

The Linkage between Juvenile Delinquency and Progression of Socialization Under Social Psychology Perspective

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Abstract. The significant growth in adolescent delinquency over the last several years has raised the alarm, forcing many to consider what we can do in the face of this problem. The elements that contribute to the development of adolescent delinquency are multifaceted, both subjective and objective. Subjective variables for the creation of juvenile criminal psychology include a one-sided view of life and poor legal consciousness, immature cognitive structure, the dualism of emotional irritation and will, and mindless compliance. At the same time, poor family education, school education elements, and society's negative effect are objective variables in the development of adolescent criminal psychology. Understanding the causes of juvenile delinquency and effectively preventing and regulating juvenile delinquency has become an essential societal concern that must be addressed in today's society.

1. Introduction

The process through which a person after birth develops or changes from a natural (or biological) person to a sociological one is known as human socialization. It primarily consists of the following content: through the shaping or influencing of social actors like family, peer groups, schools, employment agencies, communities, and media, as well as through the individual's active selection and internalization, the individual gradually acquires the fundamental knowledge and skills of daily life, accepts the values promoted by society, develops a healthy personality suited to society, and masters the knowledge and abilities to serve the society. The environment in which children grow up and their environment at home have a significant impact on their attitudes because human socialization is the outcome of the interaction of the two operating mechanisms of social education and individualization.

2. Socialization and Deindividualization

Individual rights psychology is shaped by social roles as a means of achieving convergence and consistency in social circumstances and social relationships. The process also includes exchanging and collecting information on individual rights appeals. Individuals consistently enhance the content and status of their own rights psychology as a result of this process, which is reflected in the de-individualized influence of individual rights psychology at the social macro level, forming the prototype of social rights psychology. In general, while it is likely that a minority of social subjects who are the first to assert specific claims and claims will be the first to realize it, a right claim and a claim must actually acquire

legal rights, and the minority social subjects who assert themselves will be the first to realize it. In the framework of this specific claim, it must be able to achieve the interchange and modification of the subject's roles with the various social subjects in the entire society without any hurdles.

Individuals' communication and concentration of rights psychology is fundamentally a process of "persuasion" and interactive transformation of rights attitudes. In the communication of individual rights psychology, we presume that one side is the persuader and the other is the object of persuasion. The effectiveness of an individual's communication in terms of rights psychology is then determined by three factors: the characteristics of the communicator, the quality of the communication information, and the characteristics of the communicator. Qualities and characteristics of the persuasive communication target audience

To begin, there are numerous facets of the communicator's personality that can influence persuasion. Here are two points to consider: first, the persuader's credibility, which includes whether the persuader's opinions and information are authoritative and reliable in source and whether the opinions and opinions they promote are highly professional, whether it has less prejudice, and whether its views are consistent with its own identity, occupation, status, and other characteristics, and second, the persuader's attractiveness, which includes whether the persuader has a high degree of similarity with the object to be persuaded [1].

Second, several elements influence communication persuasion in terms of information content and communication expression. The degree to which individuals differ in their views on rights, for example, can have an impact on the process of communication and

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persuasion: the greater the gap, the greater the pressure to change attitudes toward rights, but extremely inconsistent opinion statements raise doubts about the reliability and thus do not work. It is simple to persuade and change the opponent's mind [2]. Furthermore, opinions that elicit anxiety and concern tend to be more persuasive, and correctly repetitious communication can also improve psychological persuasion. These psychological rules also play a part in the individual rights psychology communication process.

Finally, in terms of the characteristics of the target object of communication and persuasion, it is often easier to communicate and persuade a single individual when the number of audiences is large, and the larger the group, the better the persuasion effect, those with a stronger need for social approval are more likely to be persuaded, for simple arguments, people with low levels of education are more likely to be persuaded, but for complex arguments, people with higher levels of education are more likely in this context, consider the substance and tactics of various legal popularization propaganda for diverse audiences.

In everyday life, the persuasion process of individual rights psychology is integrated into the interaction between individuals, which is a process of mutual persuasion between the two parties, rather than as a dogmatic process of legal popularization or some kind of psychological awareness preaching. In this process, the modes of communication are also flexible and diversified, and face-to-face conversation between persons is not always possible. Individuals, on the other hand, frequently grasp the rights psychology of others through the media, and in the process of understanding, they develop a relationship with themselves. It is a type of virtual psychological communication, and external persuaders will only intervene when conflicts concerning the psychology of rights arise that the individual cannot overcome. Following a variety of communication, the individual's sporadic rights psychology will be focused inside itself, as will the rights psychology between persons, which is expressed as the major and dominating point of view in social life. Those elements with personalized colours in the psychology of rights are either covered up by mainstream psychological notions, or purified by their own perspectives, and display a de-individualized orientation at present moment [3].

