

# Role of Social Well-Being Indicators in Preventing Children's Behaviour Deviation

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**Abstract**—The article discusses the indicators of family social well-being and well-being of the child in the family. The aim of the research is to determine the role of these indicators in the prevention of deviant behavior in children. The questionnaire survey was used as the main research method. The article presents the results of the empirical study of the propensity to deviant behavior in children from well-off and disadvantaged families. It formulates the following conclusions: 1. The tendency of children from disadvantaged families to engage in deviant behavior is much higher than that of children from well-off families. Consequently, the choice of measures for deviant behavior prevention will be influenced by the social welfare of families. 2. The presence of elements of children's distress in the family correlates with their propensity to deviant behavior (in both types of families). 3. Various factors of ill-being form negative feelings and habits in children and reinforce negative behaviors of their parents, which can subsequently lead to children's separation from society or to their social adaptation through grouping with children with similarly deviant behavior. 4. The choice of preventive measures should be determined by the indicators of family well-being and well-being of the child in the family.

**Keywords**— *ill-being, family well-being, well-being indicators, children, deviant behavior, prevention*

## I. INTRODUCTION

Economic changes taking place in post-reform Russia have caused a lot of negative consequences: unemployment, social orphanhood, homelessness, vagrancy, etc. A large number of people have lost their social status. The ideology of individualism and selfishness began to flourish in the society during the transition to the market economy. This became a fertile ground for the development of problems in families, which undoubtedly affected the situation and conditions for children. One of its consequences is the increase in the number of deviant behavior cases among children, which makes it necessary to look for new more effective ways of and measures for its prevention.

## II. PROBLEM STATEMENT

Problems of development of different kinds of deviancy in children and their prevention have long been in the field of view of various researchers: A.A. Appolonova [1], T.I. Bonkalo [2], T.N. Fateeva [3], Ya.V. Khayrutdinov [4], Kobylchenko V. [5], M. D. Leonteva, O. N. Nikolaeva [6], L.I. Lesina [7], .V. Mitkina, S.A. Fadeeva, Dozdikova G.N., Yambaeva M.G. [8], V.A. Perederiy, L.S. Skripnichenko [9], S.V. Roslyakova [10],

I.R. Sorokina [11], K.A. Ulanovskaya [12], A. V. Vilкова [13]. Most researchers believe that the deviant behavior of children is the result of their improper socialization, which is essential for the assimilation of social norms adopted in the society.

Family is the base of children's primary socialization. Consequently, the conditions that are created for them in the family influence their further development and interaction with the world. According to many scientists, family ill-being is one of the main reasons determining the state and dynamics of children's deviant behavior [14–16].

Currently, scientists have developed various directions, forms and methods of prevention of deviant behavior in children [17; 18; 19: pp. 17, 21, 24-26; 20]. However, all of them are not effective enough and do not allow eradicating deviations in their behavior completely. In the light of these facts, the family is of great importance in the prevention of children's deviant behavior. It is the creation of conditions of social welfare [21–23] for the child in the family [24–26] from early childhood that will prevent the development of their propensity to deviant behavior.

It is important to take certain indicators into account when ensuring the necessary level of social well-being of children. Competent specialists working with children allocate six indicators of children's social well-being:

1. Children's health. It is one of the most important indicators of the social well-being of children. Over the past 15 years, children's health has developed stable negative trends: a decrease in the number of children (child mortality), a significant increase in their morbidity and disability, a significant increase in the prevalence of risk factors for the morbidity of children, and the formation of psychological disorders in the health and development of children, which can subsequently lead to the development of deviations in children. Experts note that improving the health of children will eliminate their physical and mental disorders and thereby reduce the risk of deviant behavior.

2. Nutritional status of children. The healthy development of children depends on their rational nutrition to a large extent. Over the past ten years, there has been a significant imbalance in the structure of nutrition of Russian children: the deficiency in consumption of meat, fish, milk, eggs, vegetables and fruits, vitamins and minerals, against the background of high consumption of carbohydrates: bread and cereals, pasta, and potatoes, which in turn has a significant negative impact on

children's development and health. This problem is particularly relevant in disadvantaged families, where children's nutrition is less monitored. A child not experiencing hunger will never steal food and commit robbery with the purpose of getting food. Controlling this indicator of the social well-being of children will reduce the risk of deviation, expressed in vagrancy, theft and robbery.

