



SOCIALIZATION – WAY OF PREVENTING OR GENERATING DEVIANT BEHAVIOR

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Abstract

The human being is born, lives and develops, generally, in a social setting, more or less favorable and sometimes even hostile; the individual forms of a social personality following the socialization process goes through, a social personality that will be the expression of a status, he will hold and a role he will exercise; of course, there is the possibility that the person will manifest behavioral deviance or even delinquency throughout along his life; also, most often, the person can be a respectable person all his life, through attitude, behavior and conformity to moral and social norms; we thus outline, at a theoretical level, a human behavior according to social norms, that is, which will comply with the promoted and desired social order, and another, which will violate the norms and prescriptions, will deviate from them, producing social disturbances through the manifested deviance.

The classic concept of socialization of the person unfolds in its temporal stages and in the appropriate social environments institutionally, but also through modern means, offered by the media and the presence of the Internet with the virtual space that offers numerous possibilities for communication and exposure of life experiences.

Key words: *socialization, deviance, social media.*

INTRODUCTION

The life of individuals takes place in society, the relationship between them and society as a whole being one of determination and dependence by virtue of the existence of numerous social ties both between individuals and between them and society; if we accept, as in Durkheim's vision that "society is external to individuals and that it has an unquestionable moral power over them" (*Chipea, 1996, p. 97*), ..., that society "is not an illogical or analogical, incoherent being and fantastic - as it has often been considered - and that it stands outside and above individual and local contingencies, it looks at things only under their aspects

concretized in communicable ideas ... Society sees further and better than individuals" (*Durkheim, 1922, p. 28 apud Chipea, 1996, p. 97*) we can appreciate the force with which society acts on individuals, having at the same time a shaping, training and defining role on their personality.

According to the American sociologist Talcott Parsons "the explanation of the genesis of the individual's sociability, as well as the consciousness of conformity lies in the process of socialization" (*Parsons, 1937 apud Chipea, 1996, p. 122*); therefore, socialization is an essential factor of the person's life and a long process that continues continuously, forming his personality, integrating him socially and finally developing the bonds between people; on the other hand, for a society to be functional and to offer its members a framework conducive to personal/individual or collective development and achievement, it is necessary to ensure a certain social order, a certain predictability and, of course, stability; therefore, one can observe a relationship of functional interdependence between the individual and society, i.e. a conformity of individuals to social norms conditioned and at the same time conditioning the good functioning, as a whole, of society, an expression of what Durkheim called positive solidarity (*apud Chipea, 1996*). When socialization fails, when the individual deviates from the unanimously accepted norms, rejecting or violating them, there is social deviance and even delinquency.

1. SOCIALIZATION AS A METHOD OF REALIZING THE MAIN REPRESENTATIONS AND ATTITUDES ABOUT LIFE AND SOCIETY

Socialization consists in "the transmission and appropriation of cultural-normative models through which individuals acquire socially desirable behaviors and acquire the necessary procedures and rules to be able to develop expected, <normal>, predictable actions for the expectations of the collective" (*Rădulescu, 1994 apud Chipea, 1996, p. 120*).

Socialization - in itself - is a broad social process that "assumes the process of social learning as a fundamental mechanism for achievement, for the formation of the individual's personality, ending in the assimilation of individuals into groups" (*Chipea, 1996, p. 122*); the result of socialization is the social personality which is based on the concept of sociotype - this in turn meaning what is common to the average members of a society from a psycho-socio-cultural point of view, common from which each individual develops later, although considered unique; and how the social being will join a group, a profession, a community acquiring a role, position or status, implicitly the person acquires what was called a status personality (*Linton, 1968, p. 156 apud Chipea, 1996*).

Socialization, related to the person's age stages, is considered in the specialized literature as primary, secondary and continuous; primary socialization takes place during childhood when the influences of the basic family or close people around the individual are felt; generally, the family offers "the first

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experiences of collective life, which will make him able to behave in relation to the social standards and unanimously accepted norms and to respond adequately to the various social situations in which he will be involved; to be integrated into society, he must first be socialized" (*Banciu, Rădulescu & Voicu, 1987, p. 70*). To the extent that the family is itself a social system, the child raised within it participates in social phenomena "learning to evaluate the importance of belonging to a group of mutual protection, the hierarchy of authority and the relationship between authority and responsibility, rewards and sanctions, of the need to give up personal desires in favor of collective ideals (*Banciu, Rădulescu & Voicu, p. 70*). From the perspective of childhood, in the life of every human being, generally, positive educational moments should be spent and capable of creating beautiful and pleasant memories for the adult, at this stage the child acquires physical and mental capacities towards growth and development. On the other hand, considering that "in any family organization there is an implicit affirmation of values" (*Vianu, 1982, p. 272 apud Banciu, Rădulescu & Voicu, 1987, p. 73*) at this stage the child may experience feelings of disapproval or of the prohibition of his own intentions and actions, confronting the family authority precisely to order his actions towards what is desirable and permissible.

