

## SOCIAL FACTORS IN THE CHOICE OF COPING STRATEGIES BY ADOLESCENTS WITH DEVIANT BEHAVIOUR

### СОЦІАЛЬНІ ЧИННИКИ ВИБОРУ КОПІНГ-СТРАТЕГІЙ ПІДЛІТКАМИ З ДЕВІАНТНОЮ ПОВЕДІНКОЮ

The article is devoted to the study of how social factors influence the choice of coping strategies by adolescents with deviant behavior. The article considers how family, peers, social networks and school influence the conditions for the formation and development of coping strategies. The influence of each of the above social environments on adolescents is studied separately. It is found out how these factors affect deviant behavior and the choice of coping strategies of adolescents with deviant behavior. It is determined that adolescents who receive emotional support from their parents choose constructive coping strategies to overcome stressful situations and are less likely to develop deviant behavior. The article analyzes how peer groups play a role in shaping values and behavior through the desire for social approval. It is investigated how social networks can influence the choice of coping strategies. Positive examples and models of behavior can encourage constructive strategies, while negative examples contribute to the manifestation of destructive ways of coping with stress. The article shows how bullying and cyberbullying influence the choice of strategies for overcoming stressful situations. It is revealed that these phenomena can lead to the formation of destructive coping strategies, such as aggressive behavior or social isolation. It is considered how the interaction with teachers and classmates, their support and understanding, affect constructive strategies for overcoming difficult life situations. The interrelation of social factors on the formation of coping strategies by adolescents with deviant behavior is also investigated. The relationship between individual psychological characteristics and coping strategies, such as self-esteem, anxiety, and stress resistance, is analyzed, which can provide a better understanding of the adaptation process.

**Key words:** psychosocial support, social barriers, role of environment, influence of values, adaptation mechanisms, risk of deviance, social interactions.

Стаття присвячена дослідженню того, як соціальні чинники впливають на вибір

копінг-стратегій підлітками з девіантною поведінкою. Розглянуто вплив сім'ї, однолітків, соціальних мереж і школи на умови формування та розвиток копінг-стратегій. Досліджено вплив кожного з вищезазначених соціальних середовищ на підлітків окремо. З'ясовано, як зазначенні чинники впливають на девіантну поведінку та вибір копінг-стратегій підлітків з девіантною поведінкою. Визначено, що підлітки, які отримують емоційну підтримку від батьків, обирають конструктивні копінг-стратегії для подолання стресових ситуацій і менш схильні до розвитку девіантної поведінки. Проаналізовано роль груп однолітків у формуванні цінностей і поведінки через прагнення соціального схвалення. Досліджено, як соціальні мережі можуть впливати на вибір копінг-стратегій. Позитивні приклади та моделі поведінки можуть спонукати до конструктивних стратегій, тоді як негативні приклади сприяють проявам деструктивних способів подолання стресу. З'ясовано, як булінг і кібербулінг впливають на вибір стратегій для подолання стресових ситуацій. Виявлено, що ці явища можуть призводити до формування деструктивних копінг-стратегій, як-от агресивна поведінка або соціальна ізоляція. Розглянуто, як взаємодія з учителями й однокласниками, їхня підтримка та розуміння впливають на конструктивні стратегії подолання складних життєвих ситуацій. Також досліджено взаємозв'язок соціальних чинників і формування копінг-стратегій підлітками з девіантною поведінкою. Проаналізовано зв'язок між індивідуальними психологічними характеристиками та стратегіями подолання, як-от самооцінка, тривога та стресостійкість, що може забезпечити краще розуміння процесу адаптації.

**Ключові слова:** психосоціальна підтримка, соціальні бар'єри, роль оточення, вплив цінностей, механізми адаптації, ризик девіації, соціальні взаємодії.

