

FAMILY DEPRIVATION AS A PRECONDITION FOR DEVIANT JUVENILE BEHAVIOUR

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ABSTRACT: THE ARTICLE PRESENTS A THEORETICAL ANALYSIS OF THE FAMILY DEPRIVATION ISSUE, CHARACTERISTIC OF PROBLEM FAMILIES. FAMILY DEPRIVATION MAY BE CAUSED BY DYSFUNCTIONAL PARENTING, FAMILY DISTURBANCE ETC. GIVING WEIGHT TO THE CENTRAL ROLE OF THE FAMILY ENVIRONMENT AND, IN PARTICULAR, PARENT-CHILD RELATIONSHIPS, IN CHILD DEVELOPMENT AND FORMATION OF THEIR STANDARD BEHAVIOUR, THE AUTHOR EXAMINES THE CONTROVERSIAL ISSUE OF THE DETERMINING CONNECTION BETWEEN FAMILY DISTURBANCE AND DEVIANT JUVENILE BEHAVIOUR AND ITS NATURE. THE ARTICLE PRESENTS VARIOUS APPROACHES TO THE CLASSIFICATION OF TYPICAL BEHAVIOURAL DISORDERS IN PRIMARY SCHOOL CHILDREN AND DEMONSTRATES THE NECESSITY OF PREVENTIVE MEASURES TAKEN IN THE EARLY STAGES OF UNCONTROLLABLE JUVENILE BEHAVIOUR.

KEY WORDS: FAMILY DEPRIVATION, DEVIANT JUVENILE BEHAVIOUR, DYSFUNCTIONAL FAMILY SUPERVISION.

THE number of problem families and, consequently, children living in family deprivation is constantly increasing in the modern society. This phenomenon (deprivation is a condition that results from certain life situations, when a person is unable to adequately meet their needs for quite a long time) is best described for orphans and understudied in family relations.

FAMILY DEPRIVATION AND THE DEVIANT JUVENILE BEHAVIOUR

CONSIDERING the above problem, researchers (N.V. Fedorova) define deprivation in the family (family deprivation) as a condition caused by long-term inability to meet their vital needs in the family environment suffered by children at the early development stages. The main types of family deprivation are as follows: maternal (the mother is absent, inadequately substituted by another person, or failing to do her duty), paternal (the father is absent or detached from the child) and parental (the parents have died and the child is brought up by other family members or foster parents).

OTHER researchers (L.M. Shipitsina, T.I. Shulga, L.Ya. Oliferenko et al.) name the following components, which "contribute to" family deprivation:

- problem family relations (lack of devotion between parents and children, adult conflicts in the family, hostile attitude towards the child, including physical violence; lack of communication, mental illness, physical disability or special needs of the parents and other family members important for the child);
- dysfunctional parenting styles in the family (lack of protection, dominating hyperprotection, indulging hyperprotection etc.);

- adverse life events (loss of love and affection as a child, removal from the family, posing a major threat; changing the family relations stereotype for the worse; experiencing intense fear, etc.).

FAMILY deprivation studies lead to the conclusion that its effects increase the probability of various deviations (distortions) in personal development and behaviour of juveniles. According to experts (S.A. Kulakov, I.P. Podlasy, E.G. Studenova, M.V. Firsov et al.), the above deviations include:

- ignoring the generally accepted social and moral standards; distorted moral ideals and attitudes; social incompetence (due to the lack of socially approved non-conflict behavioural models etc.); aggressive or uncertain behaviour; pedagogical "neglect";
- lack of sympathy to others; anxiety, depression; low frustration tolerance; emotional lability; stubbornness; predominance of negative emotions over positive ones;
- escapism (avoiding problems); exaggerated expectations from others; "affective logic"; striving for maturity etc.

THE urgent need to prevent and overcome the above problem stands out most clearly in view of the fact that family deprivation becomes a predicate to deviant (non-standard) juvenile behaviour, which does not meet the norms and expectations formally established or actually existing in the given society (social group) and leads to the offender's isolation, medical treatment, correction or punishment. However, the issue of whether there is a causal link between problem families and deviant children remains controversial in psychology and pedagogics.

SOME researchers (V.G. Bazhenov, V.P. Bazhenova et al.) suggest that, from the strictly scientific point of view, neither the adverse family environment, nor the absence of one parent, nor the adverse adult models, nor any other circumstances external to the child cause the offence. These factors may only precondition deviant behaviour of pupils, as they only stipulate the latter, but not bring it forth¹.

OTHER authors (V.M. Tseluyko et al.) associate the origins of juvenile delinquency mainly with family problems, revealed not only in the antisocial behaviour of the parents, but rather in children's distancing from their families at the early stages of their personality development. The anxiety and the permanent view of the environment as a hostile one, which develop the corresponding personality traits, underlie the motivation of violent crimes and acts of hooliganism². According to I.S. Ganishina and A.I. Ushatkov³, parents from problem families demonstrate excessive cruelty towards their children, excessive use of prohibitions and punishments that humiliate and offend them, or indulgence, which results in lasting hostility of the children to the parents, the children get out of control, thereby acquiring permanent behavioural abnormalities. Considering the family as a prerequisite to juvenile maladjustment of children, E.I. Kholostova notes that a very young child suffers from their parents' alcoholism and indifference touching on cruelty as the factors contributing to their abnormal development; however, for older children the adverse family environment presents an aggravating, rather than a mandatory prerequisite to maladjustment⁴.

