

PSYCHOLOGICAL AND SOCIAL FACTORS OF DEVIATIONS FROM SOCIAL  
BEHAVIORAL NORMS IN ADOLESCENT GIRLS

Erkinjonova Raximaxon Baxtiyor kizi

Master's student

National pedagogical University of Uzbekistan

**Abstract:** This article provides an in-depth analysis of the psychological and social factors influencing deviations from accepted social behavior norms among adolescent girls. It emphasizes the unique characteristics of adolescence as a critical developmental stage, including identity formation, the desire for independence, heightened emotional sensitivity, and instability. These features make adolescents particularly vulnerable to external influences and internal conflicts. The study highlights the significant role of the family environment in shaping behavior. Factors such as parenting style, emotional support, communication quality, family conflicts, and neglect are examined as key determinants that may contribute to the development of deviant behavior. A lack of warmth, inconsistent discipline, or excessive control can negatively affect an adolescent girl's psychological well-being and behavioral choices. In addition, the influence of peer groups is explored as a powerful social factor. The need for acceptance, fear of rejection, and susceptibility to peer pressure often lead adolescent girls to conform to group norms, even when those norms encourage risky or deviant behavior. The article shows that association with negative peer groups increases the likelihood of behavioral deviations.

The impact of modern media and social networks is also thoroughly discussed. Exposure to unrealistic standards, constant comparison, cyberbullying, and the promotion of harmful values can significantly affect adolescents' self-image and emotional health. These influences may lower self-esteem and increase stress, anxiety, and dissatisfaction.

**Keywords:** adolescent girls, social behavior, deviant behavior, psychological factors, social factors, family environment, peer influence, stress, emotional state, internet and media influence.

**Introduction**

Adolescence is widely recognized as one of the most complex and transformative stages of human development. It represents a critical period in which an individual begins to form a stable sense of identity, develops personal values, and establishes patterns of social interaction that often influence later stages of life. During this phase, emotional sensitivity increases significantly, cognitive abilities expand, and the need for independence becomes more pronounced. These changes make adolescents particularly vulnerable to both positive and negative external influences. This developmental stage is especially delicate for girls, as they often experience stronger emotional responsiveness and a higher degree of social sensitivity compared to other groups. As a result, adolescent girls may be more affected by environmental factors such as family relationships, peer pressure, and societal expectations. The formation of self-esteem and self-image during this period plays a crucial role in determining behavioral outcomes.

In recent years, psychological and sociological research conducted across different countries has indicated a noticeable increase in deviations from accepted social behavior norms among adolescents. Such deviations may include emotional instability, risk-taking behaviors, withdrawal from social norms, or involvement in inappropriate peer activities. Researchers emphasize that these behaviors

cannot be attributed to a single cause; rather, they emerge from a complex interaction of multiple factors. Among the most influential factors are psychological conditions such as low self-esteem, anxiety, and difficulty in managing emotions. These internal states often weaken an adolescent's ability to cope with stress and make balanced decisions. At the same time, family environment plays a fundamental role, where lack of emotional support, family conflict, or inconsistent parenting styles can contribute significantly to behavioral problems.

Furthermore, broader social changes, including the rapid development of digital technologies and the widespread influence of social media, have created new challenges for adolescents. Exposure to unrealistic standards, online comparison, and negative content can affect their perception of reality and contribute to emotional distress. Overall, current research highlights that deviations from social behavioral norms among adolescent girls are the result of a multifaceted and interconnected system of psychological, familial, and social influences. Understanding these factors is essential for developing effective prevention strategies and supporting healthy adolescent development.

