

Values As A Predictor of Socially Unacceptable Behavior of Youth

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Abstract

The values of youth direct behavior towards achieving specific value goals. Schwartz's theory of universal content and value structure plays a significant role in the theoretical understanding of values and value systems, according to which values are desirable goals of varying importance that represent the guiding principles in the life of an individual (Schwartz, 1992). Socially unacceptable behaviors are behaviors that deviate from everyday habitual behavior, and are dangerous to the person and the environment and therefore require professional and professional help (Uzelac, 1995). Depending on whether such behaviors pose a greater danger to the person himself or his environment, we are talking about internalized and externalized behaviors. In addition to Schwartz's theory, values as possible predictors of socially unacceptable behavior are also discussed by the theory of social learning, the theory of anomie, the theory of self-determination. By reviewing the researches about connection of youth values with unacceptable behavior, which is the goal of this review, it can be concluded that most of the research points out that in explaining internalized behavioral problems it is important what kind of culture of society one belongs to, and significant values that are associated with the emergence of internalized problems are traditional and modernist (but also the values of achievement), while the characteristics of personality are more important for the explanation of externalized problems, and significant values associated with externalized problems are the values of power, incentives, hedonism, openness to change and the value of one's own gain.

Keywords: externalized and internalized problems, , socially unacceptable behavior, values

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1. Introduction

Young people who represent the future of every society in the process of adequate social adaptation can be found between two contradictory expectations: to adopt social values, acceptable behavior and promote them, or to contribute to the necessary social changes with their creativity and innovation. Precisely because of this contradiction, young people are seen as a creative carrier of modern values, but also as a group that can be the source of problems (Schizzerotto, Gasperoni, 2001, according to Gvozdanović et al., 2019).

Within the social sciences and humanities, numerous branches are engaged in the research of values (its structure, content and consequences), as well as what role values play in the formation of attitudes, preferences and behaviors (Sagiv et al., 2017).

In addition to biological heritage, the behavior of the individual is also formed under the influence of the environment, i.e. the social context (family, culture, political and economic organization). The individual behaves according to his needs, appropriate or acceptable to the social situation, using different patterns of behavior (Kuzmanović and Simel, 2010). Society determines what is appropriate, so certain forms of behavior throughout history and in certain cultures differ in appropriateness. In addition to appropriateness, social behavior is influenced by the expression of one's own values and goals (Sagiv et al., 2017).

Like behavior, values are formed by the interaction of genetic inheritance and exposure to multiple social environments (Sagiv et al., 2017). Thus, we can say that understanding personal values contributes to the understanding of human behavior, acceptable and unacceptable forms. Values consist of ethical principles, social and cultural norms, and emotional experiences, and real behavior is often a reflection of this. In order to understand the connection between social values and (un)acceptable behavior of an individual, it is important, in addition to the individual characteristics of the individual, to understand the culture and tradition in which a person grew up (Kuzmanović and Simel, 2010).

Modern societies are characterized by the values of young people focused on "their own gain" and "openness to experience", but increasingly important is becoming a contradictory value: "security" (Brommick and Swallow, 2001). Research by France (2007) showed that the values of "gain" and "openness to experience" motivate the behavior of young people to success, and less according to the importance of social acceptability of behavior, and it is traditional values and conformity that are a prerequisite for socially acceptable behavior. Research by Ilišin and Gvozdanović (2016) shows that there is a new trend of growth of traditional values of young people that provide them with a kind of security in times of economic crisis.

Socially unacceptable behaviors or behavioral problems are becoming more frequent, especially among young people (Stojković, Dimoski, and Eminović 2013), which is also contributed by the frequency of changes in value systems (Đuranović and Opić, 2013).

