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The Literature review of Influencing Factors of Chinese Youth with Character Disorders

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Abstract: As one of the frequent behavioral disorders among adolescents, the urgency of research on conduct disorder cannot be ignored. With the guide of ecological systems theory, this research summarizes and synthesizes four aspects: individual, family, school, and society, then points out the shortcomings and gaps of existing research, in order to provide references and new research directions for future studies.

1. Introduction

According to the survey, the adolescent period from 13 to 18 years old is the budding and high incidence period of crime. Up to now, youth risky behavior is still one of the most difficult social problems in China and the world. Youth risky behaviors not only cause harm to the healthy growth and physical and mental development of adolescents, but also lead to a series of juvenile delinquency, which is a destabilizing factor that cannot be ignored in a harmonious society. The conduct disorders included in this study can lead to many behavioral problems in adolescents and have the potential risk of developing into socially harmful antisocial personality disorders, so it is urgent to study adolescent character disorders and explore the influencing factors behind them.

Research on risky behaviors dates back to the 1980s, when western scholars began to study adolescent risky behaviors, with the United States scholars as the representative. In the late 1980s, RJessor, a leading American expert on adolescent problem behavior, first used the term risk behavior to define such behaviors. Based on his research, Ji Chengye proposed a comprehensive approach to the current situation in China: Adolescent health risk behavior is any behavior that affects the health status, integrity of adolescents and even causes damage to the quality of life [1]. Specific characteristics of conduct disorder include fighting, defiance, stealing, lying, ignoring rules and so on.

This study can better help scholars to explore the factors influencing conduct disorders in adolescent risk behaviors. The study of the factors influencing adolescent conduct disorder can help society to establish a clearer understanding of adolescent risk behaviors, provide effective reference for the development and implementation of relevant preventive measures, and effectively prevent the recurrence of adolescent risk behaviors and then correct adolescent conduct disorder. Throughout the literature, based on the exploration of adolescent conduct disorder, it has not been explored from the

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ecological systems theory (EST), which viewed the social environment human grows up as a social ecosystem and focusing on the interactions between people and the system in environment. This paper will further analyze and review the factors influencing adolescent conduct disorder through the ecosystem perspective theory.

2. Influencing Factors

2.1. Individual Influencing Factors

2.1.1. Biological factor

DSM-V documents conduct disorder as a behavioral disorder. In terms of cognitive neural mechanisms, research has suggested that adolescents with conduct disorders have problems with brain functions such as the prefrontal lobes and amygdala. If there is a delay or deficit in the development of their prefrontal structures or functions, this may lead to low self-control and emotion management problems in adolescents [2]. In brain imaging studies, BOLD-fMRI is one of the more commonly used imaging methods in the field of cognitive neuroscience research. BOLD-fMRI studies on conduct disorders have largely focused on three main aspects of executive function, emotion regulation and control, and decision-making mechanisms, and have identified abnormalities in functional brain activity related to emotion control and regulation in patients with CD [3]. In summary, biological factors, as an important part of the ecological systems theory, are also one of the important influencing factors of adolescent conduct disorder.

2.1.2. Personality characteristics

Studies have shown that adolescents with some specific personality traits have a higher probability of having conduct disorder. The callous-unfeeling (CU) trait is a personality tendency to be cold and unfeeling toward others, lacking in guilt and lacking in empathy [4]. People with this trait exhibit more severe, stable, and aggressive antisocial behavior in adolescence, and are prone to violent crime in adulthood and eventually develop into lifelong persistent offenders [5].

The aggressive behavior of minor offenders is in turn due in large part to antisocial personality tendencies [6]. The APA's criteria for diagnosing antisocial personality in the DSM-IV-TR include being irritable, aggressive, manifesting as recurrent brawling or being aggressive [7], which are the antecedent psychological conditions for adolescents to have conduct disorders and engage in aggressive behavior or violent crime.

The existing management settings in China are not all formalized for adolescents with special personalities who cannot integrate normally into society, and the non-scientific management and other deficiencies that exist in them are not only conducive to the rehabilitation of adolescents with behavioral disorders, but can exacerbate the patients' conditions and even lead to social tragedies. This section will be discussed in detail in the social support section of social influencing factor.