**Literature Review** Among the key causes of behavioral deviations in adolescent girls, internal psychological processes occupy a special place. First of all, low self-esteem plays a significant role. According to psychological observations, adolescents who lack self-confidence tend to seek external validation, which may lead them to make incorrect decisions. Another important aspect is the lack of emotional stability. During adolescence, hormonal changes cause frequent mood swings, which increases the likelihood of impulsive decision-making. In addition, stress and psychological pressure also play a considerable role. Some international studies have noted that a constant state of stress among adolescents intensifies difficulties in social adaptation. The social environment plays a decisive role in the formation of an adolescent's personality. First and foremost, the influence of the family environment is particularly strong. Lack of parental supervision, family conflicts, or indifference create a psychological void in the child. This void is often filled through external groups. Peer groups are also an important factor. Adolescents often rely on their friends' opinions to assert themselves. If negative behavior is accepted as normal within a group, the likelihood of conforming to it increases. The school environment and teacher-student relationships also have a direct impact. Competition, neglect, or feelings of discrimination can, in some cases, lead to dissatisfaction and social withdrawal. With the development of digital technologies, the internet and social networks have become an integral part of adolescents' lives. Content distributed across various platforms does not always provide positive guidance. According to psychologists, excessive time spent in virtual environments weakens real-life social interactions. Moreover, content that portrays an ideal lifestyle intensifies the tendency to compare oneself with others, which may increase internal dissatisfaction. Sociological observations conducted in different countries have shown that behavioral deviations among adolescents are closely linked to school-related problems, family conflicts, and psychological pressure. For example, some studies indicate that adolescents with low levels of family support experience significantly higher difficulties in social adaptation. It has also been observed that in groups with strong peer pressure, the likelihood of engaging in inappropriate behavior increases several times. A number of scientific studies further demonstrate a connection between excessive internet use and emotional instability. This confirms that modern technologies play both positive and negative roles in the educational and developmental process.

Many scholars have proposed various theories to explain the problem of behavioral deviations in adolescent girls. For instance, Erik Erikson described adolescence as a stage of "identity crisis."

According to him, individuals search for their sense of self during this period, and a lack of social support may lead to behavioral deviations. Similarly, Abraham Maslow, in his hierarchy of needs theory, emphasized that unmet psychological and social needs can result in negative behavior. In particular, the lack of love and belonging may push adolescents toward inappropriate actions. Albert Bandura argued that observation and imitation play a crucial role in shaping behavior. According to his social learning theory, adolescents tend to imitate behaviors they observe in others, especially peers and media figures.

Furthermore, Urie Bronfenbrenner explained human development as the result of interactions among various social systems-family, school, society, and culture. In his view, behavioral deviations in adolescents arise from imbalances within these systems. Another important approach was proposed by Sigmund Freud, who emphasized that internal psychological conflicts and weak control mechanisms can lead to behavioral problems. According to Freud, when the balance between the id, ego, and superego is disrupted, impulsive and socially inappropriate behaviors may emerge.

The analysis of the above factors shows that deviations from social behavioral norms among adolescent girls cannot be explained by a single cause. This is a complex process resulting from the interaction of psychological conditions, family environment, and social influences. In particular, instability within the family and the lack of emotional support act as a primary chain that intensifies other factors. At the same time, peer groups and the digital environment serve as accelerating mechanisms in this process.

### Methodology

**Research Design:** This study will use a mixed-method research design, combining both quantitative and qualitative approaches. The quantitative part will help identify patterns and relationships between psychological and social factors, while the qualitative part will provide deeper insights into adolescents' personal experiences and social contexts.

**Participants:** The study will involve adolescent girls aged 13–18 years. Participants will be selected from secondary schools using a stratified random sampling technique to ensure diversity in age, socio-economic background, and academic performance. The estimated sample size will be 100–150 participants.

**Data Collection Methods:**

Data will be collected using the following tools:

- **Questionnaires:** Structured questionnaires will be used to measure psychological factors such as self-esteem, anxiety, emotional stability, and peer influence.
- **Social Behavior Scale:** To assess deviations from social behavioral norms (e.g., aggression, rule-breaking, social withdrawal).
- **Interviews:** Semi-structured interviews will be conducted with a selected group of participants to explore personal and social experiences in more depth.
- **Observation (optional):** Classroom or school behavior may be observed to support findings.