3. Overview of Aggression:

3.1 Aggression (act to harm or injure others):

Primarily, it must be an action rather than an intention, even if the action is accompanied by an intention. Aggression does not occur when people only intend to harm others without actually doing so.

Second, in effect, the behaviour is antisocial in most cases, but it can also be prosocial. Most violations are not socially sanctioned, such as fighting and fighting, but some violations are socially permissible, which we call sanctioned violations. (For example, coaches punish players who don't train hard, parents punish children who

fight with others, and people stand up when the country is invaded)

Again, aggressive behaviour must be accompanied by aggressive emotions, such as anger. (This point is emphasized to distinguish aggression from a concept known as instrumental aggression, which refers to harming others for gain, such as killing professional killers.)

Finally, it is essential to distinguish between hostile and instrumental assaults. Hostile assault is an act derived from anger to inflict pain or harm on another person. Instrumental assault, on the other hand, has the intention of harming others, but the harm is done as a means to an end, not as an end to causing pain to others.

3.2 Gender and aggression

Men are prone to physical aggression, women are prone to relational aggression, that is, manipulating relationships to harm others, such as by spreading gossip, backbiting, avoiding or excluding others, etc. When individuals are provoked, gender differences in aggression disappear, and violence occurs [4].

3.3 Anger and aggression

3.3.1 Factors that lead to anger

Being attacked or annoyed by others is the most common cause of anger. The second would be frustration, which refers to any external condition that prevents an individual from being happy or achieving the desired purpose. Others are frustrated if they prevent us from doing what we like or want. Followed by relative deprivation, which happens when an individual feels deprived when they compare their situation to those in their reference group and find themselves at a disadvantage. This deprivation is relative, and this variable can be other people, other groups, or its own past. Sometimes a sense of relative deprivation arises even if the situation of a group itself has improved, but if the improvement is less than that of other reference groups. A sense of relative loss affects the attitudes and behavior of individuals or groups and can have a variety of consequences, including depression, low self-esteem, collective violence, and even revolution. Lastly, the influence of attribution. The victim's judgment of whether the aggression or frustration was intentional by others, affects whether they feel angry and how they deal with it.

3.3.2 reaction to anger

Direct aggression, such as verbal or symbolic assault, denial or withdrawal of certain benefits, and physical assault. Indirect aggression, including complaining or cursing to a third party, hurting something significant to the offender. Lastly, vicarious assault, including assaulting inanimate objects, assaulting another person

Non-aggressive behavior, including calm activities, not hurting someone who is disrespectful

4 Factors that Cause Juvenile Delinquency

Socialization usually refers to the process in which individuals become members of society by learning social knowledge, mastering social skills, establishing social experience, and forming a psychological-behavioral pattern recognized by a certain society through their own continuous selection and construction under the influence of society. People may consciously and actively accept the socialization process, or they may unconsciously and passively move toward socialization, it may be realized consciously and purposefully, or it may be done unconsciously and subtly. There is no absolute socialization nor absolute individualization. The two are relative concepts. Individuation and socialization go hand in hand. Individuals form their own unique character while socializing, which is the process of individuation.

If an individual overemphasizes individualization and neglects socialization, and the process of individual socialization does not proceed smoothly, there will be "insufficient socialization". "Insufficient socialization" will cause individuals to overemphasize their own interests and ignore the excellent traditions of the society, which will lead to confusion in social identity, and even embark on the road of breaking the law and committing crimes. The bad influence of the family, the failure of the school to guide them correctly, and the temptation of the bad groups around them are the main reasons for the insufficient socialization of adolescents. This article will analyze the impact of insufficient socialization on juvenile delinquency from three aspects: social role guidance, social learning mechanism and sub-social identity in socialization [5].

Juveniles have not yet established correct social roles, and wrong guidance of social roles has a significant impact on juvenile delinquency and leads them astray. adolescents are in the period of adolescent growth, when internal and external conflicts exist at the same time, which is a period when conflicts and conflicts are prominent [6]. The physical and psychological development is accelerated, showing the characteristics of large mood swings, irritability and impulsiveness, poor self-control and strong rebellious psychology, facing the sudden change of physical development and the intertwining of psychological contradictions, when conflicts with others, violent, extreme the way they solve the problem.

4.1 Peer group.

One of the most essential variables influencing young people is their peer group. Friends and partners have the most impact on teenagers and parental monitoring and parent-child reliance are very marginally associated with adolescents' deviant conduct and drug usage [7]. It may be demonstrated that adolescents have a stronger sense of identity with their peer groups than their parents. What is more essential in the case of juvenile delinquency is not the reliance on peer groups, but the sorts of peers and the specific content in the process of engaging with peer.

According to research, the majority of adolescent delinquency occurs in the presence of a co-offending spouse or a gang. When compared to adults, teenage are more prone to engage in antisocial activity in the form of groups. Adolescents can easily see and learn undesirable conduct in unhealthy social groupings. This will not only have an impact on their words and actions but will also disseminate such negative conduct to other children, perhaps leading to group criminal activity.