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**Introduction.** The urgency of the problem lies in the fact that modern society is in a phase of profound social and economic changes that have a significant impact on the mental well-being of young people. Rapid technological development, globalization, and information overload, as well as rising social tensions and conflicts, pose new challenges to young people. Growing economic difficulties, military conflicts, changes in the education system and attitudes towards young people, and the pressure of social media create difficult situations for children's socialization and psychological adaptation. All of this increases the level of stress among young people and forces them to look for ways to overcome the tensions and challenges that arise in their environment.

The study of deviant behavior occupies an important place in modern psychology as one of the central phenomena of adolescence. This issue has been studied by such scholars as M. Kikalishvili [1], V. Pavelkiv, O. Malakhova [2], O. Tovkanets, L. Lendel [3]. Deviant behavior is usually defined as a system of actions and deeds that deviate from socially accepted norms and rules. Such deviant behavior can take many forms, including aggressive behavior, delinquency, substance use, and disregard for social norms and rules [2]. Young people with deviant behavior often have difficulty communicating with parents, teachers, and peers, have learning difficulties, and are prone to risky behavior [4]. Such deviant behavior is based on both personal characteristics

and socio-psychological factors, such as family conflicts, lack of attention and support from the environment.

Coping strategies are especially important in choosing behavioral strategies in situations of stress and tension. This issue has been studied by researchers L. Karamushka, Y. Snihur [5], N. Obukhova [6], I. Bidiuk, M. Skub [7]. Coping strategies are conscious or unconscious mechanisms for managing stressful situations that allow a person to maintain psychological stability or restore internal balance. These strategies are more important in adolescence, as it is at this time that personality development takes place and the foundations of emotional regulation and self-control are laid. Modern research distinguishes between constructive and destructive coping strategies, each of which affects behavioral responses to stress [6].

Constructive coping strategies, such as seeking support, positive thinking, and making plans, help reduce stress and avoid negative consequences for the individual. In contrast, destructive strategies, such as aggression, avoidance, and self-harm, can make the situation worse and are often associated with deviant behavior [5]. It is often shaped by social factors such as family environment, school environment, and peer relationships.

In scientific research, adolescents' coping strategies are considered in the context of social factors that significantly affect the process of adaptation and regulation of their behavior. The main factors that shape the conditions for the development of coping strategies are the influence of family, peers, social networks, and school. Each of these factors contributes both to the development of constructive coping strategies and creates risks for deviant behavior. Let's look at the impact of each of these environments on adolescents separately and find out how they influence deviant behavior and the choice of coping strategies.

The family is the most important environment for the development of adolescents' coping strategies: numerous authors, including L. Magdysiuk, M. Zameliuk, O. Bespartochna, and N. Borbych [8], point out that family support, trust, and parenting style have a significant impact on the development of deviant behavior in adolescents, as well as on their choice of coping strategies. They note that they have a significant impact on the ability of adolescents to respond adequately to stress. Studies have shown that adolescents who receive emotional support from their parents and have trusting relationships with their families are more likely to choose positive coping strategies, such as seeking social support and thinking positively about the situation. Conversely, family conflicts and a lack of emotional support lead to negative coping strategies, such

as avoidance, aggression, and self-harm, which often manifest as deviant behavior.

**The purpose of the article** is to study the social factors that influence the choice of coping strategies by adolescents with deviant behavior. As much as the study of coping strategies in adolescents with deviant behavior is important, it allows us to better understand the factors that influence the formation of both destructive and constructive ways of responding to stress. By understanding the mechanisms underlying the choice of specific coping strategies, psychologists and educators can develop effective methods of support and assistance aimed at preventing deviant behavior and developing adaptive coping strategies in adolescents.

**Presentation of the main material.** The study used a comprehensive approach that included the use of different methods and techniques, ensuring comprehensive coverage and analysis of the subject. In particular, the combination of theoretical and methodological techniques allowed a detailed analysis of the social factors that influence the choice of coping strategies by adolescents with deviant behavior.