¹ Bazhenov, V. *Psichologicheskie mehanizmi korrekcii deviantnogo povedeniya shkolnikov*, Rostov / D: Phoenix, 2007. – 320 p.

² Tseluyko, V. *Psichologiya neblagopoluchnoy semi*, Moscow: PRESS VLADOS, 2004. – 272 p.

³ Ganishina, I. *Neblagopoluchnaya semya i deviantnoye povedeniye nesovershenoletnih*, Moscow; Voronezh 2006. – 288 p.

⁴ Kholostova, E. *Socialnaya rabota*, Moscow: Dashkov Co, 2006. – 668 p.

RECOGNIZING the probability (not causal) connection between the problem home environment and deviant behaviour of juveniles, let us consider the basic types of behavioural disorders in primary school children.

E.V. ZMANOVSKAYA identifies the following major groups of deviant behaviour: antisocial (delinquent) behaviour, asocial (immoral) behaviour, and self-injurious (self-destructive) behaviour⁵. Antisocial behaviour is a breach of legal norms, threatening the social order and well-being of other people. Its most common forms in children (aged from 5 to 12) are violence towards younger children or siblings, cruelty to animals, theft, disorderly conduct, destruction of property, and arson. Asocial behaviour is evading moral norms, which presents a direct threat to interpersonal relations. Its most common manifestations in children are running away from home, vagrancy, unauthorized absence from school, aggressive behaviour, slander, lying, stealing, and extortion (begging). Self-destructive behaviour is another type of behaviour deviating from the existing medical and psychological standards, thus threatening the integrity and development of the personality. In children, it includes smoking and substance abuse, though self-destruction is not really characteristic of the age group in question.

ACCORDING to V.M. Tseluyko, the most common forms of deviant behaviour in the early school years are disobedience (tricks, mischief, misconduct); juvenile negativism, which manifests itself in stubbornness, naughtiness, self-will, lack of discipline and so on⁶.

G.I. KOLESNIKOVA describes major juvenile deviations as including: phobias, behavioural problems (e.g. aggression – self-aggression), adaptation problems, and poor school progress⁷.

MOST of these types of deviations are based on deficient family education and upbringing mistakes of the parents and result from the inadequate (protective) response of the child to the difficulties in interaction with peers, parents, and teachers. Children also regard deviant behaviour as a means of drawing attention to themselves; such behaviour demonstrates their ignorance of elementary behavioural patterns due to the lack family models; psychological mechanism of discharge; signs of the disease; immature integrative personality structures, etc.

THEREFORE, knowing that the early school years present a sensitive period for training and education, primary school teachers shall prevent (overcome) the development of deviant juvenile behaviour at the early stages, thereby bypassing the "phasing" of delinquency: from indocility to commission of torts. E.I. Kholostova describes the adverse psychological neoplasm 'development' process pointing out several categories of maladjusted children⁸:

- indocile children with close to normal maladjustment levels due to the temperament characteristics, pulmonary brain dysfunctions, attention disorders, or infantilism, as well as education and development peculiarities;
- nervous children, whose age-specific emotional immaturity hampers their ability to cope with hard feelings;

⁵ Zmanovskaya, E. Deviantologiya , Moscow Academy, 2004. – 288 p.

⁶ Tseluyko, V. Psychologia neblagopoluchnoy semi, Moscow: PRESS VLADOS, 2004. – 272 p.

⁷ Kolesnikova, G. Psychologicheskie vidy pomoshchi: psychoprophylaxis, psychocorrection, consultirovanie, Rostov / D: Phoenix, 2006. - 350 p.

⁸ Kholostova, E. Socialnaya rabota, Moscow: Dashkov Co, 2006. – 668 p.

- "problem" teenagers unable to solve their problems in a socially acceptable manner, suffering from internal conflicts, unstable emotional and volitional spheres, as well as personality disorders, which are gradually becoming stronger and stronger and eventually irreversible;
- frustrated teenagers, who demonstrate stable forms of self-destructive behaviour, dangerous to their health;
- delinquent teenagers, constantly teetering on the brink between what legal and illegal behaviour.

THE research data reveal a surge of deviant behaviour in adolescence. However, we must remember that children build up, or accumulate, adverse experience gradually. Delinquent juvenile behaviour results from family and school omissions and shortcomings in the early school years. Therefore, it is crucial to ensure constructive interaction with the child's family, built on the principles of respect, trust, confidentiality, adequate study of family issues, etc. in the primary school period.

THUS, a dysfunctional family supervision shall be based on the following: differential treatment of dysfunctional families; "targeted" aid aimed at a particular family and its problems; activating the positive inner potential of the family; helping parents to develop a goal setting mechanism; avoiding control and evaluation of the family; establishing equal partnership relations; providing the family members with options to choose from and space for initiative; active engagement of all social and pedagogical process participants; avoiding instructions and punishment.

CONCLUSIONS

1. *Family deprivation is a condition suffered by children at the early development stages and caused by long-term inability to meet their vital needs in the family environment, which may lead to various juvenile deviations (distortions) in personal development and behaviour.*
2. *Family deprivation may become a predicate to deviant (non-standard) juvenile behaviour, which does not meet the norms and expectations formally established or actually existing in the given society (social group) and leads to the offender's isolation, medical treatment, correction or punishment. However, there is a probability (not causal) connection between the problem home environment and deviant behaviour of juveniles.*
3. *Problem families and family deprivation are dangerous factors that precondition deviant (distorted) behaviour with a number of various manifestations during the primary school period, from minor offences to felonies. This makes the interaction between the teacher and the problem family of the pupil a really urgent issue.*

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