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2. Values

There are a lot of research approaches and definitions of value (Chazan 1985, according to Kuzmanović and Simel, 2010). One of the generally accepted definitions is: values are ideas that tend to be above specific situations, refer to desirable goals or certain behaviors, and are hierarchically organized into value systems (Bilsky et al., 2011 according to Švigir, 2016). A more precise definition is that they are relatively stable, generally and hierarchically organized characteristics of individuals and groups, created by the interaction of historical, contemporary social and individual factors. (Pantić, 1977, according to Ilišin 2011). Values play a major role in the formation of human behavior, help the individual in his decisions and judgments, rationalize procedures and situations, shape attitudes and opinions, and represent important strongholds in understanding society (Kuzmanović and Simel, 2010).

2.1. Relevant theoretical approaches

The French sociologist Emile Drukheim in the 19th century, observing society and major social changes, developed **the "Theory of Anomie"**. Durkheim noted that individuals find it difficult to adapt to newly created changes in the structure of society. Namely, feelings of insecurity and fear of unsuccessful adaptation to new circumstances appeared in society. Learned patterns of behavior and leading social values and ways to achieve goals become irrelevant in the daily functioning of society. This leads to a decline in morality and instability of the individual in society, chaos in society, and different interests between groups become the backbone of conflict. This state Durkheim calls anomie ("lawlessness"), it exists when there are no clear leading social values, norms and rules in society that direct the behavior and actions of the individual, but also of the whole society (Zembroski, 2011, according to Grgurić, 2019). Durkheim states that it is natural in situations like this to expect an increase in deviant behavior. In the further study of the development of society Durkheim distinguishes two types of society: mechanical and organic. A mechanical society is based on solidarity, and its members share beliefs and core values. For this reason, in such a society there is a strong collective consciousness, integration, cohesiveness, and the individual puts the needs of society before his own. The prevailing social value is precisely "conformity", which represents a kind of norm, thus harmony prevails in society and maintains a small rate of deviant behaviors. On the other hand, organic society is based on the basis of specialization and impersonal relations (Derenčinović and Getoš, 2008). One of the main characteristics of organic society is the weakening of collective values, thereby thereby leads to individualization and greater freedom of the individual. Durkheim states that it is precisely such a weakening of traditional and conformist values that ultimately leads to deviant behavior and the emergence of new forms of behavioral problems that society has not encountered before (Durkheim 1972, according to Grgurić, 2019). In the modern context, this theory can be seen within the framework of major changes that young people encounter on a daily basis. The process of accelerated globalization and computerization of society leads

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with its numerous fluctuations of social values and increasing individualization of the individual (Gvozdanović et al., 2019). Exposure to constant change can cause feelings of insecurity, fear, a decline in morality, abandonment of values directed at collective action, and a turning to the values of "self-gain." Such circumstances greatly pander to the possibility of developing maladaptive behavior that can be directed at society, but also at the individual himself.

The theory of self-determination is a meta-theory consisting of six smaller subtheories, and for the purposes of this thesis will be described "**Subtheory of basic needs**". This subtheory focuses on the relationship between the three basic needs and personal well-being. The three basic needs that people strive to meet are the needs for connectivity, competence and autonomy, and they vary in their priority for each individual. In order to achieve optimal development, it is necessary to meet these basic psychological needs. For this reason, the listed needs greatly motivate human behavior to act in a certain direction (direction of optimal development), and failure to meet these needs can be the cause of sources of frustration, aggressiveness and the development of various forms of problematic behavior. **The need for connection** is met by: achieving quality interpersonal relationships, showing care for others, a sense of belonging and care by other people and the community (Gasević, Hundrić and Mihić, 2016). If this fundamental need were to be viewed within Schwartz's basic human values it can be argued that these are specific values that fall within the values of a higher level of "self-renunciation", such persons are mostly not prone to developing externalized behavioral problems (Bilsky and Hermann, 2016). **The need for competence or achievement** refers to one's own experience of efficiency in interaction with society and the perception of the possibility of progress and expression of one's own capacities (Deci, 1975, according to Gasević, Hundrić and Mihić, 2016). Within the value of this need, they can be seen as motivating goals of specific values of a higher level of "openness to experience". In the end, **the need for autonomy**, i.e. the need to perceive oneself as a decision-maker about one's own behavior, it involves acting primarily in accordance with one's own interests and integrated values (Ryan and Deci, 2002, according to Gasević, Hundrić and Mihić, 2016). This need is compatible with the goals of the values of "independence" and "power". Understanding these basic needs within value systems can contribute to understanding the occurrence of certain forms of outsourced or internalized behavioral problems. Moreover, needs as much as values motivate behavior with respect to the fulfillment of a need/goal. Failure to meet these needs with the same or similar goals as values compatible with them (motivational goals) leads to the development of self-destructive, depressive and aggressive behavior (Goodwin, 2006).