Induction and deduction were chosen as the main research methods. The induction method allowed us to establish general patterns based on specific cases. The method of deduction, in turn, allowed us to move from general principles to specific conclusions about the impact of each social factor. In addition, the method of synthesis was used to integrate the results obtained from different sources into a holistic concept of the influence of the social environment on the choice of coping strategies.

Theoretical generalization became a necessary tool for structuring and systematizing existing scientific knowledge, which allowed us to form scientific hypotheses and identify possible mechanisms of influence of social factors on deviant behavior of adolescents. The methodology also included a comparative analysis to compare existing theories and concepts on the influence of family, school environment, peers and media on youth behavior. This helped to understand the specifics of each of the social factors and their contribution to the choice of adaptive or maladaptive coping strategies.

This approach helps to ensure the accuracy, systematicity, and reliability of scientific research. The methodology applied allows to obtain reproducible results, confirming the reliability and validity of the conclusions based on the consistency of the methods and materials used.

The study of social factors such as family, friends, school environment, and the influence of social networks can contribute to a better understanding of the specifics of coping strategies of adolescents with deviant behavior. This approach not only provides a comprehensive

understanding of the coping process but also contributes to the development of effective prevention and intervention programs to support adolescents in stressful situations.

Violence, punitive parenting methods, and conflicts between parents are common in families of deviant youth [9]. Parents of deviant youth tend to fail to use key parenting practices, such as effective discipline, monitoring, and problem solving, which have a significant impact on the development of deviant behavior. Many deviant young people have experienced conflict with their parents and subsequent divorce, resulting in a single-parent family. According to the social control theory, two parents are better able to provide love and supervision for children than one parent. On the other hand, it is difficult for single-parent families to create the conditions necessary to prevent deviant behavior.

Since the home is the primary social environment in which children learn to understand and evaluate the world and cope with life challenges, the style of parenting and the quality of family relationships have a crucial impact on the development of adolescents' coping strategies and their ability to adapt to stressful situations. Interaction with parents lays the foundation for emotional stability and influences how well adolescents develop active coping strategies.

According to Pavelkin, socially disadvantaged young people (e.g., children deprived of parental care, children in orphanages and boarding schools, children of addicted parents, children of offenders, children living in "disadvantaged" neighborhoods) are more prone to deviant behavior than children growing up in a privileged social environment. For these young people, deviant behavior is a means of distinguishing themselves from the "gray population" and a way of self-presentation. Therefore, psychologists and educators face the challenge of finding effective ways to prevent and correct social deprivation in adolescents [2].

Thus, adolescents who receive emotional support from their parents and feel valued are more likely to use constructive coping strategies to overcome stress and are less likely to develop externalized reactions to stress. Conversely, conflict and dysfunctional family relationships significantly increase the risk of using negative coping strategies. Frequent conflicts, lack of attention and emotional support from parents, harsh or inconsistent parenting practices create a tense environment that can interfere with adolescents' emotional development and lead to deviant behavior. In such situations, adolescents are more likely to use destructive coping strategies because they do not have examples of how to effectively deal with difficult situations.

Markova noted that in adolescence, peer influence is often crucial in shaping values

and behavior, as the desire for social approval increases. Peers are also an important social group that directly influences adolescents' choice of coping strategies [10]. Both positive and risky behaviors can be formed in such groups. The positive influence of peers who choose constructive coping strategies can contribute to better social adaptation, while exposure to widespread deviant behavior among peers can push adolescents to destructive strategies.

Peer groups are an important source of social support and have a significant impact on the choice of coping strategies. At this age, social ties with peers are often more important than family ties. The desire to belong to a certain group and receive social approval has a significant impact on adolescents' adaptive behavior, especially in stressful situations [10]. Peer groups can provide a supportive environment in which young people can develop constructive coping strategies, such as sharing experiences, mutual support, and positive thinking. In such an environment, they choose constructive coping strategies such as discussing problems, finding solutions together, and sharing emotional upliftment during difficult times. Belonging to a group with positive values increases the likelihood that young people will use constructive coping strategies.

