

ООП, зокрема використання арттерапії, казкотерапії, емоційно-ресурсних вправ та групових форм взаємодії. Зроблено висновки про важливість цілеспрямованої актуалізації ресурсного потенціалу дитини як основи її адаптації, збереження психічного здоров'я та успішного розвитку в умовах воєнного часу.

Ключові слова: *ресурсний потенціал, життєстійкість, діти з особливими освітніми потребами, воєнний стан, адаптація, психологічна стійкість, саморегуляція, емоційна стабільність, інклюзивне середовище, психолого-педагогічний супровід.*

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ПСИХОЛОГІЯ ДЕВІАНТНОЇ ПОВЕДІНКИ

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ПСИХОЛОГІЧНІ ДЕТЕРМІНАНТИ ТА ОСОБИСТІСНІ ПЕРЕДУМОВИ СХИЛЬНОСТІ ДО ДЕВІАНТНОЇ ПОВЕДІНКИ СТУДЕНТСЬКОЇ МОЛОДІ

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Анотація. У статті представлено результати емпіричного дослідження психологічних детермінант схильності до девіантної поведінки студентської молоді в умовах воєнного часу в Україні. Теоретичний аналіз охопив психоаналітичний, екзистенційно-гуманістичний та соціологічний підходи до розуміння девіантності, а також систематизував індивідуально-психологічні, соціально-психологічні, мотиваційні та соціально-економічні детермінанти девіантної поведінки. Емпіричну базу дослідження склали результати обстеження 69 студентів віком 17–22 роки за допомогою методики визначення психічних станів, що зумовлюють схильність до девіантної поведінки (М. Горської), та методики діагностики схильності до девіантної поведінки (А.Н. Орла, СОП). Для перевірки взаємозв'язку між психоемоційними станами та конкретними формами схильності до девіантної поведінки застосовано коефіцієнт рангової кореляції Спірмена. Встановлено статистично значущі кореляції між узагальненим показником психологічного ризику за методикою Горської та усіма п'ятьма шкалами схильності до девіантної поведінки за Орлом, найсильніший зв'язок виявлено з показником вольового контролю емоційних реакцій ($r_s=0,49$; $p<0,001$). Порівняння груп з високим і низьким рівнем ризику за допомогою U-критерію Манна – Уїтні підтвердило статистично значущі відмінності за всіма шкалами схильності до девіантної поведінки. Результати інтерпретовано в контексті специфіки воєнного часу та запропоновано напрями психопрофілактичної роботи.

Ключові слова: девіантна поведінка, студентська молодь, психічні стани, тривожність, фрустрація, ригідність, агресія, вольовий контроль.

PSYCHOLOGICAL DETERMINANTS AND PERSONAL PREREQUISITES OF THE PROPENSITY FOR DEVIANT BEHAVIOR OF STUDENT YOUTH

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Annotation. *The scientific article presents the results of an empirical research of the psychological determinants of the propensity for deviant behavior of student youth during wartime in Ukraine. The theoretical analysis covered psychoanalytic, existential-humanistic and sociological approaches to understanding deviance, and also systematized individual-psychological, socio-psychological, motivational and socio-economic determinants of deviant behavior. The empirical basis of the study were the results of a survey of 69 students aged 17-22 using the methodology for determining mental states that determine a tendency to deviant behavior (M. Gorska), and the methodology for diagnosing a tendency to deviant behavior (A.N. Orla). To verify the verification between psycho-emotional states and specific forms of a tendency to deviant behavior, the Spearman grade correlation coefficient was used. Statistically significant correlations were established between the generalized indicator of psychological risk according to the Gorska method and all five scales of tendency to deviant behavior according to Orla, the strongest connection was found with the indicator of volitional control of emotional reactions ($r_s=0.49$; $p<0.001$). Comparison of groups with high and low risk levels using the Mann-Whitney U-criterion confirmed statistically significant differences on all scales of tendency to deviant behavior. The results were interpreted in the context of the specifics of wartime period and some directions of psychoprophylactic work were proposed.*

Keywords: *deviant behavior, student youth, psychical (mental) states, anxiety, frustration, rigidity, aggression, volitional control.*

Problem statement.