These theories and research suggest the existence of certain relationships between the individual, society, behavioral problems and value systems. In order to clarify the relationship between the above, this thesis sets appropriate goals and problems that seek to gain a better insight into this topic of research.

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2.2. Schwartzs theory of universal content and value structure

Schwartz's theory of universal content and value structure states that values are desirable goals, of varying importance that represent the guiding principles in the life of an individual (Schwartz 1992, according to Ferić, 2007). According to Schwartz's theory, there are ten basic motivational types of values that differ from each other with respect to the specific goals by which they are determined in terms of content, and which motivate people and their behavior to realize their own values. Specific goals (motivational goals) arise from three basic requirements of human existence: biological needs, the need for social interaction, and the need for survival and functioning of the group (Schwartz 1992, according to Ferić, 2007). Table 1 shows the ten basic motivational types of values and their motivational goals and specific values.

Table 1.1. Types of values, motivational goals and specific values that represent them (Schwartz, 2003).

Motivational type of value	Motivational goal	Specific values
Power	Social status and prestige, control and domination of people and resources	Social power, authority, wealth, maintaining a self-image in society
Achievement	Achieving personal success by demonstrating competence in accordance with social standards	Success, influence, ambition, ability
Hedonism	The importance of satisfaction, comfort and pleasing one's own physical needs	Pleasure, enjoyment of life, self-satisfaction
Stimulus/stimulation	Excitement, news and challenges in life	Courage, exciting and varied life
Independence	Freedom of thought, action and choice, creativity and exploration	Creativity, freedom, independence, curiosity, choosing your own life goals
Universalism	Understanding, accepting, tolerance and protecting the well-being of all people and nature	Broad-minded, wisdom, social justice, equality, the world of the beautiful, peace in the world, unity with nature, environmental protection
Benevolence	Preserving and improving the well-being of people with whom he is often in personal contact	Kindness and willingness to help, honesty, willingness to forgive, loyalty, responsibility
Tradition	Respect, commitment, acceptance of customs and ideas that traditional culture and religion provide	Modesty, acceptance of one's life as it is, piety, moderation, respect for tradition
Conformity	Refraining from actions, inclinations, impulses that could upset or harm others and violate social expectations or norms	Decency, obedience, self-discipline, respect for parents and the elderly