2.1.3. Sex difference

The findings of most current studies indicate that males are more likely to have conduct disorder than females in the adolescent population. The epidemiological investigation in 2010 showed that the incidence of CD in men was about 3.6% and in women about 1.5% [8]. In China, Rao Yanhua et al. assessed 2188 children and adolescents aged 4 to 16 years in Wuhan with the Attention and Behavior Problems Inventory. The results showed that the prevalence of attention deficit disorder combined with conduct disorder was 4.74% in males and 1.83% in females, with statistically significant gender differences ($p<0.001$). Cao Wan Yi et al. explored gender differences in default network functional

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connectivity in adolescents with conduct disorder (CD) and concluded that there are significant sex differences within default mode network in adolescents with conduct disorder, which may be associated with different emotion, cognition and behavior in male and female CD [9].

According to the ecological systems theory, this influence may be related to biological factors and to the social environment in which they live. In Chinese society, the traditional "son preference" mentality, in which the male is the head of the family, assumes the main social responsibility and responds to the world's expectations. Adolescents growing up in such a social environment and under the special stage of adolescence will be under greater psychological pressure, and thus have a higher probability of developing anxiety, rebellion and even further development of conduct disorder.

2.2. Family Influencing Factor

Ecological systems theory suggests that the causes of conduct disorders in adolescents are not only self-inflicted, but are also related to the environment in which they occur. The family is an important place for giving adolescents basic emotional connections and fostering their social connections, and it occupies an important place in the development of adolescents and is a complex and dynamic ecosystem. Therefore, studying family influences on conduct disorders can provide a way to properly understand the causes of conduct disorders and provide solutions.

2.2.1. Family Financial Status

The relationship between family economic status and juvenile conduct disorder has not been conclusively established by academics to date. It is worth noting, however, that although not all families with poor economic conditions produce juvenile delinquents, low family economic status is a non-negligible factor influencing adolescent conduct disorder. In a 1990 study of 102 children in Hunan Province, family economic status was included among the 17 factors screened as being related to conduct disorder [10].

In general, families with poor economic status have more unstable factors than families with good economic status, such as parents being away for years and children not receiving high quality education, etc. Adolescents growing up in such a family environment can evolve into conduct disorders and engage in dangerous behaviors that endanger social stability, such as theft and robbery. High economic status, on the other hand, often corresponds to high levels of parental education, cultivation, and a harmonious family atmosphere, which are the necessary factors for raising a mentally sound and normal-minded person. Therefore, family economic status is one of the factors that cannot be ignored when studying family influences.

2.2.2. Parental rearing patterns

Within the larger environment of the family, the **rearing patterns** of the child is also an important part of that. **Rearing patterns** permeate every aspect of a child's development, and many studies have pointed out the important link between **rearing patterns** on children's development and behavioral problems.

It should also be noted that human beings are social animals that are good at learning, and this learning mode will give priority to those who are related or close to them as learning objects. According to Chen Xiuli, parents' educational attitudes and parental expectations of their children unknowingly influence their children by sending invisible messages, while parents, as role models for their children, have a more pronounced influence on their children through their words and actions and their own moral values [11]. Parents have a very special position in the family as both protectors and reformers, provide shelter for their children and shape their children's growth according to their **rearing patterns**, which itself reflects the image and behavioral biases of parents in the family.

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Parents of high moral character tend to provide a more scientific upbringing, helps the child grow up to be a socially responsible and morally conscious person.

In contrast, families with poor economic conditions will often have parents who scold and ignore their children. In his book *The psychology of criminal conduct theory, research and practice,* British criminologist Black lists a number of family characteristics, including corporal punishment and permissive discipline. Baumrind's research shows that "authoritative" parents are warm and firm with their children, resulting in adolescents exhibiting high levels of competence and psychosocial maturity, while "authoritarian" parents lead to pessimism, authoritarianism and apathy [12]. In a study of adolescent girls in work-study schools, Li Congpei et al. found that one group of subjects had low socialization scores and were more likely to be irritable, hostile, and aggressive. This was significantly associated with the fact that they came from problematic families, most of which had two parents with low levels of education and problems with discipline and parenting [13]. In a survey of 35 cases of adolescents with inpatient conduct disorder, Huimin Zhang et al. showed that: inappropriate parenting style and disharmonious family environment of parents of CD patients may be one of the important factors leading to CD disorders [14].