The problem of deviant behavior of student youth is becoming increasingly relevant in modern psychological science. The period of obtaining higher education is sensitive for intensive personal development, the formation of value-meaning orientations and the formation of individual strategies for interaction with the social environment. At the same time, it is characterized by increased vulnerability of the individual to maladaptive influences and, accordingly, an increased risk of the formation of deviant behavioral patterns [1; 2].

The complex socio-economic situation in Ukraine, significantly exacerbated by the conditions of prolonged martial law, creates additional structural prerequisites for the escalation of deviant manifestations in the youth environment. Permanent psychotraumatic stress associated with losses, forced displacement, threats to physical safety and disruption

of habitual social ties, creates conditions favorable for the emergence of various forms of deviant behavior. According to 2024 scientific research, the armed conflict in Ukraine produces a specific set of psychotraumatic factors - a combination of chronic stress, direct threats to physical safety, losses, and forced displacement - which leads to a significant increase in the level of aggression, suicidal tendencies, and substance use among young students.[3] This necessitates an in-depth study of the psychological mechanisms and determinants that cause deviant behavior in the student environment, as well as an urgent need for empirical verification of the relevant theoretical positions in current Ukrainian samples.

Despite of a large number of theoretical research on deviant behavior of youth, the problem of a direct empirical connection between current psycho-emotional states of students - anxiety, frustration, aggressiveness, rigidity - and differentiated forms of predisposition to

deviant behavior (addictive, self-destructive, aggressive, delinquent) remains unresolved in modern Ukrainian scientific discourse. The majority of scientific studies are limited either to a descriptive analysis of individual methods or to a theoretical generalization of determinants without statistical testing of the relationships between mental states and behavioral tendencies in the same sample.

The purpose of the article is to identify and statistically verify the relationship between mental states (anxiety, frustration, aggression, rigidity) that determine the tendency to deviant behavior and specific forms of such a tendency in student youth in wartime conditions, based on the systematization of theoretical approaches and the results of our own empirical research.

In order to achieve these goals, the following **research tasks** were defined: 1) to systematize theoretical approaches to understanding the psychological

determinants of deviant behavior of student youth based on the analysis of scientific literature; 2) to investigate the severity of anxiety, frustration, aggression and rigidity empirically in the scientific sample; 3) to determine the level of students' predisposition to certain forms of deviant behavior and the state of volitional control of emotional reactions; 4) to establish and statistically verify the relationship between the identified mental states and forms of behavioral deviance.

Presentation of the main material. Deviant behavior in modern scientific literature is defined as a system of actions or individual actions that contradict the legal, moral and ethical norms in force in society and manifest themselves in the form of unbalanced mental processes, social maladjustment and violations of the self-realization of the individual [4]. Fundamentally important for understanding the term «deviance» we can

state about its normative nature: comparing behavior with a social standard makes this concept relative and culturally determined, which complicates its unified operationalization in various socio-cultural contexts.

In psychological science, deviant behavior is explained from several positions. The psychoanalytic approach, in particular, S. Freud, A. Adler, K. Horney, consider deviations as the result of ineffective interaction of personality substructures or insufficient compensation for basic anxiety. The existential-humanistic approach, and in particular K. Rogers, V. Frankl, connects deviance with the loss of the meaning of life and the frustration of basic existential needs. Representatives of the sociological approach E. Durkheim, R. Merton see its cause in the gap between social goals and the available means of achieving them - the state of anomie. According to the forms of manifestation, addictive, aggressive,

delinquent, suicidal and psychopathological behavior are distinguished; according to the degree of social danger - deviations that do not affect the rights of others, violations of moral norms and illegal (delinquent) actions [5; 6].

The determinants of deviant behavior form several interdependent levels. The individual-psychological level includes character accentuations, deficient self-esteem, a reduced level of volitional self-control and emotional self-regulation [5; 7]. Available empirical data indicate that individuals with deviant tendencies are characterized by deformed moral positions (77% of those surveyed) and emotional-volitional passivity (90%), which directly determines the inability to adhere to social norms and overcome situational incentives to deviant actions[8;5]. The socio-psychological and motivational levels are associated with the dysfunctionality of the family microenvironment, the referential influence of

deviant groups, and chronic frustration of basic personal needs. The socio-economic level in the context of armed conflict in Ukraine acquires particular importance: economic destabilization, the destruction of institutional structures, and mass psychotraumatization together form an increased risk of deviance, especially in the student population [3].