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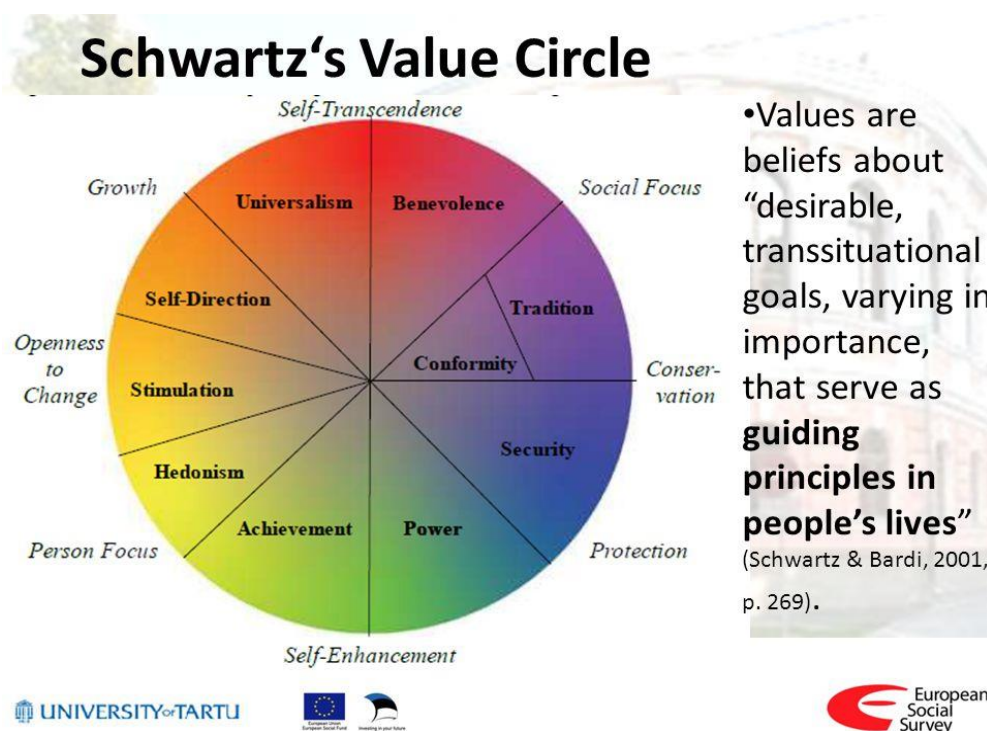
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Security	Security, harmony and stability in society and relationships or within the individual himself	Family safety, national security, social order, clear return of services
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Schwartz believes that there is a dynamic relationship between the ten motivational types of values (structure and dynamics). Value structure refers to the fact that behaviors directed by a certain type of value have psychological, practical and social consequences that may be compatible or conflict with behaviors directed at other types of values (Schwartz 1992, according to Ferić 2007). Schwartz (1992) made a circular representation of their relationship in which they are compatible are those types of values that are closer in a circular view, and conflicting ones that are opposite each other. For example, by examining Figure 2, compatible types of values are "universalism" and "benevolence", while "independence" and "security" are conflicting types of values.

Figure 2. Structural relationship of ten motivational types of values (Schwartz, 1992).



In the presented circle, tradition deviates from the usual arrangement of values because it is identified with conformity (it is maintained by the same motivational goal as in conformity), but conformity requires submission to people with whom the individual is close, and tradition is oriented on subordination to more abstract and demanding concepts such as social and religious customs or ideas (Schwartz 1992, according to Schwartz, 2003).

Schwartz distributes ten types of motivational values into four types of higher-level values:

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- Openness to change (independence and encouragement) – tendency to change, freedom of thought and action
- Own gain (power and achievement) - achieving personal success and dominance over other people
- Maintaining traditional relationships (security, conformity and tradition) – obedience and restraint of one's own actions in order to maintain the existing state of affairs
- Self-renunciation (universalism and benevolence) - caring for the well-being of people and accepting others as equals

The above four higher levels of values represent the opposite poles of the higher levels of values. Thus, the values of openness to change are the opposite of the values of maintaining traditional relationships. Equally, the values of one's own gain, which are oriented towards personal success and dominance, are the opposite of the values of one's own renunciation oriented towards ensuring the well-being and acceptance of others. Hedonism is not classified in nor do they eat a higher level of value, because as Schwartz considers it is simultaneously associated with the values of openness to change and one's own gain.

When directing behavior, relationships between different value levels are of great importance, especially when it comes to compatible values such as "power" and "achievements" that, given the similarity of motivational goals, mutually support and strengthen each other (Schwartz 1992, according to Kuzmanović and Simel, 2010).

Numerous studies have sought to confirm the settings of Schwartz's theory of value. Research has been conducted in over sixty world countries, and it has been found that there are variations in value priorities with regard to gender, age and education (Ferić 2007, according to Kuzmanović and Simel, 2010). Schwartz and Rubel (2005) found that women are more inclined to add more importance to the values of their own renunciation, while men are more inclined to the values of their own gain, but culture contributes greatly to prioritizing values. To examine the relationship between culture and priority values with regard to gender Schwartz et al. (2001) conducted research in three different cultures (Italy, South Africa and Israel). The results showed that there are significant correlations in three value areas. A significant association applied to women raised in religious Israel who gave the values of "benevolence" a higher priority than men from that culture. Furthermore, the results showed that women from traditionally south Africa give higher priority to the values of "traditionality" than men. In the end, men from Italy add more importance to the values of "incentives" than women.