It is important to remember that peer groups can also encourage the development of destructive coping strategies, especially in informal or high-risk groups. The desire to be socially accepted in such groups can lead young people to use alcohol, drugs, aggressive behavior and other forms of deviant behavior that seek group acceptance but do not contribute to problem solving. In such cases, young people choose avoidance strategies, denial of problems, and self-destructive behavior, which impairs their adaptive skills.

The need for social recognition increases the sensitivity of young people to group behavior. This is especially true for young people with low self-esteem or weak emotional ties to their families. In such situations, under the influence of collective actions, they are more likely to choose destructive coping strategies, although in a different environment they could choose more constructive ways to overcome difficulties.

Adolescents' coping strategies can be divided into three groups: problem solving, social support, and avoidance. Problem-solving coping is characterized by the desire to emotionally cope with life's difficulties. Adolescents use avoidant coping strategies after repeated failures, while constructive coping strategies are used in similar situations. Social support reduces the impact of stress on the body and helps to improve well-being [7].

Thus, adolescent groups can play both a positive and negative role in the development

of coping strategies. Support groups promote adaptive coping strategies, while groups with risky behaviors tend to promote destructive coping models.

Social media also plays an increasingly important role in shaping coping strategies by creating a new environment for social interaction. While this environment provides new opportunities for social interaction, self-expression, and access to information, it also carries a number of risks, including constant comparison with others, pressure to conform to social norms, and the possibility of cyberbullying, which can cause additional stress for adolescents and negatively impact their self-esteem and adjustment. Adolescents who actively use social media are more prone to emotional burnout, which they may try to compensate for with destructive coping strategies [11].

Comparing oneself to others on social media is a common phenomenon that has a significant impact on adolescents' self-esteem. By looking at other people's posts, adolescents develop unrealistic ideas about "standards" and often feel pressured by unattainable social norms. Constant comparisons to the "ideal" image presented by other users can lead to low self-esteem, anxiety, and even depression. In such cases, young people often choose destructive coping strategies, such as avoidance, withdrawal, self-criticism, and self-harm, which hinder their ability to adapt [12]. However, social media interactions can also provide opportunities for constructive coping, including seeking social support and sharing experiences. Many young people find online groups of like-minded people and resources that can help them in times of crisis or stress. Such online communities can help young people find solutions to problems, gain motivation, and become a source of emotional support. In turn, such positive experiences on social media can help them develop constructive coping strategies, such as seeking advice and empathy.

One of the most serious problems on social media is cyberbullying, as the anonymity and accessibility of the platform allows for the dissemination of negative comments, threats and humiliation. Young people who are cyberbullied can be seriously traumatized, leading to destructive coping strategies such as avoidance, isolation and self-harm. In many cases, cyberbullying reduces trust in society at large and impairs the ability and confidence to form healthy interpersonal relationships. Vulnerability to cyberbullying is often associated with increased levels of anxiety, depression and social isolation.

Social media is becoming an environment that offers young people new opportunities for constructive coping, but it also increases the risk of using destructive strategies through the pressure of social norms, peer comparisons,

and vulnerability to cyberbullying. Understanding these processes is important for developing psychosocial support to equip young people with sound strategies for interacting with social networks and to reduce the negative impact of the online environment on their psychological well-being. The school environment is another important social determinant. Relationships with teachers, school climate, and classmates have a significant impact on young people's emotional well-being and social adjustment. A positive school climate and support from teachers are associated with constructive coping strategies. Conversely, bullying and a lack of support at school can lead to aggression and withdrawal.

In society, schools play an important role in ensuring compliance with social norms and preventing deviant behavior. Parents help children understand and accept prosocial values. Failure to do so increases the risk of deviant behavior. Another important piece of information is that young people with positive attitudes towards school are less likely to engage in deviant behavior. When young people have problems at school, they tend to seek support from deviant peer groups. Deviant groups are more accepting of each other. As a result, some adolescents start associating with deviant friends [13].