3. Organization of children's recreation. The organization of summer holidays will contribute to the preservation and strengthening of children's health and development. Also, the organization of children's recreation is a preventive measure to reduce child morbidity, aggressive behavior, and deviation; it contributes to the strengthening of the health of the nation, promotes the development of labor skills, expanding children's horizons and social circle.

4. Ensuring children's right to education and creating conditions for their education. In accordance with Article 43 of the Constitution of the Russian Federation, every citizen is guaranteed universal and free of charge access to pre-school, basic general and secondary vocational education in state or municipal educational institutions. Basic general education is compulsory. Parents or persons in lieu of parents should ensure that children receive basic general education. The creation of conditions for the child's educational environment will ensure their harmonious development through opening the opportunity to learn about the world. Children who are passionate about any area of knowledge will find their place in the society and will be able to self-actualize as professionals.

5. Spiritual and moral development and education of children. The information environment in which the child lives (the immediate environment: family and friends) is of great importance for the health of children, their spiritual development and instilling moral values. From the environment, the child draws ideals, values, stereotypes of behavior and expands their horizons, which will also contribute to the formation of their adequate behavior corresponding to the norms of the society.

6. Organization of children's leisure, physical training and sports. Education authorities pay attention to the development of the system of additional education for children, as it performs not only developing, teaching, and educating, but also preventive, socio-pedagogical and rehabilitating functions. The organization of leisure activities allows children to engage in the activities that are interesting for them and contributes to their successful socialization [27, 28].

L. Oliferenko suggested the following matrix for defining the generalized indicator of social well-being of the family: family structure, sanitary and housing conditions of the family, family income, educational style used in the family, the level of social health of the family, the value of children in the family, family relations with the school. It also matters in which one of these 7 groups of factors the greatest degree of ill-being is identified [29: pp. 110-112]. These indicators, in turn, determine the implementation of the necessary level of indicators of social well-being of the child.

### III. RESEARCH QUESTIONS

To determine the impact of indicators of social well-being / ill-being of the child in the family on the development of their tendency to engage in deviant behavior and the possibilities of its prevention, an empirical study was conducted under the guidance of the author of this article. The study was conducted in the Center for social assistance to families and children of the City of Kemerovo and Municipal school № 24, Kemerovo. The total number of respondents was 151 people, including 100 children, 50 parents and one specialist of the Center. The age of the children ranged from 6 to 11 years. The study involved 54 boys and 46 girls, 38 children aged 6 to 8 years and 62 children aged 9 to 11 years.

### IV. PURPOSE OF THE STUDY

The study aimed at determining the role of the indicators of family well-being and well-being of children in the family in the prevention of deviant behavior in children.

### V. RESEARCH METHODS

To determine the impact of the low level of well-being of children in the family on their propensity to deviant behavior (identification of aggression, anxiety, resentment, temper, bad habits, etc.), a questionnaire survey of children was conducted. All surveyed children were primary school students. The questionnaire was filled in by 50 children from well-off families, and 50 children from disadvantaged families, as registered by the Center for social assistance to families and children of the City of Kemerovo and by the social care teacher at Municipal school № 24, Kemerovo in accordance with the common criteria for disadvantaged families [29–31].

This made it possible to conduct a comparative analysis of the results of children's survey and to confirm our hypothesis that the propensity of children from disadvantaged families to deviant behavior is much higher than that of children from well-off families and, consequently, prevention of its occurrence will affect the social well-being of children in the family. In this article we present only the results and conclusions of this survey of 100 primary school children. Our study also included two more research methods: A. Y. Varga and V. V. Stolina's test-questionnaire of parental relations and an interview with a specialist of the Center for social assistance to families and children of the City of Kemerovo. Yet, the results obtained by additional methods did not contradict, but confirmed the data of the questionnaire survey.

### VI. RESULTS AND DISCUSSION

The questionnaire consisted of 42 questions. In the questionnaire, children were asked direct questions and questions with different situations. Direct questions were aimed at identifying the age and sex of children, studying the material well-being of the family, identifying the cases of domestic violence and alcohol intake by children, identifying the attitude of parents to their children and other issues. Questions with different situations involved the identification of the children's tendency to engage in deviant behavior, the assessment of the children's attitude to their parents, their attitude to strangers,

and their behavior in different situations (through different actions of children in particular specially conceived situations), etc.