Secondary socialization "takes place through the acquisition of the norms that regulate the child's relations with his peers (brothers, sisters, friends, colleagues, relatives, etc.)" (*Chipea, 1996, p. 123*) throughout the school years, being specific relationships different from those developed within the family, such as those of affective neutrality or often encountering hostility in the case of manifestations that do not comply with social requirements and expectations. In this stage, in addition to social learning, social influence, social control, social pressure but also social creativity are felt, which as a whole aim at the assimilation of group behaviors (*Mureșan, 1981*). In this stage of socialization, we note the age of adolescence "as the moment dominated by the requirements of social integration, the earlier intellectual and social maturation of young people in modern society, the desire for self-affirmation, the imposition of one's own opinions and self-definition" (*Banciu, Rădulescu & Voicu, p. 95*) but we also signal it as a difficult stage of development, recognized as a <crisis of conscience> (*Banciu, Rădulescu & Voicu, p. 70*), in which the adolescent is no longer a child, but is not an adult either, some psychologists considering that the status of adolescence is characterized by the absence of any status (*Zazzo, 1965 apud Banciu, Rădulescu & Voicu, 1987*). A difficult stage of development, adolescence is often the period of experiencing the first effects of breaking the rules and contact with the sphere of deviance, punishable delinquency and subjecting the young person to re-education. At this stage we appreciate that teenagers can develop deviant behaviors, the influence of groups of friends, overt bullying, online environments and mass media can negatively influence the personality in formation.

Adult socialization is carried out throughout life, is continuous and can oscillate in relation to the observance of social norms and values, between accepting or rejecting them, depending on the social pressures felt but also on the internal resistance that the individual has (*Reckless, 1970 apud Chipea, 1996*).

2. NEGATIVE SOCIALIZATION – CREATORS OF SOCIAL DEVIANCE

The numerous theories elaborated on deviant behavior, over time, have managed to explain, from different approaches, the causality of the violation of the norms of social coexistence or, on the contrary, the motivation of their observance; along the process of forming the human personality, normative cultural models - which can be considered instances of social control - can be opposed to those that are positively valued by society, and positioning the individual in agreement or disagreement with them can lead to positive socialization - denoting their internalization or, on the contrary, towards negative socialization by assimilating values, opposite to those predominantly socially desirable (*Chipea, 1996*).

As a way of adapting the individual to the social environment, to the groups he belongs to or with which he is connected, the theory of the development of delinquent behavior appreciates "the period of adolescence as a period with maximum risk of manifesting delinquent behavior, after which the tendency towards delinquency diminishes as following the maturation of the individual and the multiplication of legal possibilities to satisfy desires" (*Matt DeLisi, 2005 apud Balica, 2011, p. 67*). The adolescent's attitude and his compliance with social norms is indeed a difficult process given his age and stage of development; once beyond this stage, the young adult and the mature person adapt their behavior to social values and norms with greater power of self-determination.

In today's society, including the Romanian one, we appreciate the relevant and advanced ways of adapting the individual to socially valued norms and goals, as noted by Robert King Merton in the assessment of the state of social anomie (a concept originating in the papers of Èmile Durkheim) in relation to the human behavior specific to American society. Thus, as a result of socialization or in the course of its realization, individuals can show conformity, respectively the adaptation of their own conduct to the goals proposed by society and the means of achieving them, mainly institutional, innovation as a way of accepting cultural goals but rejecting the proposed means and the creation of new ones, which - if they do not contravene the rules, have a reforming role, and if they violate or contravene the rules, they constitute deviant and delinquent acts, the ritualism through which, attitudinally, individuals realize the impossibility of achieving socially desirable goals, but still respect and conforms to the institutionalized means, the evasion which, as a way of adaptation, rejects both the goals proposed by society and the institutionalized means of achieving them, the person often adopting amoral behaviors; rebellion reflects the conduct determined by the

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rejection of the goals offered by society but also the available means, replacing them with new ones, with the intention of producing changes in the social order.

However, social deviance is considered a normal phenomenon in society, within certain limits, which if exceeded can cause serious disturbances in its functions, therefore, social deviance exists in any society, as stated, even in a "society of saints" (*Durkheim apud Vandici, 2001, p. 134*).

As a current social reality, related to the socialization process of the person, we cannot ignore the phenomenon created by the so-called social networks, a name more or less appropriate to the classic concept, but which has become part of people's lives, since the early years of childhood and later, throughout life; due to the use of the Internet and the numerous applications that it offers to consumers; however, the internet is also a means of transmitting knowledge, information, life experiences or conceptions of social values;

Compared to the last years of humanity, affected by the COVID 19 pandemic - a period in which direct human contacts were more or less restricted, individuals satisfied their need for communication and implicit socialization, including with the institutional environment, by using networks and the media.

Of course, we appreciate the role of these facilities that digitization offers in the social life of individuals, with benefits in areas such as economic, artistic, educational, communication, etc., but on the other hand, we cannot ignore the many deviant acts and facts that have place through media networks called in common language - socialization - with negative repercussions.

Through social networks, in the online and social media environment, numerous deceptions, blackmails, threats, rounding up of people with a view to later committing crimes can take place, acts of illicit trade can take place, materials with pornographic content can be exposed, actions can be promoted that lead to misinformation and social destabilization etc.; We believe that the online environment, through its negative influences on people's will, can contribute to the negative socialization of the person and we appreciate that cyber security measures are necessary both at the macro-social level and at the individual level.

CONCLUSIONS

We appreciate that the opportunities offered by the media can have a decisive role in child personality formation, the young person, respectively the future adult, and their potential and role should not be ignored, including in the socialization process; however, we point out the inopportune possibility of negative socialization, the harmful potential that social media has, being able to contribute to negative socialization; in this sense, we believe that more attention should be paid to the processes of the person's maturation, especially since we are surrounded by means of communication facilitated by the use of the Internet.

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