Interactions with teachers can be both positive and negative. Support, understanding, and a willingness to help from teachers contribute to the development of constructive coping strategies. Teachers who create an atmosphere of trust, provide emotional support, and help students overcome difficulties create a sense of safety. Such relationships can encourage young people to use adaptive strategies, such as proactive problem-solving and help-seeking. On the other hand, negative interactions, such as harsh criticism, lack of support or understanding from teachers, can lead to the development of destructive coping strategies [13]. Adolescents who feel pressured or supported by teachers may become avoidant, apathetic or aggressive, which can hinder their academic and emotional development.

Peer interactions also play an important role in supporting or undermining constructive coping strategies. A positive school climate based on trust, respect and cooperation promotes the development of healthy relationships between students, teachers and peers. In such an environment, young people are more likely to engage in constructive coping strategies, such as mutual support, sharing experiences and problem-solving.

However, bullying in schools creates a toxic environment that undermines the psychological well-being of young people and hinders the development of constructive coping strategies. Victims of bullying often experience fear, anxiety

and social isolation and resort to inappropriate coping strategies such as avoidance and isolation. This leads to lower academic performance and the development of depressive symptoms [14].

Excessive workload and pressure from parents and teachers can lead to anxiety and loss of energy. Adolescents who do not receive adequate support may feel unable to cope with the demands and, as a result, may use destructive coping strategies [3]. In contrast, individual academic achievements can usually have a positive impact on the psychological well-being of adolescents. Academic success increases self-esteem and self-confidence and promotes the development of constructive coping strategies. However, there are also negative consequences, such as increased competition and pressure to succeed, which can lead to anxiety and stress, which negatively affect the emotional state of young people.

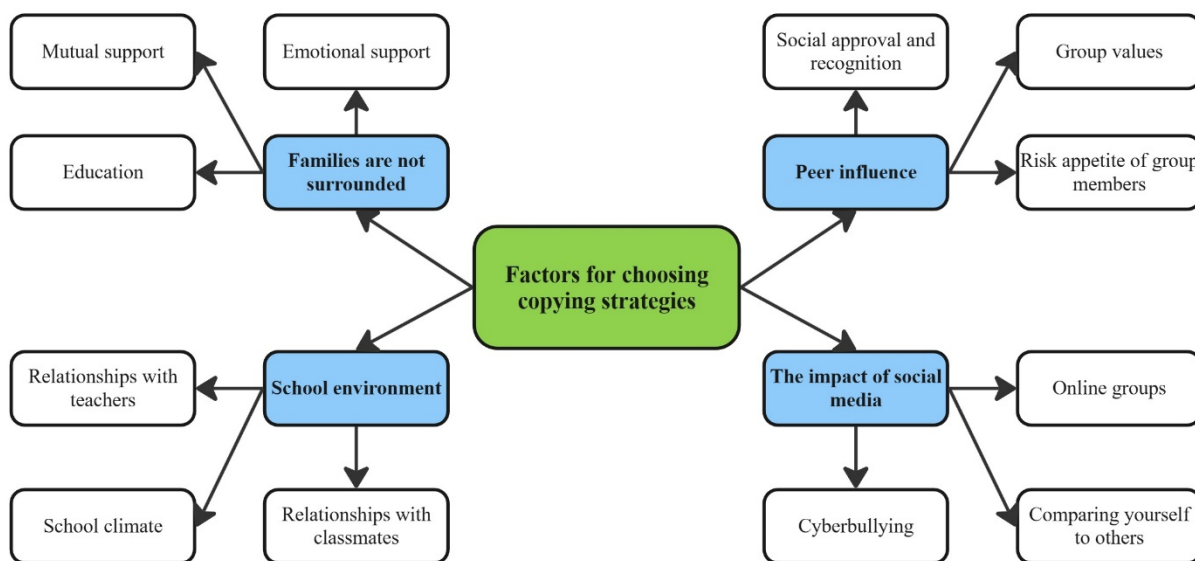
Therefore, interactions with teachers and the school climate are crucial for the development of coping strategies in adolescents. Positive relationships and a supportive environment promote the development of adaptive strategies, while bullying, anxiety, and negative interactions can lead to destructive behaviors that affect students' psychological well-being. Understanding these aspects is important for the development of effective psychological support programs in schools.