Inglehart (1997) found in his research that older people (who experienced more material insecurity) added more importance to material values than adolescents or the value of their own gain. Schwartz (2006) highlighted safety as a value whose significance grows with age and accumulated life experience.

Furthermore, research has shown that individual values play a major role in the selection of studies as well. Decisions about choosing studies stem from life experiences, but are often

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tied to values such as: security (for stable employment), achievement opportunities, power and incentives (Edwen 2000, according to Kazi and Akhlaq 2017). These variations of value priorities are important for understanding, and precisely because of the great life changes and complex social processes brought by the period of youth. Such strong external and internal influences contribute greatly to changing priorities in youth value systems (Schwartz, 2006).

Sagiv et al. (2017) talk about the importance of certain types of values, i.e. priorities some values that motivate human behavior towards a specific goal. They are the ones who determine in a certain situation which forms of behavior have a positive sign and which have a negative sign (Lewin 1952, according to Kuzmanović and Simel, 2010). Priority values lead to the activation of some behavior. For example, people whose priority values are an incentive/stimulation are more inclined to accept an offer for a new job than people whose priority value is security (they will perceive the same job offer as a negative omen and a possible source of instability). Human behavior is based on meeting priority goals in life and thus values. High-priority values are important for a person's self-concept. A sense of opportunity to achieve them triggers an automatically positive affective response to actions that lead to their fulfillment. On the other hand, when the possibility of compromising the priority value appears, a negative affective response occurs.

3. Behavioral problems

There are many definitions and classifications of behavioral problems, but one of the generally accepted definitions is that behavior that deviates from the everyday behavior of children and young people and is dangerous for a person who expresses such a form of behavior, but also for his environment and requires professional help for successful socialization (Uzelac, 1995, according to Klarin, Miletić and Šašić, 2018). The appearance of behavioral problems among children and young people is an old, but current and extremely complex and dynamic phenomenon in society. The problem arises when society does not follow its dynamism and complexity and does not develop adequate interventions. In working in this field, it is necessary to constantly examine problems and search for various solutions that seek to understand the process of their occurrence and change (Koller-Trbović and Žižak, 2012). The complexity of this concept can also be seen in its various classifications. One of the fundamental divisions of behavioral problems is into internalized and externalized problems. **Internalized behavioral problems** are considered to be those behaviors that harm the person himself more than his environment, these are overly controlled behaviors that are more difficult to recognize in society (Lebedina Manzoni, 2007, according to Žeger, 2018). Some of the symptoms of internalized behavioral problems are: depression, stress and anxiety. Namely, people with internalized problems are prone to developing fears, tensions, feelings of unlovedness, inferiority, sadness, shyness and reclusiveness (Lebedina Manzoni, 2007, according to Žeger, 2018). Nebula and Džanko (2016) cite such controlled and self-directed behaviors: depression, anxiety, timidity, social reclusiveness, suicidality and others.

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On the other hand, **outsourced behavioral problems** are very recognizable in society. Mihić and Bašić (2008). they define externalized problems as active behavioral problems characterized by insufficiently controlled behavior and orientation towards others, that is, towards the world around them. Outsourced behavioral problems include a wide range of socially unacceptable or risky behaviors such as theft, misdemeanors, criminal and delinquent acts, bullying, consumption of narcotic and psychoactive agents, fights, quarrels, violations of rules, etc. (Žižak, Koller-Trbović and Jeđud, 2004 according to Petrović, 2020). However, this type of behavioral problems also includes aggression, ADHD, behavioral disorders, defiance and opposition disorder, impulsivity (Lebedina Manzoni, 2007 according to Petrović 2020).