Some of the questions were complemented with possible answers, and it was allowed to choose more than one answer to the question. Thus, for some questions the number of received answers (100%) exceeded the number of respondents in each of the surveyed groups (n=50). When analyzing the results and preparing this article, we deliberately excluded some of the answers from the analysed data if they were insignificant and did not distort the conclusions. In many cases we excluded the "Do not know / Not sure / Neither agree nor disagree" answers. The answers received in each of the two groups of the respondents were counted separately (100% in each group).

The first question concerned the material security of the families where the children live, the availability of jobs for their parents and their ability to provide for their families. According to the results of the children's responses, the material security in well-off families is much higher than in the disadvantaged ones: the employment of both parents is 70% and the full security of the family is 88%, while in disadvantaged families 30% of parents do not have a job at all and 76% of families have financial troubles. This shows that even vital needs (food, clothing, shelter, rest, etc.) cannot be adequately provided for children in disadvantaged families, which overlaps with the indicator concerning the sanitary and housing conditions of the family. These children are hardly able to go anywhere to relax, get a good education, their leisure time is often not organized at all. In the following two questions, given the material security of the family, children were tested for their propensity to envy and theft. According to the survey, children from disadvantaged families are highly susceptible to envy (82%) and capable of theft (76%). In turn, children from well-off families also have a tendency to engage into envy (10%) and theft (22%), but in smaller numbers (and to a lesser extent).

The next questions were devoted to the identification of conflicts between the parents and their reflection on the psychological state of the child. According to the results of the survey, conflicts between parents are not common in well-off families (rare in 58% of the cases and absent in 36%), fights are even less common (rare in 30% of the cases and absent in 70%). Children are usually indifferent to conflicts between parents (52%) or frustrated (24%). Such destructive feelings as anger (8%) and resentment (16%) are extremely rare. In turn, in disadvantaged families there is a large percentage of conflicts between parents (in 80% of the cases parents often swear in the family, and in 76% of the cases parents often fight). It should be noted that children often experience anger (50%) and disappointment (30%). 10% of respondents feel resentment and indifference.

The next block of questions was devoted to the identification of domestic violence as an indicator of family problems, including violence against the child (physical, psychological, and emotional). Children who experience violence perceive life as a struggle for existence and violence as a form of power. The results of the survey clearly show that children from disadvantaged families face domestic violence (60%) and periodically experience violence (beaten by parents

in 72% of the cases and insulted by parents in 100% of the cases). In addition, 68% of children said that parents do not consider their opinion. This data also indicates the presence of pedagogical inadequacy of the family and authoritarian pedagogical style. In well-off families, although there is violence in the family (8%), but it is almost never directed at children and does not have a significant impact (90% of the respondents said that they had never been beaten, while 10% had been beaten sometimes; 52% had never been never insulted by parents, 32% had been insulted sometimes; 70% had never had the feeling that their opinion is not considered, while 20% found it difficult to answer). Conflict between parents and violence in the family directly affect such an indicator of social well-being of the child as "spiritual and moral development and upbringing of children". These answers indicate that the family problems, namely the conflict between parents and violence in the family affect the state of the child, form destructive feelings in them, and instill negative behaviors that can later be embodied in the development of deviant behavior in the children.

The next set of questions was mostly focused on revealing the social health of the family, namely the presence of alcohol abuse in families and its impact on the children's further behavior. The responses of children from well-off families to the question, "Have you seen your parents taking alcohol and how often?" were as follows: "Yes, sometimes" (6%); "Yes, rarely" (18%); "Never seen" (76%). Children from disadvantaged families answered: "Yes, often" (86%), and "Yes, sometimes" (14%), and none of the children replied 'Yes, rarely' or 'Never seen'. This suggests that children from disadvantaged families, observing the negative example of their parents since the age of 6 years old, gradually perceive this behavior as common and see nothing bad in it. Consequently, they adopt their parents' negative models of behavior, which can later be taken as a model of their own behavior.

In order to study how children perceive their parents' alcohol abuse and whether they have already adopted this bad habit, we asked the following provocative question, "Have you tried alcohol and how often?" The children's responses are as follows: 38 children in well-off families had never consumed alcohol, 8 children aged 9-11 years old and 4 children aged 10-11 years old had consumed it once. In disadvantaged families, alcohol consumption by children is much higher: 27 children (aged 7-11 years old) often drink alcohol, 17 children drink it sometimes, 2 children tried it once, and only 4 children never tried alcohol. The results show that children in most cases adopt the behaviour of their parents, which makes the behaviour of children strictly dependent on the well-being of their families.