The importance of **rearing patterns** in the family environment can be seen: it not only provides the way to socialize, but also provides a template for imitation, which means that children are at risk of developing risky behaviors such as conduct disorders through imitation during their growth. Therefore, the importance of ***rearing patterns*** as a factor of influence in the family cannot be ignored.

2.2.3. Family relation

In their study, Zou Hong et al. summarized family relationships as the characteristics of relationships that mainly refer to the interaction between two family members, including the interaction between husband and wife, parent and child, and siblings. Sutherland, who created the Differential association theory, believes that criminal behavior is the result of interaction with people who have committed criminal acts. In his book Practice and Law, Larry Siegel points out that family conflict has a greater negative impact on children's behavior than single-parent families. In fact, a family with poor family relations must be out of order when it comes to raising children: whether it is the early years, when learning is at its best, or the adolescents, when they are ignorant and curious about everything, the negative effects of poor or indifferent family relations are enormous and will stay with them for the rest of their lives.

In China, according to a survey conducted by Wenhui Li, 47.67% of the juvenile offenders in Shandong Province admitted to living in a family environment full of tensions and conflicts with parents who often argued and scolded each other before dropping out of school [15]. In an analytical study of the family of origin of a character-disordered adolescent, Ningli et al. noted that in the patient's family, the family doted on him exceptionally after the birth of his younger brother. In this sibling rivalry, the patient suffered another setback and extreme inner pain and loneliness, which led to a series of subsequent tragic and bitter consequences [16].

Hostility, resentment and quarrels, or competition between children from within the family only make children more likely to feel uneasy and fearful. As an outlet and diversion, adolescents at this particular stage often choose to look into the unknown - the beginning and eternal source of many adolescent conduct disorder problems.

2.3. School influencing factors

According to Rongjing Xu, character disorder is a poor personality development, and this poor development is directly related to the family environment, school education, and the general social environment [17]. According to the definition of ecological systems theory, school is the microsystem

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that has the most influence on adolescents other than the family. School is the second place for adolescents to learn during their growth process, and school life is also an important stage for exploring and shaping important issues in life such as self-awareness and behavior. The results of the study showed that the level of school alienation among secondary school students with conduct disorder was significantly higher than that of ordinary secondary school students, and it was especially significant in the sense of powerlessness, meaninglessness and isolation [18].

2.3.1. School climate

A good school education creates a harmonious school climate. Education in Chinese society has always been one of the social issues of great concern. A good educational climate includes highly qualified teachers, complete rules and regulations and management practices, which are necessary factors to produce students with good character and no behavioral problems. Factors such as poor teacher-student relationships, poor classroom climate, and poor school rules can increase student conduct problems within the classroom and school context [19].

We must admit that the Chinese educational model is based on competition, and in such a general context, although it can stimulate students' potential and aggressiveness and cultivate competitive and excellent talents, it will undoubtedly give rise to many invisible social and psychological pressures imposed on students. In the sensitive adolescent period, without psychological counseling treatment and proper guidance, adolescents are more likely to adopt negative or even socially harmful ways of handling, and gradually develop into character disorders, or even constitute crimes.

2.3.2. Teachers

Teachers play a very important role in the school environment of young people, and teachers' own moral standards and professionalism have a greater impact on character disorders.

Conduct disorders often begin as negative aversions to school, disruptions, and other behavioral problems that are easily ignored or suppressed at the beginning, and are exacerbated by the lack of proper guidance and attention, eventually degenerating into conduct disorders. On the other hand, teachers' entrance examinations should not be reduced to a template with the goal of passing and a lack of self-reflection and awareness, because people cannot and should not be framed and regulated by a template. The implementation of a scientific examination system that focuses on teachers' own moral standards and raises the bar for teachers is the best way to avoid the negative impact of teachers on the issue of conduct disorder.