Lebedina Manzoni (2007) states that girls are more prone to develop internalized behavioral problems due to the need to internalize their emotions, which leads to the appearance of depression, anxiety and social withdrawal. Boys and young men are more prone to problems expressed by physical confrontations, theft, vandalism, etc., i.e. externalized behavioral problems (Christmas, 2015). However, more recent research shows that gender is slowly being lost in the context of internalized or outsourced behavioral problems, and especially in modernized states. Moreover, there is a common incidence of externalized and internalized problems in young people, and in parallel, the rate of girls with externalized problems as well as young men who are more willing to declare themselves regarding internalized behavioral problems is increasing (Doerfler, Volungis and Connor, 2020). However, many authors claim that the occurrence of comorbidities of externalized and internalized problems is more common in young men than in girls, but they also attribute certain cultural differences to this (Loeber and Keenan, 1994, according to Mihić and Bašić, 2008).

3.1. Risk factors for the occurrence of behavioral problems

In order to better understand the relationship between individual levels of value and behavioral problems, it is important to understand some risk factors that contribute to the occurrence of internalized and externalized behavioral problems, but represent a significant factor in the domain of value.

Risk factors contribute to the assessment of the status of unacceptable behavior and adequate intervention. Problematic behavior is often very complex and when assessing the risks that contribute to the development of some problematic behavior, it is necessary to take into account all possible risk factors (individual and environmental) (Bašić, 2009). Deković (1999) states that there are three basic levels at which risk factors of behavioral problems occur: the individual level, family and peer environment and the wider social context. **The individual level** refers to the individual himself and his characteristics, and the main risk factors at this level are low self-esteem and poor academic performance. It is these two factors that develop a sense of failure and impossibility of achievement in a young person

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(Deković, 1999). Within values, this may be associated with prioritizing the values of "achievement" and the pursuit of this value regardless of the means or manner of behavior (Schwartz, 2006). The absence of social skills, responsibility and self-confidence are also important individual risk factors, and especially contribute to the development of internalized behavioral problems (Doležal, 2006, according to Petrović, 2020). **Family and peer environment** represent a very significant component when developing behavioral problems. Lebedina Manzoni (2007) emphasizes the importance of family environment and good functioning for healthy emotional development and shaping of the behavior of the child and the young person. The key risks at this level are frequent conflicts, poor communication within the family, neglect and abuse of the child, and inappropriate upbringing style. Koller, Nikolić and Dugandžić (2009) add to this the criminal behavior of family members, the consumption of psychoactive agents by parents and the psychological difficulties of family members. Such inadequate family relationships can lead to the development of insecure attachment and the need for a constant search for values such as "security" (Lebedina Manzoni, 2007). Furthermore, **Bandura's social learning theory** dictates that the behavior of an individual is largely related to the influence of external factors, namely learning from his close environment. Accordingly, living in high-risk families and learning their behavioral patterns can result in socialization difficulties and inadequate behavior. Within the family, such behavior is accepted as daily and normal, and the individual loses the ability to properly reason about the (in)acceptability of some behavior (Lebedina Manzoni, 2007). By losing the ability to reason about the acceptability of behavior, there is also a kind of need for self-orientation, i.e. pleasure, and accordingly such persons tend to give priority place to values at the level of their own gain and hedonism (Crisp, 2006). **Peer relationships** play a huge role in the formation of the behavior of children and young people, they represent a breeding ground for the development of emotional ties and complex relationships. Deković (1999) states that this association with peers of socially unacceptable behavior is a significant risk factor, especially for the development of externalized behavioral problems. However, as an important risk factor, he points out the inability to connect with a group of peers that are not socially unacceptable behavior. Such a relationship may result in the development of value systems that are aimed at their own gain. On the other hand, Vitz (2002) states that if a peer group represents a significant factor in an individual's life, the priority place in his life can be occupied precisely by the values of his own renunciation. **Social context** is an indispensable factor in explaining problems in youth behavior. Society contributes greatly to the development of unacceptable behavior and "governing" values through its dynamic processes and changes (Schwartz, 2006). The main risk factors of behavioral problems at this level are: non-inclusion in structured community activities such as sports, church activities, workshops, etc., then community attitudes that support antisocial behavior societies and the use of psychoactive substances, poor academic performance and lack of support from school systems, and the criminogenic nature of the community (Hart et al., 2007). In such developed societies, the need to realize the value of power prevails, i.e. one's own gain, which is

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associated with the appearance of violence, aggression, poor school achievement, delinquency (externalized problems) (Harti et al., 2007).