Separately, it is worth noting the referential influence of deviant subcultures and groups that form a tolerant or approving attitude towards deviant acts and reduce the perception of social sanctions as significant [26]. Traumatic experience, academic maladjustment and social isolation also act as significant situational

determinants of deviant behavior [9; 7].

The empirical study was conducted on a sample of student youth in the amount of 69 people aged 17 to 22 years (average age $M=18.29$ years).

To achieve the goal of the study, a complex of two complementary psychodiagnostic methods was used: a questionnaire for determining mental states that determine a tendency to deviant behavior (according to M. Gorskaya) and a questionnaire A. N. Orla "Diagnosis of a tendency to deviant behavior".

Analysis of the results according to the method of M. Gorskaya showed an increased level of psychoemotional stress in a significant part of the study participants (Table 1).

Table 1 - Descriptive statistics according to the scales of the method of M. Gorskaya

Scale	M	SD	Min	Max	Median	Higher level, %
Anxiety	11,58	3,24	4	17	13,0	59,4
Frustration	10,12	4,28	2	20	10,0	50,7

Aggression	10,19	3,82	1	19	10,0	31,9
Rigidity	12,86	3,45	5	19	13,0	55,1
Total Risk Score	44,74	10,63	22	70	45,0	48,6 *

The highest percentage of individuals with elevated scores was recorded on the anxiety scale (59.4% of the sample, or 41 individuals): such students demonstrate self-doubt, anxiety, sleep disturbances, fear of difficulties, and fixation on their own shortcomings. A somewhat smaller, but also significant percentage (55.1%, or 38 individuals) falls on the rigidity scale, which is clinically interpreted as an indicator of difficulties in changing habitual patterns of behavior, inertia of thinking, and increased anxiety due to any changes in life. The elevated level on the frustration scale (50.7%, or 35 individuals) indicates the prevalence of feelings of hopelessness, despair, self-blame, and refusal to fight difficulties in a significant part of the sample. The least pronounced of the four studied

states was aggression: only 31.9% (22 individuals) have an increased indicator on this scale, while the rest of the sample demonstrates a normative level of aggressiveness.

The integral indicator of psychoemotional risk according to the Gorskaya method has a mean value $M=44.74$ ($SD=10.63$) and a median of 45.0, which practically coincides with the mean value, indicating the symmetry of the distribution. Almost half of the sample (48.6%, 34 persons) demonstrates an increased overall level of risk of developing deviant behavior, which is an alarming signal and confirms the relevance of the study precisely in the context of modern socio-psychological conditions in Ukraine.

The results of the diagnosis of a tendency to

deviant behavior according to the A. N. Orla method are presented in Table 2 in the form of raw scores on five

scales common to the male and female forms of the questionnaire.

Table 2 - Descriptive statistics according to the scales of the A. N. Orla method, raw scores

Scale	M	SD	Min - Max	Median
Addictive behavior	7,36	3,51	1 - 17	7,0
Self-destructive behavior	6,93	3,35	1 - 15	6,0
Aggression and violence	9,00	2,77	3 - 16	8,0
Volitional control of emotional reactions	6,86	2,35	2 - 14	7,0
Delinquent behavior	8,04	2,82	1 - 15	8,0

The conversion of raw scores into standardized T-scores (according to the normative scale of the methodology, where the norm is T=40-60) made it possible to establish that the average values for the sample as a whole fall within the normative range for all deviance scales (addiction T=43.9; self-destructive behavior T=42.5; aggression T=44.1; volitional control T=44.5; delinquency T=44.9), which at the level of group

averages does not indicate an increased tendency of the sample to deviant behavior. At the same time, the analysis of individual indicators revealed that 15.9% of the sample (11 people) demonstrate reduced volitional control of emotional reactions (T<40), which indicates difficulties with restraining emotions, impulsiveness in decision-making and increased vulnerability to stress in this subgroup. The scale of the attitude towards socially

desirable responses deserves special attention: for the female subsample (n=64), the average T-score was 58.75, and 36.4% of respondents (24 people) had a T value of >60, which indicates a general tendency to hide shortcomings and a desire to appear more socially attractive than they actually are. This is a methodologically important caveat that should be taken into account when interpreting

the rest of the results: the actual level of tendency to deviant behavior in part of the sample may be somewhat higher than the detected one.