2.3.3. Peer relationships

Peer relationships are an important turning point in the socialization process. Good peer relationships can mutually reinforce and compensate for deficits, while inferior peer relationships in which peer rejection is likely to be a trigger for conduct disorders. Research shows that children who fail academically are more likely to be rejected by their peers and more likely to elicit antisocial behavior, while children who are rejected by their peers show more aggression, and fewer social skills [19]. In a study of antisocial conduct disorder in adolescents, Chinese scholar Shiwei Liu cited a 2001 follow-up survey by Dodge et al. that peer rejection in elementary school was a risk factor for conduct problems in adolescence, and then argues for the important role of peer factors in adolescent development.Interaction with peers with conduct disorders is also more likely to result in behavioral problems. Social interactions can steer adolescents in good or bad directions in the socialization process [20].

For adolescents, peers are one of the most important ways they explore their new world. The likelihood of adolescents developing conduct disorder problems will be greatly increased if they

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associate with peers who engage in undesirable behaviors during this period. In his study, Chen, L.M., noted that getting together with antisocial types of friends is more likely to produce antisocial behavior, and that peer delinquency is strongly associated with youth violence [19].

In summary, the school is the bridge between the family and society, and all variables are intertwined with this dynamic system. This paper argues that school and teachers should always pay attention to students' lives and psychological trends, take the right measures to actively deal with abnormalities when they are found, continuously improve the relevant rules and regulations, so as to create a favorable atmosphere for the healthy growth of adolescents and avoid the occurrence of conduct disorders to the greatest extent possible.

2.4. Social Influencing Factor

As the macrosystem in the ecological systems theory, social influencing factor is more like a macro ideology that builds the basic framework for individual development. It provides social values and social rules for adolescents and influences their development in a subtle way.

2.4.1. Sociocultural environment

Cultural factors can have a significant impact on the formation of character disorders in adolescents. A bad social climate can be toxic to the growth and development of adolescents. Criminal subculture theory explains crime through a cultural perspective. This theory is mainly used to explain the phenomenon of crime in American society, but it also provides implications and directions for the study of criminological theory in China. Society consists of many subcultures, and each person in society experiences the subculture and plays a role in the subculture in which he or she lives. In such a cultural atmosphere, if criminal behavior is prevalent, it will gradually be assimilated into the universal behavior of this cultural group. In the study, Jing Jin pointed out that the immature psychological development of adolescents, their limited ability to distinguish between right and wrong, their lack of discipline, the social environment around them, i.e., the "subcultural" factors, and the "labeling" effect on children with disciplinary behaviors, are also one of the risk factors for adolescent conduct disorder.

In modern Chinese society, with the advancement of science and technology, the media has become more developed as part of shaping the social environment, in which television programs and games that contain violent elements can also have an impact on adolescents' physical and mental development. In the study, Lingning Wang investigated the influence of television violence on contemporary adolescents with adolescents aged 12 to 18 (inclusive) in Shanghai. The survey found that as adolescents who have not yet entered society, their school and family environments greatly influence their perceptions of society, through the environment acting on their media exposure behavior, which in turn influences their perceptions, and that media content preferences still have some influence on adolescents' construction of subjective reality [21]. Combined with social learning theory, the vicarious learning created by the media has a greater influence on the viewer group, and adolescents are in a period of poor self-control, and are more likely to worship and imitate the episodes they see in media programs. Lingning Wang believes that families, schools, and media have the responsibility to coordinate together to create a healthy environment for adolescents to grow up and prevent the possible negative effects of violent media content on adolescents.