**Conclusions.** The family environment is the foundation on which young people develop their coping strategies. Parenting styles and the quality of emotional relationships within the family have a significant impact on adolescents' ability to cope with stress. Positive emotional support, open communication, and constructive criticism promote healthy attitudes toward stress and encourage adolescents to use adaptive

strategies such as active problem-solving, emotion regulation, and support-seeking. At the same time, when adolescents grow up in conflict-ridden or dysfunctional family environments, they often resort to destructive coping strategies such as avoidance, isolation, and aggression. Peer groups are an important source of social support, but they can also be a risk factor. Adolescents often seek social approval, which can lead to the use of constructive or destructive coping strategies, depending on the nature of the group. For example, a positive peer group that endorses healthy habits and behaviors can help adolescents develop adaptive coping strategies, such as cooperation and mutual support. However, when adolescents belong to high-risk or deviant groups, they may succumb to pressure and resort to destructive coping strategies, such as drug use and aggressive behavior.

Social media is another important aspect that influences the development of coping strategies. While this new platform provides young people with opportunities to communicate, express themselves, and receive support, it also poses risks related to comparison, cyberbullying, and peer pressure. Comparing themselves to the "ideal" images that young people see online can lead to low self-esteem and the use of destructive coping strategies. At the same time, social media can be a platform for peer support, helping young people find healthy ways to cope with stress.

School climate and interactions with teachers are also important factors in the development of stress coping strategies. A positive school climate, based on trust, respect, and cooperation, can promote healthy relationships between students and teachers and encourage the use of constructive stress coping strategies. Teachers who support students, encourage them to openly



**Fig. 1. Main social factors influencing the formation of coping strategies of adolescents with deviant behavior**

discuss difficulties, and provide emotional support can greatly facilitate young people's adaptation to stress. However, a negative school climate, characterized by intimidation, conflict, and high academic pressure, can lead to maladjustment, increased anxiety, and the use of destructive strategies.

In summary, the above can be visualized in the form of a diagram, shown in Figure 1, which summarizes the main social factors influencing the formation of coping strategies in adolescents with deviant behavior.

Thus, further research is needed to better understand the mechanisms of adaptive coping strategies in adolescents with deviant behavior. For example:

- research on the effectiveness of support programs, namely the analysis of which support programs in schools can most effectively promote the development of constructive coping strategies in adolescents with deviant behavior;

- the impact of technology on interaction, i.e., it is necessary to investigate how social networks can become a platform for the development of constructive coping strategies, which technologies and platforms are best suited for this, and how they can be integrated into educational programs;

- the study of cross-cultural differences, i.e., how different cultures influence parenting styles, peer interactions and the choice of coping strategies, can provide a deeper understanding of these processes and their specificity in different social contexts;

- research on the long-term impact of different coping strategies on the mental health of young people can provide valuable information for the development of recommendations for the prevention of deviant behavior;

- psychological profile of youth: studying the relationship between individual psychological characteristics and coping strategies, such as self-esteem, anxiety, and coping strategies, can provide a better understanding of the adaptation process.

In general, understanding the importance of social factors in the formation of coping strategies in adolescents with deviant behavior is important for developing effective support strategies that will help them better adapt to stressful situations and form healthy patterns of behavior in society. This knowledge is the basis for creating programs that promote emotional stability, personality development, and the prevention of deviant behavior.

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