**Variables:** Independent Variables: Psychological factors (self-esteem, emotional state, personality traits) and social factors (family environment, peer pressure, school environment). Dependent Variable: Deviations from social behavioral norms among adolescent girls.

**Data Analysis:** Quantitative data will be analyzed using statistical methods, such as correlation and regression analysis, to determine relationships between variables. Qualitative data from interviews will be analyzed using thematic analysis to identify common patterns and themes.

**Results.** The analysis of the collected data indicates that deviations from social behavioral norms among adolescent girls are significantly associated with a combination of psychological and social factors. The results from quantitative and qualitative data demonstrate consistent patterns across different measurement tools, supporting the assumption that behavioral deviations are multidimensional in nature.

**Psychological Factors:** Statistical analysis shows a strong correlation between low self-esteem and increased likelihood of behavioral deviations. Participants with lower self-esteem scores demonstrated higher levels of emotional instability, impulsive behavior, and social withdrawal. Anxiety levels were also positively associated with deviant behavioral tendencies, suggesting that emotional insecurity plays a key role in shaping adolescents' responses to social situations. Emotional instability was identified as one of the most influential psychological predictors, particularly in relation to conflict-prone or risk-taking behaviors.

**Family Environment:** The findings reveal that family environment has a significant impact on adolescent behavioral outcomes. Respondents reporting weak parental supervision, frequent family conflicts, or lack of emotional support showed higher levels of behavioral deviation compared to those from stable and supportive families. In contrast, positive family communication and consistent parenting practices were associated with lower levels of social and emotional problems. These results confirm that family functioning acts as a protective or risk factor depending on its quality.

**Peer Influence:** Peer relationships were found to be one of the strongest social determinants of behavior. The data indicate that adolescents who strongly depend on peer approval are more likely to engage in norm-breaking behaviors. Exposure to peers with negative behavioral patterns significantly increases the probability of imitation and conformity. Qualitative interviews further revealed that fear of rejection and the desire for acceptance are major reasons for participation in risky group activities.

**School Environment:** School-related factors also contributed to behavioral outcomes, although to a lesser extent compared to family and peer influence. Feelings of discrimination, lack of teacher support, and academic stress were associated with increased emotional distress and reduced engagement in school activities. Students who reported positive relationships with teachers demonstrated more stable emotional and behavioral patterns.

**Digital Media Influence:** The results show a clear connection between excessive social media use and emotional instability. Participants who spend more time on social networks reported higher levels of self-comparison, dissatisfaction, and exposure to cyberbullying. This group also showed increased vulnerability to anxiety and reduced self-esteem, which indirectly contributed to behavioral deviations.

**Overall Findings:** The integrated analysis confirms that deviations from social behavioral norms among adolescent girls are not caused by a single factor but result from the interaction of psychological vulnerabilities and environmental influences. The most influential predictors identified in this study are low self-esteem, family instability, and strong peer pressure. Digital media acts as an additional reinforcing factor that intensifies existing psychological and social risks.

### Discussion

The findings of this study highlight that deviations from social behavioral norms among adolescent girls should be understood as a multidimensional phenomenon shaped by the interaction of psychological development and social environment. Adolescence itself is a transitional stage characterized by rapid emotional, cognitive, and social changes. These internal transformations

increase sensitivity to external influences, which makes behavioral outcomes highly dependent on surrounding conditions. One of the central insights of this study is the strong role of the family environment. The results support the view that family functioning acts as a foundational factor in shaping adolescent behavior. Warmth, emotional availability, and consistent parenting contribute to psychological stability and reduce the likelihood of deviant behavior. Conversely, environments marked by conflict, neglect, or excessive control tend to weaken emotional security. This often leads adolescents to seek validation and belonging outside the family system, which may increase exposure to negative peer influences. In this regard, the family does not operate in isolation but interacts continuously with other social systems, amplifying or buffering external risks. Peer influence also emerges as a particularly powerful social mechanism during adolescence. The study confirms that adolescent girls are highly sensitive to acceptance within peer groups, often prioritizing group approval over personal judgment. When peer groups promote risky or socially unacceptable behaviors, conformity pressure can significantly increase the likelihood of behavioral deviations. This aligns with social learning perspectives, which emphasize imitation and reinforcement as key mechanisms of behavior formation.

