence of a system of moral values and moral ideals.
2. Asocial behavior	causing harm to an individual and social communities (family, friends, neighbors) and manifested in alcoholism, drug addiction, suicide, etc.	moderate extroversion and high emotional instability; presentation of strict requirements to others; manifestation of stubbornness, independence, pride for their misbehavior; lack of guilt; staying in an aggressive mood, hiding failures, a tendency to lie; ostentation.
3. Illegal conduct	It is a violation of both moral and legal norms and is expressed in robberies, murders and other crimes.	severe introversion; improved risk appetite, cold-blooded; evasion of responsibility.

Significant factors of socially dangerous behavior are personal problems that a young person is not able to solve on his own. According to N.L. Puzyrevich, the leading characteristics of "risky behavior» are the uncertainty of the outcome of the activity of a person, the attractiveness of the goal, subjectivity in assessing the risk situation, the impact on the value system of the world (Puzyrevich, 2012). Students due to the circumstances feel uncomfortable, sometimes blaming the teaching staff. They have dissatisfaction with the social structure and therefore they behave sometimes hostile to others, which allow us to call such category of students as the "risk group".

5. RESULTS

The theoretical research of the problem of socially dangerous behavior of students is supplemented by empirical studies conducted among students of urban and rural schools of the Republic of Mari El.

Analysis of the results by the method of "Aggressive behavior" E. P. Ilyin and P. A. Kovalev allowed us to notice that every second teenager is prone to aggression. In rural schools 51% of adolescents showed unrestrained aggression, in urban schools - 46%. The investigation revealed that rural adolescents have fewer opportunities to meet their basic needs.

There are some common features for aggressive teenagers, with all the difference in personal characteristics and behavioral characteristics: poverty of value orientations, lack of hobbies, instability and narrowness of interests, low level of spiritual demands.

The empirical study was based on the Ketell test to identify the psychological characteristics of a person prone to behavioral disorders. Three personality types (29, 32, and 30) characteristic of adolescents with signs of socially dangerous behavior were revealed.

29 personality type was identified in 14% of adolescents, this type is characterized by unrestrained aggression, moderate extroversion and high emotional instability. These teenagers are rigidly demanding of

others, stubborn, proud, very ambitious, energetic and sociable. They often can be in aggressive mood and tend to hide the failures. They like to show off, cool-headed.

32 personality type was detected in 11% of adolescents. This type is characterized by ambition, arrogance, rancor, energy, perseverance, commitment, a tendency to conflict, emotional limitations, not prone to empathy.

30 personality type was identified in 10% of adolescents. For adolescents of this type it is characteristic to have the desire for leadership in everything, rancor, energy, perseverance, prudence, risk-taking.

So, the results of the method of "Aggressive behavior" by E. P. Ilyin and P. A. Kovalev showed that the majority of adolescents (80%), who were identified as intemperate aggression, have a focus of consciousness and attention mainly on what is happening around them, that is, they are extroverts. It was also revealed that the majority of adolescents, who are unrestrained in aggression, have a 29 personality type by the Ketell test.

The experiment was subjected to statistical processing by the Spearman correlation formula $p = 0.168$. Thus, the results of the empirical study confirmed the assumption that there is a connection between the personal qualities of adolescents and their unrestrained aggression. All adolescents with 29 and 20 personality types revealed unrestrained aggression. Such personality types have high emotional instability and significant extroversion. Common personality traits in adolescents with these types of personality are ostentation, poor development of empathy, ambition, assertiveness and sociability.

The empirical study used the technique "Self-assessment of propensity to extreme risk behavior" by M. Zuckerman. Analysis of the results showed that adolescents, both boys and girls, show high rates on the scales of "search for thrills" (35%) and "intolerance of monotony" (40%). 20% of adolescents showed a high level of propensity for extremely risk behavior. These results of the empirical research confirm the theoretical justification of the problem, namely, risk appetite is a descriptor of socially dangerous behavior.

It is established that socially dangerous forms of behavior are typical for adolescents with low tolerance of psychological difficulties, poorly adapting to the rapid change of life circumstances, seeking in this regard faster and easier to achieve psycho physiological comfort.

6. CONCLUSION

Thus, the results of theoretical and empirical research allowed us to draw the following conclusions.

1. Psychological study of the phenomenon of socially dangerous behavior has the richest potential for understanding its causes and descriptors (attributes). This is determined by a variety of factors and its types. Therefore, the formation of the image of socially safe behavior of the person has a universal value, the leading attributes of which should be conscious and meaningful activity aimed at interaction with other people, the search for a constructive beginning, freedom and responsibility, understanding the legal aspect of multidimensionality and diversity of relationships with the world.
2. Specifics of the study of the descriptors of socially dangerous behavior of students lie in the fact that it is impossible to assert simply that the presence of certain attributes (propensity for deliberate risk-taking, a tendency to aggression and others) will result in violation of accepted norms. A set of traits possessed by lawbreakers can be divided on the basis of three criteria, which are cognitive, emotional, and behavioral components, each of them would set the level of their manifestations.
3. The study of psychological characteristics of adolescents allowed us to determine the types of personality most prone to illegal actions, but it does not mean that they will break the laws.
4. The study found out that it is quite possible to identify adolescents prone to aggressive, extremely risky behavior. It is necessary in order to provide support to students in the educational process, to create for target groups conditions for the formation of ideas about the norms and rules of behavior in society.

7. ACKNOWLEDGMENTS

The reported study was funded by RFBR and Government of Mari El Republic according to the research project No 19-413-120006.

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