2.4.2. Social-economic factor

Youths from low-income classes are more likely to be exposed to social delinquency groups and learn bad habits in their long-term unstable lives, thus developing character disorders. In his study, Zeng Xiaolin pointed out that the lack of strict management in poor areas and the relatively narrow and low

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vision of judgmental choices of cultural absorbers make the disseminated cultural contents very easy to deviate from the main culture, which leads to the breeding and spreading of bad culture and induces juvenile delinquency [22]. In addition, poverty also has adverse effects on children's neural mechanisms. In a study on the effects of poverty on children's physical, mental, and brain development, Fu-Ming Xu et al. showed that poverty can seriously affect children's physical and mental health, and also increase the risk of malnutrition, internalizing emotional problems, and externalizing behavioral problems...and cognitive neuroscience studies found that poverty can have a negative impact on brain structures and their neural activity in the left hemisphere, prefrontal lobe, hippocampus, and amygdala [23].

2.4.3. Social support

Social control theory, in explaining why people do not commit crimes, suggests that the reason most people do not engage in criminal behavior is that there are external social control mechanisms that keep criminal impulses and motivations at bay, and these social control mechanisms are usually some social forces. Social forces such as family, school, etc., fundamentally bind people to deviant behaviors and provide social support for related restraints.

The prevention of dangerous or criminal behavior among juveniles is important, and the revision of laws and regulations can also provide social support to intervene and prevent such behavior. There are legal provisions that provide for the sentencing of juvenile delinquency. Article 17 of the Criminal Law provides that a person who has reached the age of sixteen shall be criminally responsible for committing a crime. A person who has reached the age of fourteen and is under the age of sixteen shall be criminally responsible for committing the crimes of intentional homicide, intentional injury causing serious injury or death, rape and so on. Not punished for under 16 years of age, his parents or guardians are ordered to discipline in the necessary time, but also by the government to receive correctional institutions.

Up to now, professional social institutions have existed to provide social support for the prevention and treatment of adolescent conduct disorder, but the existing institutions still have some shortcomings, such as Yang Yongxin, the director of the Linyi Mental Health Center in China, who charged huge treatment fees to treat the so-called Internet-addicted teenagers, but actually adopted cruel and unethical forced electric shock therapy and left many patients with severe psychological trauma. After four months of electroshock treatment, a 16-year-old girl returned home and killed her mother. These informal institutions often use unscientific treatment methods that go against ethical principles and have very poor facilities and management models that do not provide truly effective treatment, which not only does nothing to treat conduct disorders, but increases the likelihood that patients will engage in more dangerous criminal activities after discharge. China is still lacking in the management of this part of the premises.

In summary, the social environment permeates all aspects of adolescent development. The prevention of conduct disorders also requires the joint supervision and unremitting efforts of the whole society.

3. Summary and Prospect

Conduct disorder, as a behavior disorder with a high prevalence in adolescents, has a certain socially undesirable influence and evolves into a disorder such as antisocial personality disorder, which is enough to attract attention. The system of influencing factors constructed in this paper is guided by the ecological systems theory, in which Individual, family, school and social influencing factors exist independently and interact with each other. The individual is born and grows up in the family, develops in the school, and becomes a part of the society, which contains the general environment of

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school and family, and at the same time the social environment penetrates into all aspects of school and family life. This is a systemic cycle, the internal factors belong to the same ecosystem, if one of the links is wrong, it will cause unpredictable consequences.

At present, research in this area is still in its infancy in China. Although foreign literature is sufficient and can provide inspiration for research, there are still huge differences in national education systems, social and cultural environments, and family education philosophies, etc. The real application needs to be considered in accordance with the research of Chinese scholars on the cases of conduct disorder in China and the actual situation of Chinese society. In his 2007 study on risk factors for conduct disorder, Chen Limin pointed out that more and more studies in the West have begun to focus on conduct disorder in children and adolescents. However, the research on this area in China is still in its infancy, and it will be the direction of future research in China to carry out epidemiological surveys on conduct disorder, understand the distribution of this disorder, and further analyze its influencing factors and intervention methods [19] It is expected that the future research trend on conduct disorder will also be more localized, focusing on cultural adaptability, and the research process will gradually be free from purely theoretical constraints, more focused on the current situation of society, and more adapted to the needs of the youth in China.

As the real world is changing every day, we should focus on the real world and develop truly effective interventions and treatments based on the changing social reality, in order to prevent the occurrence of conduct disorders in youth from the root and contribute to a peaceful and stable society.

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