To test the hypothesis of a statistically significant relationship between psycho-emotional states identified by the Gorska method and specific forms of tendency to deviant behavior by the Orla method, the Spearman coefficient was used (Table 3).

Table 3 - Spearman correlation matrix (rs) between the scales of the M. Gorska method and the A. N. Orla method

Gorska Scale	Addiction	Self-destruction	Aggression (O)	Control	Delinquency
Anxiety	0,197	0,218	0,218	0,350**	0,227
Frustration	0,149	0,159	0,203	0,338**	0,227
Aggression (G)	0,385**	0,257*	0,402**	0,328**	0,381**
Rigidity	0,109	0,183	0,255*	0,308*	0,277*
Total Risk Score	0,288*	0,273*	0,388**	0,486**	0,365**

*Note: * $p < 0.05$; ** $p < 0.01$ - significance level*

The received correlation matrix provides grounds for several important conclusions. First of all, the generalized psychoemotional risk index according to the Gorskaya method is statistically significantly positively correlated with all five scales of tendency to deviant behavior according to Orla, and the strongest connection was established with the scale of volitional control of emotional reactions ($r_s=0.486$; $p<0.001$). This means that the increase in the general level of anxiety-frustration-aggressive-rigid tension is most closely related to the reduction of the student's ability to control his own emotional reactions, that is, with impulsivity and weaker emotional self-regulation, and not directly with specific forms of deviant actions.

Second, the Gorska aggression scale was the most powerful individual predictor among the four mental states: it was statistically significantly (at the $p<0.01$ level) associated with all five

Orl scales, demonstrating the strongest relationship with the Orla aggression and violence scale itself ($r_s=0.402$; $p=0.001$) and with the tendency to delinquent behavior ($r_s=0.381$; $p=0.001$). This indicates a high convergent validity of both methods in measuring the related construct of aggression, despite different theoretical approaches to its operationalization.

Third, the rigidity scale showed statistically significant, although moderate in strength, relationships with three Orla scales - aggression ($r_s = 0.255$), volitional control ($r_s = 0.308$) and delinquency ($r_s = 0.277$), which is consistent with the theoretical proposition of rigidity as an indicator of increased suicidal and behavioral risk: the inability to flexibly adapt to change increases the likelihood of accumulating frustration, which can subsequently transform into destructive behavioral patterns.

Fourth, unlike the other three states, anxiety and

frustration showed a statistically significant relationship only with one of the Eagle scales - volitional control of emotional reactions ($r_s = 0.350$ and $r_s = 0.338$, respectively; both $p < 0.01$), while the relationships with addiction, self-destructive behavior, aggression and delinquency did not reach statistical significance. This means that anxiety and frustration as such are not direct and immediate determinants of specific forms of deviant behavior, but act as factors that weaken emotional-volitional regulation, which already

indirectly increases the overall risk of deviant manifestations.

For additional verification of the revealed patterns, the sample was divided into two subgroups according to the median value of the total risk index according to the Gorska method (median=45.0): a subgroup with a high level of risk ($n=36$) and a subgroup with a low level of risk ($n=33$). A comparison of these subgroups according to the five scales of the Orla method using the Mann-Whitney U-criterion is presented in Table 4.

Table 4 - Comparison of indicators of the tendency to deviant behavior in groups with a high and low level of psychoemotional risk

Orla Scale	High risk, M (SD), n=36	Low risk, M (SD), n=33	U	p	r
Addiction	8,22 (3,38)	6,42 (3,37)	761,0	0,045*	0,28
Self- destruction	7,81 (3,41)	5,97 (2,95)	770,0	0,034*	0,30
Aggression	10,11 (2,73)	7,79 (2,21)	865,5	0,001**	0,46

Control	7,86 (2,34)	5,76 (1,78)	895,5	<0,001***	0,51
Delinquency	8,92 (2,77)	7,09 (2,50)	795,5	0,015*	0,34

*Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ - significance level*

The results of the comparison characteristics are fully consistent with the correlation analysis and confirm its statistical reliability at the level of group differences. Students with increased psycho-emotional risk according to the Gorskaya method have statistically significantly higher indicators on all five scales of tendency to deviant behavior compared to students with a low level of risk. The largest difference in terms of effect size was recorded on the scale of volitional control of emotional reactions ($r=0.51$, which corresponds to a large effect by conventional criteria) and the scale of aggression ($r=0.46$, medium-large effect size), which repeats the structure of correlations identified in the previous section. The smallest,

although still statistically significant, difference was established on the scale of addictive behavior ($r=0.28$, small-medium effect size), which corresponds to a relatively weaker direct correlation of this scale with psycho-emotional states.