The next set of questions was aimed for direct elimination of the children's tendency to engage in deviant behavior. One of the questions was "Have you ever run away from home?". 100% of children from well-off families answered that they had never had, while 18 children from disadvantaged families (36%) gave a positive answer. Running away from home is one of the first prerequisites for the emergence and development of deviant behavior in children. Consequently, the data suggest that this tendency is observed in children from disadvantaged families. The next question was, "What do you do when you disagree with any opinion?" The question

assumed such answers as: a) always try to prove that I am right verbally; b) do nothing, keep quiet; c) start screaming; d) start fighting. Survey data show that children from disadvantaged families are more willing to show aggression when they disagree with any opinion: they can start screaming (40%), or can get into a fight (36%). Children from well-off families prefer to defend their point of view verbally (46%) or are ready to remain silent when they disagree with any opinion (40%). The next question was aimed at reinforcing the results of the previous one and it was formulated in the following way, "Can you raise your voice proving that you are right, and how often do you do it?". This issue was also aimed at identifying the degree of hot temper in children from well-off and disadvantaged families. According to the results of the answers, children from disadvantaged families often raise their voice when they prove their case (66%), and 30% of children are ready to raise their voice in this situation. We can say that these children are quick-tempered towards the people around them. The situation is different for children from well-off families: 50% of children are not prone to short temper and are not ready to raise their voice, and 10% of children rarely raise their voice. Children's short temper may indicate dissatisfaction with their family life and communication with other people, as well as it may be the result of abuse, which also reveals the pedagogical style of the family, and may indicate the presence of pedagogical failure of parents.

The next set of questions concerned identifying the parents' attitude to their children, and assessing the degree of closeness in the parent-child relationship, which characterizes such an indicator as the value of the child in the family. Child-parent relations in the family are the basis of social well-being of the family as a whole. The success of socialization of children depends on the extent to which these relations are developed, and therefore affects the formation of children's behavior in society. The first question did not suggest the division into groups according to the well-being and ill-being of the family. When answering the question, "Whose opinion in the family is the main for you?", most children noted that the opinion of the father in the family is the main one (86 children), while 10 children noted that the opinion of the mother is the main one, and the other 4 children noted that their own opinion is the main one. The results of the responses indicate that the majority of the families interviewed are full and patriarchal, where the father's authority is of great importance among children, and children are more likely to listen to the father. It also suggests that in most cases the authority of adults in children is not lost. Then the children were asked, "Do you often have to argue with your parents?" 76% of children from disadvantaged families are often faced with the problems of building relationships with parents and their misunderstanding, while 16% experience it sometimes, so in such situations arguing is a means for the child to prove their case and draw the attention to themselves. In well-off families, on the contrary, parents tend to build a harmonious relationship with their children and establish contact, so arguing in such families is rare (68% of children never argue with parents, 12% argue sometimes, and 20% do it often). The next question was, "How often do you share your problems with your parents? (for example, if you were offended, quarreled, or did something wrong, etc.)". According to the answers, in disadvantaged families there is secrecy and distrust of their

