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PSYCHOLOGICAL DETERMINANTS OF DEVIANT TENDENCIES IN THE BEHAVIOR OF ADOLESCENT GIRLS

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Abstract

The thesis examines the psychological determinants of deviant tendencies manifested in the behavior of adolescent girls. Adolescence is a complex and contradictory stage in psychological development, during which emotional reactions become more intense, self-evaluation changes, the desire for independence increases, and the need to establish a social position becomes stronger. When these processes are not adequately supported psychologically, they may create conditions for the development of various behavioral deviations. The study considers low frustration tolerance, difficulties in emotional regulation, impulsivity, internal conflicts, instability in self-awareness, feelings of social rejection, and ineffective psychological defense mechanisms as important factors.

Keywords: adolescent girls, deviant tendency, psychological determinant, frustration, impulsivity, emotional regulation, psychological defense, social adaptation.

INTRODUCTION

Adolescence is one of the important stages of human ontogenesis, during which an individual's social and psychological identity is actively formed. Alongside biological maturation, adolescent girls experience processes of self-awareness, independent decision-making, finding their place among peers, and restructuring their relationships with adults. These changes can sometimes intensify internal conflicts and lead to instability in adolescent behavior.

It is insufficient to explain behavioral deviations solely as a result of external environmental influences. Adolescents raised under the same social conditions may respond differently to situations. In this regard, individual psychological characteristics, the level of stress perception, emotional control abilities, frustration tolerance, and strategies for solving problematic situations are of particular



importance. Therefore, when studying the formation of deviant behavior among adolescent girls, it is important to identify the psychological mechanisms underlying the behavior rather than focusing only on its external manifestations.

MAIN PART

The concept of psychological determinants is particularly important in explaining behavioral deviations among adolescent girls. Determinants are understood as a set of internal and external psychological conditions that influence the formation and manifestation of behavior.

The first important factor is the level of frustration tolerance. During adolescence, situations such as a mismatch between desires and opportunities, rejection by peers, disagreements with parents, or academic failure may create a state of frustration. An adolescent with low frustration tolerance is more likely to respond to a problem through an intense emotional reaction, aggression, or resistance rather than by resolving the problem constructively.

The second factor is the ability to regulate emotions. Adolescent girls may experience rapid mood changes, sensitivity, sadness, or increased irritability. If a person has not sufficiently developed the skills to recognize and regulate their emotions, internal experiences may be expressed through external behavior. As a result, a tendency toward conflict, aggressive responses, or socially inappropriate behaviors may emerge.

The third determinant is impulsivity. Impulsive behavior is characterized by acting without sufficient consideration, inadequate assessment of consequences, and rapid emotional responses. During adolescence, self-control mechanisms have not yet fully developed, so impulsive reactions may be particularly pronounced in certain situations. Especially in conditions of conflict, criticism, or social pressure, impulsivity may increase the risk of deviant behavior.

The fourth factor is internal psychological conflicts. On the one hand, an adolescent girl may need adult supervision and protection; on the other hand, she strives for independence and personal space. The contradiction between these two



needs may lead to internal conflicts. If the adolescent does not have opportunities to resolve such conflicts through communication, behaviors such as resistance, deliberate violation of norms, or rejection of adults' demands may arise.

The fifth factor is the feeling of social rejection. The peer group is an important social environment for adolescents. Being excluded by the group, being ridiculed, or being constantly compared with others negatively affects an adolescent's attitude toward herself. In some cases, an adolescent may join groups displaying negative behavior or imitate behaviors accepted by such groups in an attempt to reduce the feeling of rejection.

The sixth determinant is the ineffectiveness of psychological defense mechanisms. Every person attempts to protect their psyche in stressful situations. However, during adolescence, some defense strategies may not be sufficiently constructive. Denial of a problem, consistently blaming others, responding aggressively, or avoiding the problem may provide short-term psychological relief, but in the long term they may intensify behavioral problems.

Another important aspect is instability in the process of self-awareness. The process of seeking answers to questions such as “What kind of person am I?”, “How do others evaluate me?”, and “Who will I become in the future?” influences an adolescent girl's behavior. Uncertainty in the process of personal identification may, in some cases, increase susceptibility to external influences.

The modern information environment also affects the psychological state of adolescents. Comparing oneself with idealized images on social media, the need for virtual approval, negative content, and cyberpressure may negatively affect an adolescent's emotional state. However, it is more appropriate to consider the digital environment not as a direct cause of deviant behavior, but as a factor that may intensify existing psychological problems.

The interaction of psychological factors is particularly important in explaining deviant behavior among adolescent girls. For example, low self-esteem alone may not lead to behavioral deviation. However, when combined with high anxiety, low



frustration tolerance, family conflict, and rejection by peers, the risk of behavioral problems increases.

From this perspective, deviant behavior can be represented through the following interconnected process:

stressful situation → negative emotional experience → inability to resolve the problem constructively → psychological defense or impulsive reaction → behavioral deviation → repetition of negative behavior.

This mechanism shows that the formation of deviant behavior may not be a one-time event, but rather the result of a sequence of specific psychological processes. Therefore, preventive work should not be limited to controlling or punishing behavior. A more effective approach is to identify the adolescent's psychological needs and develop skills for emotional regulation, decision-making in problematic situations, peaceful conflict resolution, and constructive communication.

CONCLUSION

The psychological determinants that shape deviant tendencies in the behavior of adolescent girls are multifactorial. Low frustration tolerance, difficulties in emotional self-regulation, impulsivity, internal conflicts, feelings of social rejection, ineffective psychological defense, and instability in self-awareness may constitute the psychological foundations of behavioral deviations. The analysis shows that it is incorrect to evaluate an adolescent girl's deviant behavior solely as a personal characteristic. Such behavior may often be an external expression of internal psychological needs, emotional difficulties, and problems in social relationships.

Therefore, preventive activities should prioritize individual psychological assessment, psychological counseling, development of emotional self-regulation skills, enhancement of stress tolerance, constructive conflict resolution, and strengthening the adolescent's social support system. Future studies examining the interrelationships among these factors through empirical methods may contribute to increasing the effectiveness of psychological and preventive work with adolescent girls.

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