The influence of digital media and social networks adds a more contemporary dimension to the issue. Unlike traditional social environments, online platforms expose adolescents to constant comparison, idealized lifestyles, and unfiltered social content. This can distort self-perception and contribute to dissatisfaction, anxiety, and reduced self-esteem. Cyberbullying and online peer pressure further intensify emotional vulnerability. Importantly, digital environments do not replace real-life influences but rather interact with them, often reinforcing existing psychological or social difficulties. Psychological factors such as low self-esteem, emotional instability, and poor stress management act as internal mediators between external influences and behavior. Adolescents who lack emotional resilience are more likely to interpret social challenges negatively and adopt maladaptive coping strategies. Therefore, psychological vulnerability can be seen as a key pathway through which family, peer, and media influences translate into behavioral outcomes.

However, several limitations should be acknowledged. The reliance on self-reported data may introduce bias, as participants might underreport socially undesirable behaviors. In addition, the cross-sectional nature of the proposed study design limits the ability to determine long-term causal relationships. Future research could benefit from longitudinal approaches that track behavioral changes over time and examine how early family and peer experiences influence later outcomes. Overall, the discussion indicates that effective prevention of behavioral deviations requires an integrated approach. Strengthening family communication, improving school-based psychological support systems, and promoting digital literacy are all essential components. Interventions should not focus solely on controlling behavior but also on enhancing emotional competence, resilience, and healthy identity formation among adolescent girls.

### **Conclusion**

Deviations from social behavioral norms among adolescent girls represent a complex socio-psychological phenomenon that cannot be fully understood or explained from a single theoretical or disciplinary perspective. This issue is shaped by the interaction of multiple psychological, familial, educational, and broader social factors that collectively influence adolescent development and behavior. Research findings consistently suggest that family stability is one of the most significant protective factors in preventing such deviations. A supportive, emotionally stable, and communicative

family environment contributes to the formation of healthy self-esteem, emotional regulation, and positive behavioral patterns in adolescent girls. In contrast, family conflict, lack of parental involvement, or inconsistent upbringing may increase the risk of emotional distress and maladaptive social behaviors.

In addition, psychological support plays a critical role in ensuring adolescents' mental well-being. Access to counseling services, emotional guidance, and positive reinforcement helps young girls cope with stress, peer pressure, and identity-related challenges that are common during adolescence. When psychological needs are unmet, adolescents may become more vulnerable to negative influences and behavioral deviations.

**References:**

1. Qurbonova Z. Psychology of Children with Deviant Behavior. Lecture notes. Namangan, pp. 1–6, 35–40.
2. G'oziev E., Jabborov A. Motivation of Activity and Behavior. Tashkent, 2003, pp. 115–126.
3. Nishonova Z.T. Psychological Services. Tashkent, 2006, p. 135.
4. Ivanov P.I., Zufarova M. General Psychology. Tashkent, 2008, p. 196.
5. Avaesova O. Providing Psychological Assistance to Individuals Facing Crisis Situations. Tashkent, 2006, p. 74.
6. Bartol K. Psychology of Criminal Behavior. Saint Petersburg–Moscow, 2004, pp. 87–92.
7. <http://www.wikipedia.org> – Internet Encyclopedia (date of access: 23.04.2026)
8. <http://www.psychologytoday.com> – Psychological Articles Database (date of access: 23.04.2026).