parents in children (46% of children share their problems very rarely, in case of emergency, 36% do it sometimes, depending on the situation, and 18% do it often). Children feel their uselessness and try to isolate themselves from their parents, to lead their own way of life and not to interact with their family in most cases. Children from well-off families are also not always ready to share their problems with their parents (52% of the respondents share problems with parents sometimes, depending on the situation, 22% do it very rarely, in case of emergency, and 26% do it often), but do not try to hide them, most likely they trust their parents more. The answers to the question, "Do your parents pay attention to you and how often (do they take you to the cinema, to amusement parks, read books to you, etc.)?" were as follows. In disadvantaged families there is a lack of attention to children (10% of children never have parents' attention, 60% have it very rarely, 26% it have rarely, and only 4% have it often). Children are left to themselves, no one controls their behavior, and parents are mainly not engaged in their education, development and upbringing. Children do not have cultural experience and lack family education. This in turn can lead to children running away from home and starting their own groups or falling into bad company. In well-to-do families, parents try to take care of children and provide them with the necessary attention (often – 78%), but a certain number of children still do not have it (12% have it rarely, and 10% have it very rarely). Most likely it is connected with occupation of parents at work. The next question was, "Do parents always fulfill your request when you ask them for something? (for example, to buy a toy; to watch TV; to go for a walk, etc.)". The results of the survey show that the lack of financial security in disadvantaged families affects the parents' ability to fulfill the requests of children, for example, to give them desired gifts, and to fully develop them (the answers were: "Only in rare cases" – 70%, "Often" – 24%, "Always" – 6%). In well-off families, parents listen to the requests of their children and, to the best of their ability, try to fulfill them (the answers were: "Always" – 60%, "Often" – 40%). This block of questions was completed with the control question, "Do you have a feeling that parents do not consider your opinion?" In disadvantaged families, it was once again confirmed that parents are not engaged in raising children and do not take into account the opinion of their child, do not accept their requests, do not try to solve their problems, and are not inclined to interact (80% of children gave a positive answer, and 20% found it difficult to answer). In well-off families, this feeling of uselessness is rare, many children believe that their parents need them and that parents are concerned with their opinion (8% of children answered "Yes", and 40% answered "No"), but a large number of children found it difficult to answer this question (52%). Perhaps this is due to the fact that the opinion of these children in most cases is not formed clearly, or the fact that their opinion coincides in most cases with that of the parents. If we compare the answers to this question with the answers to its original interpretation, the number of children from disadvantaged families who answered that their opinion is not considered increased from 68% to 80%. In well-off families there was a similar trend, towards the decrease in children's perception of their mutual understanding with their parents: the number of children who never felt that their opinion is not considered decreased from 70% to 40%, and the number of

those who found it difficult to answer increased from 20% to 52%. It can be assumed that the children had not even thought before about many of the questions that were listed in the questionnaire, and during the survey they became more reflective on the topic of their relationship with their parents. Nevertheless, the polarity of the responses of children from different families regarding their child-parent relationships is observed: in well-to-do families they are positive, and in disadvantaged families – negative. Children raised in disadvantaged families are not satisfied with communication with their parents, their needs are not fully met, which can subsequently lead to the formation of incorrect patterns of behavior based on social experience gained in the family from parents, and as a consequence, the emergence of deviations in children.

To identify the tendency to deviations in the interaction of children with the outside world, we asked questions aimed at identifying the attitude of children to the people around them, those who are close to them or strangers. This part of the questionnaire included eight questions. When answering the question, “How often do you feel anger towards others?” children from disadvantaged families answered: “Often” – 36 respondents, “Sometimes” – 12, “Never” – 2; children from well-off families answered: “Often” – 4 respondents, “Sometimes” – 17, “Never” – 29. Consequently, children from disadvantaged families are much more likely to experience this destructive feeling (anger) to others. When answering the question “Are you able to push or hit an unpleasant person?” children from disadvantaged families answered: “Yes” – 42 respondents, “No” – 8; all 50 children from well-off families answered “No”. According to the answers to the question, “If you are screamed at, do you scream in response?” we can conclude that children from disadvantaged families often scream in response (16 people) or try to talk calmly (11 people). However, about a third of the respondents (17 people) found it difficult to answer. We can assume a certain amount of falsehood in the responses of these children, possibly due to a sense of shame for their own behavior. At the same time, children from well-off families mostly try to talk calmly (27 people), or listen silently (11 people). As for the question, “Do you feel dislike for strangers?” the answers of children from disadvantaged families were almost divided in half (29 children answered “Yes”, and 21 people answered “No”), while children from well-off families mostly answered “No” (39 people) and a small part of the respondents (11 people) found it difficult to answer. The answers to the question “Can you hit a stranger for no reason?” were as follows. In disadvantaged families, the children responded mostly positively (“Yes, easily” – 17 people, “Yes, sometimes I can” – 27 people.); in well-off families, the children’s answers were similar to the answers to the previous question (“Never” – 38 people, “Very rarely” – 10 people), and there is a connection between the answers “Difficult to answer” and “Very rare”. Therefore, we can conclude that children from well-off families are more tolerant of other people and less aggressive. The next question was aimed at identifying children’s propensity for such quality as gossip. The answers of children from disadvantaged families to the question “Do you often discuss your peers with friends?” were: “Often” – 11 people, “Sometimes” – 20 people, “Never” – 19 people; children from well-off families answered: “Often”