4. Relationship between values, externalized and internalized behavioral problems

Based on the previous chapters, it can be assumed that there is a certain relationship between individual types of values and human behavior. Equally, one can assume the contribution of individual risk factors (behavioral problems) to the value orientations of the individual. After a more detailed conceptualization of values with Schwartz's theory of universal values and value systems, psychology and other social sciences are increasingly paying attention to the concept of value within the framework of behavioral problems. However, this area has not yet been sufficiently explored, and especially when it comes to the relationship between values and internalized behavioral problems (Bilsky and Hermann 2016).

4.1. An overview of relevant research of value relationships, externalized and internalized behavioral problems

Aldwin and Greenberger (1987). they conducted research on the significance of cultural differences and their values (Asia and America) as predictors of depression. The results showed that Asians with a pronounced traditional culture and traditional values attributed a higher level of depression precisely to the high traditional values and expectations that arise from them. On the other hand, American participants attributed the high level of depression precisely to modernist values that are focused on their own gain. Schwartz also attributed this contradiction to the significance of great cultural differences in almost all of his works. In Croatia, according to Ilišin and Gvozdanović (2016), there is a tendency to return young people to traditional values that provide them with security. It is the feeling of security that is an important factor in protecting the development of internalized behavioral problems such as depression and stress (Lebedina-Manzoni, 2007). Furthermore, in a study by Cottle (1969), the results showed that "achievement" values may be associated with the subsequent development of anxiety. People strive to achieve important values for them, and they direct their behavior towards achieving value goals. When value goals are not met for a long time, there is a possibility of anxiety or on the other hand aggressiveness (Schwartz, 2006).

Relevant research by Seddig and Davidov (2018) looked at the association between Schwartz's basic human values and bullying. Specifically, the results of the research showed that the values of "self-renunciation" and "retention of traditional patterns" are negatively related, while the values of "power" and "stimulus (stimulation)" are positively associated with the construct of bullying. However, the authors of this research emphasize that attitudes

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play an intermediate role in the relationship between values and bullying. Despite the dominant association between attitudes and behavior, the same authors argue that values themselves can significantly contribute to the explanation of violent behavior.

Bilsky and Hermann (2016). in their research, they also emphasize the importance of Schwartz's theory of universal content and value structure to understanding delinquent behavior. They confirmed the relevance of this theory and concluded that by moving around the circle of values, the self-expression of the delinquent behavior of the participants showed the greatest negative correlation with "traditional values" and "conformism" and the greatest positive correlation with "hedonism" and "stimulus (stimulation)". More precisely, looking at the values of the higher level, the greatest negative connection of delinquency with the values of "preservation of traditional relations" is the greatest positive connection with the values of "openness to change" and "hedonism", which is not classified in the values of a higher level. This research is consistent with the previously mentioned research by Seddig and Davidov (2018), which suggests the possibility of linking externalized behavioral problems with higher levels of value "self-profit", "openness to change" and the value of "hedonism".

Furthermore, gambling as one of the increasingly common forms of behavioral problems of (externalized) young people and is also becoming an interesting construct of social research. Gambling is a type of behavioral problem, but also dangerous addiction whose rehabilitation requires a long period of time and is one of the most psychologically difficult rehabilitations (Chan, 2012). Chan (2012) questions the relationship between gambling, pathological gambling, and value levels. He conducted a study whose results showed that young people with a pathological gambling problem value the most values of "hedonism" as opposed to the group of participants who did not have a gambling problem and a group of participants who have a problem but are not pathological. The values that have proven to be "protective" for the development of gambling problems are high values of "incentives (stimulation)" and the values of "preserving traditional relationships".