The obtained empirical results allow us to significantly specify the theoretical propositions about the psychological determinants of deviant behavior of student youth. First of all, the central role of emotional-volitional regulation as a psychological mechanism mediating the relationship between negative psycho-emotional states (anxiety, frustration, rigidity) and specific forms of deviant behavior is confirmed. This conclusion is consistent with the phenomenon of emotional-

volitional passivity identified in the literature, which, according to previous studies, is observed in 90% of individuals with pronounced deviance, and confirms the theoretical proposition about a low level of self-control and self-regulation as one of the key individual psychological determinants of deviance [2; 7].

Particularly revealing is the fact that anxiety and frustration, which are usually considered in the scientific literature as basic negative emotional states accompanying adaptation difficulties [2], in this study did not reveal a direct statistically significant relationship with specific behavioral manifestations (addiction, aggression, delinquency), but were mainly associated with a decrease in volitional control. This can be interpreted within the framework of the model of indirect influence: anxiety-frustration states themselves do not lead to deviant actions directly, but weaken the mechanisms of emotional-

volitional regulation, which perform the function of a psychological "barrier" against impulsive and socially unacceptable actions. When this barrier weakens, the risk of realizing deviant impulses increases indirectly, due to the reduced ability of the individual to inhibit and control his emotional reactions.

Instead, aggression as a mental state (according to Gorska) turned out to be the most consistently associated with the entire spectrum of forms of deviant behavior, including a direct connection with aggressive behavior itself (according to Orl) and delinquency. This result corresponds to theoretical ideas about aggressiveness as a transsituational personality trait, which is realized through various behavioral channels - from verbal conflict to illegal actions [4]. Unlike anxiety and frustration, aggression is obviously not only an emotional state, but also a behavioral readiness, which is directly transformed into

specific deviant manifestations.

The revealed connection of rigidity with indicators of aggression, volitional control and delinquency confirms the clinical observation of rigidity as an indicator of increased suicidal and general behavioral risk: according to the study, 55.1% of the sample demonstrate an increased level of rigidity, which, combined with impaired flexibility of thinking and behavior, creates conditions for the accumulation of psychological stress, which in the absence of adaptive coping strategies is realized in deviant forms of behavior.

Special attention is paid to the high proportion of individuals with an increased attitude towards socially desirable responses (36.4% of the female subsample), which is an important methodological limitation of the study. This means that the real level of predisposition to deviant behavior in part of the sample is potentially higher than that found empirically,

since a significant part of female students tend to consciously or unconsciously adjust their responses in the desired social direction. This fact should be taken into account when interpreting the average statistical indicators, which at the level of group averages did not reveal pronounced deviance, while individual analysis demonstrated the presence of subgroups of students with distinct signs of psychological risk.

Conclusions. The results obtained in this scientific investigation generally confirm and specify the provisions of modern research on the specifics of deviant behavior under martial law in Ukraine: almost half of the sample (48.6%) demonstrates an increased general level of psycho-emotional risk, which significantly exceeds the indicators usually recorded in peacetime, and is directly consistent with the thesis that constant stress, loss of loved ones, economic instability and social isolation form a

favorable environment for the emergence of various forms of deviant behavior [3]. The practical significance of the results lies in substantiating the need to direct psychoprophylactic and psycho-correctional programs for student youth primarily to the development of emotional-volitional self-regulation skills and constructive overcoming of frustration, since it is these mechanisms that have proven to be the key psychological link that mediates the transition from negative emotional states to the implementation of deviant forms of behavior. A separate direction of psychodiagnostic work should be to take into account the attitude towards socially desirable responses

when interpreting the results of screening studies of student youth.

Prospects for further research lie in expanding the sample, in particular in the direction of ensuring gender balance (the male subsample of this study, $n=5$, is statistically unrepresentative), in conducting a longitudinal study to establish cause-and-effect, not just correlational, relationships between psycho-emotional states and deviant behavior, as well as in applying regression and factor analysis methods to build a comprehensive predictive model of the tendency to deviant behavior of student youth in the conditions of the continuation of martial law in Ukraine.

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