– 14 people, “Sometimes” – 17 people, “Never” – 19 people. According to answers, this quality in children from different families is developed approximately to the same extent with a small majority of children from well-off families. The question “Do you make noise when everyone is resting?” tested respect for other people. The answers to it confirmed that this feeling is developed in children from well-off families much more often (well-to-do families: “no” – 42 people, “yes” – 8 people; dysfunctional families: “yes” – 39 people, “no” – 11 people). Two questions were asked to identify the quality of children’s responsiveness, mutual assistance and mutual support, and readiness to provide assistance. The first was, “What would you do if your friend fell?” Children from disadvantaged families mostly showed indifference in their responses and answered in the following way: “Laugh and pass by” – 17 people, “Laugh and help them to get up” – 10 people, “Just walk past” – 20 people, and 3 respondents found it difficult to decide. About a third of the children from well-off families replied that they would laugh and help to get up (19 people), but most of them found it difficult to answer (24 people). There were also those who showed obvious indifference (7 people). Still, the results of the survey show that the sense of individualism and selfishness that has developed at a tremendous pace with the transition to the market has affected the whole of the society, regardless of family well-being, and the situation of ill-being only exacerbates the development of these feelings, given the shortcomings in the upbringing of children. The results of the answers to the second question, “Will you do everything possible to help when you are asked for help?” were as follows: children from disadvantaged families are rarely ready to help another person (30% of children think about their own benefit, 52% of children found it difficult to answer this question, 16% are ready to help, 2% would do everything possible). Most children from well-off families, on the contrary, are definitely ready to help another person (58%) or would try to do everything possible (36%), the rest found it difficult to answer. Consequently, the profit motif is revealed only in children from poor families, which may be a consequence of their lack of material security. Summing up the answers about children’s attitude to others and interaction with them, we can say that the attitude of children from disadvantaged families is often negative, they often tend to feel anger, intolerance, aggression, to show other negative emotions to others, they are characterized by disrespect, greed and indifference to others. Some children in well-off families also have a negative attitude to the people around them, but they are very few and mostly they are not inclined to violence. The results of this set of questions indirectly lead us to the indicator of family well-being “family relations with school”, because these relations involve the interaction of the child both with peers and with teachers at school, i.e. with the people around them.

The presence of a tendency to deviant behavior in children is manifested not only through their attitude to the surrounding people, but also through their attitude to animals. In order to identify manifestations of violence and cruelty to animals in the behavior of children, the question was asked, “What will your actions be if you see a homeless cat in the street?” According to the answers, most children from disadvantaged families are ready to shoo (22 people) or hit (16 people) a homeless cat, some children will pass by (7 people) or feed and pet (5 people).

On the contrary, children from well-off families, in most cases, prefer to feed or pet the poor animal (37 people), the rest would pass by (9 people), banish (2 people), or hit (2 people). Consequently, children from disadvantaged families are more likely to display cruelty and violence against animals than children from well-off families. Aggression towards animals can be the result of improper upbringing of parents or an adopted example of their behavior towards animals. In addition, cruelty to animals as to weaker and defenseless creatures is a consequence of cruelty manifestation in a family from the stronger to the weaker, for example to the child. Often aggression and violence to animals are only a step to developing violence against people.

The questionnaire also included questions with problematic situations, through which the possibility of choosing a solution for children was revealed. For example, one of the questions was, "Imagine this situation: you broke a vase, and your mother thought it was your brother. Would you confess?". According to the answers, 80% of children from well-off families are ready to admit their fault, while less than 66% of children from disadvantaged families are ready to admit it. This means that most children, regardless of their well-being, are ready to take responsibility for their actions. However, in disadvantaged families, the percentage of such children is lower, which indicates a lack of education, which ultimately is still not a consequence of the well-being of the family. The next problematic question was, "Imagine the situation: leaving the house, the parents punished you for bad behavior, forbidding to watch TV and voluntarily go out for walk. Will you follow these rules?" Most children from well-off families answered that they would comply with these rules (94%), and in disadvantaged families, only a small part of children (12%) agreed to comply with these rules, while the rest (88%) refused. Consequently, children from disadvantaged families in view of the weakness of the authority of parents often show disobedience and permissiveness in behavior, which can also contribute to the development of deviant behavior.