4.2 Secondary groups: schools, occupational groups, associations

The secondary group is a social organization that is developed according to particular behavioural criteria. Secondary groupings include schools, businesses, and so forth. In general, the number of secondary subgroups is greater than the number of primary subgroups, and structural standards are generally stringent. It is unavoidable for adolescents to come into touch with subordinate groups as they get older and their social circles expand. The primary group is crucial in the early stages of socialization, in the middle and later phases of socialization, the secondary group becomes the major mechanism for people to intervene in the larger society. The effect of the second group on adolescents is no less than that of the major group, and it may even be stronger. As the age of adolescents entering school grows, the effect of school education will increasingly outweigh the influence of home education. According to the report, the prevalence of school violence and even juvenile delinquency in suburban schools is substantially greater than in urban schools due to variables such as teaching resources, school environment and student quality, and regional values. The impact of secondary groups on adolescents cannot be overlooked [8].

4.3 The lack of empathy

When a person detects another person's emotion, he may also experience the equivalent emotional sensation, that is, he can notice the emotional state of others and resonance, which is to identify, comprehend, and share the emotions and sentiments of others. The capacity of juveniles [9] is also a key moderating component influencing whether adolescents appear to be bullied. The majority of researchers feel that empathy has cognitive and emotional components. Cognitive empathy is defined as the ability to comprehend the intentions and feelings of others, to understand, view, and solve issues from the perspective of others, and to be considerate of others' conduct to avoid making others uncomfortable. The capacity to foresee the repercussions of conduct is heavily influenced by a person's cognitive empathy. The ability to feel and experience the emotions of others is known as emotional empathy. Empathy for the victim's grief and other feelings, for example, and remorse and hesitancy for the impending aggressiveness. Bullying, for example, can be reduced via emotional empathy. Adolescents are in a crucial era of physical and mental development, and the "empathy" provided by parents and school teachers is the earliest

training of empathy. When adolescents have conflicts with their peers, parents and educators fail to intervene in time and consciously cultivate adolescents' empathy ability, resulting in adolescents only thinking about problems from their perspective, being unable to understand others, and lacking the ability to predict the consequences of behaviour, resulting in a lack of cognitive empathy. If the emotional condition of others is not acknowledged and accepted promptly, kids may struggle to get along with their classmates, resulting in unpleasant feelings such as irritation and loneliness, resulting in a lack of emotional empathy. Adolescents will find it challenging to acquire positive personality traits in the long term. The connection between self-esteem and empathy cannot be overlooked. Self-esteem is the subjective experience and sense of self-judgment, and it is a key aspect of bullying behaviour reduction [10]. According to some reports, the more the loneliness of middle school children, the lower their empathy ability. The individual will be in his closed world, seldom connect with others, and producing appropriate emotional communication in intercourse with others is difficult. According to the findings of a long-term systematic study conducted by Feshbach, the relationship between empathy and bullying is inverse: the lesser the empathy, the more likely it is to cause violence. As a result, cultivating empathy ability in adolescents during their growth period cannot be overlooked.

4.4 Communication barriers

Communication is defined as the sharing of ideas, emotions, information, and other content between people to create a common understanding. The most crucial way for people to interact with one another is through communication. People that are awake often spend roughly 70% of their time speaking in various ways. Talking with others, studying in class, listening to the radio and watching television, and so on are all forms of communication. Communication has an impact on many parts of people's lives and is a vital tool for conflict resolution. If kids face obstacles due to inadequate communication, it will not only impair their physical and mental health, but also their normal life, and may even lead to criminal activity. Adolescents are undergoing rapid psychological and physical development, as well as learning how to communicate effectively with others. If communication barriers exist, it is possible to make it difficult for people to integrate into their surroundings, influencing the creation and development of their healthy personalities. Long-term communication difficulties may cause adolescents to resist communicating with others, resulting in personality disorders, and problem personality is formed as a result of difficulties in getting along with others, on the other hand, some adolescents commit violent crimes primarily as a result of communication difficulties. incorrectly caused Whether it is a conflict created by incorrect communication between students on campus or criminal activity induced by societal quarrels, they all account for a significant share of current violent crimes.

5 Conclusion

Adolescents who are beginning to enter puberty are going through a crucial period in which to develop their worldview, outlook on life, and values. Because they have not yet established a mature, autonomous personal evaluation system, they will likely to adhere to the fundamental principles that are supported by their environment. Adolescents will experience a major detrimental influence if they are exposed to false ideas, which will lead to improper social role reinforcement. When adolescents' definitions of social roles conflict with prevailing social norms, it is challenging to achieve smooth socialization since doing so could push teenagers closer to criminal activity on the one hand, and criminal behavior on the other.

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