In one study (Petrović, 2021) conducted in Croatia, the associations between the values of young people and behavioral problems were examined on a sample of students, and the results showed that the most common types of values among students are: benevolence, universalism and independence, and the least common are: tradition, conformity and power. Also, it has been shown that female students tend to attach more importance to the values of their own renunciation than students, and students attach greater importance to the values of their own gain. Furthermore, the results of this research have shown that the most common of the examined internalized behavioral problems among students at the University of Zagreb is stress, and externalized problems are the use or abuse of psychoactive substances and gambling. It has been shown that students gamble more frequently and commit bullying than female students. Looking at the entire scale of externalized behavioral problems, students achieve higher average values than female students on all subscales. On the other hand, no statistically significant differences in the frequency of internalized problems (depression, stress, anxiety) in gender-related behavior were found. However, in this case female students

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achieve a little more central value on the subscales of depression, stress and anxiety. By examining the relationship between internalized behavioral problems and higher levels of value, the results showed that there is no significant association between individual higher values and symptoms of internalized behavioral problems. Interesting data were obtained based on the results of the connection between externalized behavioral problems and higher levels of value. It has been shown that the values of one's own gain have a positive association with externalized behavioral problems: bullying, domestic and close relationship violence, misdemeanor and minor delinquent offenses, gambling and bullying. All of the above behaviors, i.e. externalized problems in this research have a negative correlation with the values of one's own renunciation. Also, it is important to emphasize that the values of retaining traditional relationships have a negative association with the use or abuse of psychoactive substances. The values of openness to experience have not shown a correlation at any level of outsourced or internalized problems.

5. Conclusion

By reviewing the literature and the results of previous research on the relationship between the values of young people and behavioral problems, we can conclude that the values of young people play a role in explaining behavioral problems. The largest number of studies confirms the findings of the authors Schwartz and Rubel (2005) who compared different psychoanalytic theories and show that women are more inclined to add more importance to the values of their own renunciation, while men are more inclined to the values of their own gain. Also, by researching Schwartz et al. (2001) it has been shown that men from Western culture are more inclined to add more importance to the values of their own gain than women.

In research conducted in different cultures, it has been shown that the correlation between values and behavioral problems depends on society and the fact of what are the fundamental and primordial social values of that society that have been passed down through generations, as well as how these values are promoted in society and how much freedom society gives individuals to choose their own values. In doing so, a good balance between the main frameworks, i.e. the fundamental values of society and the giving of the necessary freedom, is extremely important. Thus, in more open societies that propagate modernist values focused on their own gain but do not give fundamental frameworks, i.e. give too much freedom, there may be behavioral problems, while in societies that harbor traditional values framed by fundamental rules that do not give much freedom also, there may be behavioral problems. Also, research has shown that some general thesis that young people are most oriented towards the values of their own gain and openness to experience are not quite accurate, and that this also largely depends on the culture in which they grow up. Some research (Ilišin and

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Gvozdanović, 2016) suggests that there is a new trend of growth of traditional values among young people.

Regarding the development of behavioral problems research (Lebedina Manzoni, 2007) mainly show that girls are more prone to the development of internalized and young men externalized problems, although some authors claim that the significance of gender is lost in the development of both types of problems.

Every society propagates certain values. On the other hand, each society, according to its values, determines which behavior is not acceptable. Understanding how values can contribute to the development of behavioral problems is of utmost importance. In order to design preventive programs for behavioral problems, it is necessary to understand the rationality of the occurrence of this behavior. However, it is primarily important to understand some of the basic values that a person is guided by in life and that motivate him to a certain behavior. The interaction of values, attitudes, environment and character of an individual is primarily important to research and understand well in order to approach a person who needs help due to behavioral problems in the therapeutic way that suits them. Unfortunately, there is still not much research on values and behavioral problems, especially when it comes to internalized problems. However, many social science researchers are paying increasing attention to values and their contribution to human behavior. It is important to emphasize the role of certain preventive programs in the prevention of behavioral problems.

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