The following two questions are control questions and are aimed at checking the answers concerning the presence of destructive feelings in children that affect the formation of deviant behavior. For the identification of sensitiveness in children, they were asked the following question, "Are you ready to forgive someone who once offended you?". According to the survey, children from disadvantaged families often harbor resentment and are not ready to forgive the offender (60%), the rest are ready to forgive depending on the situation (24%), and 16% are just ready to forgive. Children from well-off families are mostly willing to forgive (30%) or willing to forgive depending on the situation (46%), but some children are not willing to forgive (24%). Thus, children from disadvantaged families are more vindictive, and this can contribute to the development of such a destructive quality as vindictiveness and also form deviations in behavior in children. If we compare the results of the answers with the results of the previously asked question, we can see that the percentage of children from poor families experiencing resentment was much lower. But this is explained by the fact that feelings such as anger and disappointment prevail in their souls over resentment. In well-to-do families, the resentment originally manifests itself

in only 16% of the respondents, while 24% are not willing to forgive the offender. The next question was, "Are you able to break the toy given to you, if you do not like it?" It was aimed at identifying the degree of irritability and aggressiveness in children. The answers show that the degree of irritability and aggressiveness in children from disadvantaged families is high (76% of children gave the answer "yes", 24% answered "no"). In well-to-do families, children are less prone to irritability and aggressiveness: only 10% of children (5 people) are ready to break the toy. When compared with the results of the previously asked question, it can be seen that the percentage of irritability and aggressiveness of children from disadvantaged families remained the same, and that of the children from well-off families decreased from 14% to 10% (not a significant deviation). Consequently, the children were extremely honest in their answers.

The last question but one in the questionnaire was, "Have you ever thought about your behavior?" 70% of children answered that they had thought about their behavior (46% of surveyed children from well-off families and 24% from disadvantaged families). That is, half of children from well-off families, one way or another, think about their behavior, and in disadvantaged families, children are not inclined to think about their actions, and their parents also do not trigger such analysis. This is also the result of a lack of education. Children from disadvantaged families usually live irresponsibly, lead a rampant life, and their parents do not try to correct that. These results indirectly lead us to the indicator "family - school relations" and convince us that parents from disadvantaged families almost never interact with schools.

Finally, the last question was aimed at identifying positive and negative characters for children. When asked to name a positive character, children from well-off families named Jerry ("Tom and Jerry") in the first place, while children from dysfunctional families named the Wolf ("Nu, pogodi!") in the first place. As for the negative characters, children from both disadvantaged and well-to-do families named Megavolt ("Darkwing Duck") in the first place. Judging by this issue, all the children were able to identify a common negative character, i.e. they can distinguish between good and evil.

## VII. CONCLUSION

Thus, our study confirmed the hypothesis that the propensity of children from disadvantaged families to deviant behavior is much higher than that of children from well-off families and, consequently, that the prevention of its occurrence will affect the social welfare of families. Also in the course of the study, it was noted that the well-off and disadvantaged families, children from which participated in the survey, were not taken in the "pure form", i.e. in the disadvantaged families, for example, the authority of adults was not completely lost, the results of moral education were traced, the answers to certain questions coincided with those of children from well-off families. At the same time, some responses of children from well-to-do families contained allusions to certain elements of ill-being. These features correlated with the manifestations of a tendency to deviant behavior in children from both types of families. In this regard, the role of the indicators of family well-being and the well-being of the child in the family is to serve as

guidelines for preventive measures: to prevent children from developing a tendency to engage in deviant behaviour. Such factors of ill-being as material insecurity, conflict, domestic violence, alcoholism, improper formation of child-parent relations, etc. form negative feelings (envy, anger, greed, rancor, aggression, resentment, cruelty, etc.) and habits (theft, alcoholism, etc.) in children, and reinforce the negative behaviors of their parents. This can subsequently lead to the separation of the child from the society or adaptation in it through grouping with children with similarly deviant behavior [32].

Our study questionnaire can be used to identify problems in families or even the tendency to ill-being, as well as to determine the propensity to deviant behavior in children, (with additions for various types of dysfunctional families). Questionnaire surveys or monitoring can be carried out at schools. The results of the surveys should be discussed individually with parents and children. Based on their results, the family (if it is able to cope on its own) as the primary subject of socialization should promptly implement all preventive measures and take care of their children.

Parent-child relationships in the family are the basis of social well-being of the family in general and that of the child in particular, and it is their development that determines the success of socialization of children, and therefore their behavior. Therefore, this indicator should be emphasized. In this regard, it is the parents who bear the main responsibility for the full education, formation of the child's personality and timely response to changes in their behavior.

In cases of disadvantaged families, indicators of family well-being serve as "beacons" in the formation of areas for social institution specialists' work with families and children for the prevention of their deviant behavior. Also, the results of periodic surveys examining the level of these indicators can help to identify the "hidden" form of ill-being in families.

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