

## **The juveniles running away from home:**

### **(Field Study)**

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**Abstract:** Children are subject to many types of behavioral problems, including theft, fraud, and running away from home. Many of these social deviations are due to the frustrations in their daily lives, this, can lead to the feeling of disorder and anxiety and so it's can drive children to get rid of this repetitive feeling through one of the aforementioned forms of responses after failing to work on the suitable social modalities . In order to determine the real reasons for the escape of the child - the juvenile - from the home, we conducted the field study in two centers for re-education; the first in Al biar, which is for boys, while the second is found in Bir khadem for girls. In order to carry out the field study, our research sample contained 48 juveniles committed the act of running away from home (intentional sample). We adopted the technique of the interview in order to obtain information, and in order to analyze the collected data, we used the descriptive analytical method. The study reached the following results, that family rifting and social upbringing disturbances lead to the flight of the juvenile from the home as well as the failure of secondary socialization institutions such as the school and the community to play their roles a role in the flight of juveniles from the home.

Keywords Juveniles; Juvenile delinquency; socialization; socialization disorder; Running away from home.

### الملخص: هروب الأحداث من البيت (دراسة ميدانية)

يتعرض الأطفال لأنواع متعددة من المشاكل المرتبطة بالسلوك الاجتماعي منها: السرقة، الغش والهروب من البيت ولاشك أن كثير من هذه الانحرافات الاجتماعية يرجع إلى المواقف الإحباطية التي يتعرضون لها في حياتهم اليومية مما يتسبب عنه الشعور بالاضطراب والقلق الذي يدفع بالأطفال إلى محاولة التخلص من هذه المشاعر المتكررة والمتراكمة في نفوسهم على شكل أو أكثر من الاستجابات السابقة ذكرها بعد فشلهم في العمل على الملائمة الاجتماعية السوية بالطرق الطبيعية.

ومن خلال دراستنا هذه نهدف إلى تحديد الأسباب المؤدية إلى ارتكاب الحدث لفعل الجنوح، والمتمثل في الهروب من البيت، حيث أجرينا دراسة ميدانية في مركزي إعادة التربية الخاصة بالأحداث الأول متواجد في الأبيار وهو خاص بالذكور والثاني متواجد في بير خادم وهو خاص بالإناث أجرينا الدراسة مع الأحداث الذين ارتكبوا جنحة الهروب من البيت، حيث احتوت عينتنا على 48 حدث تتراوح أعمارهم بين 6 و16 سنة، وهذا ما يعرف بالعينة العمدية القصدية واعتمدنا تقنية الاستمارة بالمقابلة للحصول على المعلومات أما من أجل تحليل المعطيات فاستعملنا المنهج الوصفي التحليلي.

وقد توصلت الدراسة إلى النتائج الآتية: أن التصدع الأسري واضطراب التنشئة الاجتماعية، وكذا فشل مؤسسات التنشئة الاجتماعية الثانوية: المجتمع والمدرسة في أداء أدوارها دورا في هروب الأحداث من البيت.

**الكلمات المفتاحية:** الحدث؛ انحراف الأحداث؛ التنشئة الاجتماعية؛ اضطراب التنشئة الاجتماعية؛ الهروب من البيت.

### Introduction:

The subject of children and youth is considered as a sensitive topic that has invited researchers in various fields to study it in depth, as it is the main foundation on which human societies are based in ensuring their continuity and future. Despite the importance of this age group in the society, it is liable to many problems and risks, whether in its narrow environment which is family, or in another wider environment like school and society in general, this could impede its healthy upbringing through behavioral problems that may result in the commission of deviant acts and thus entering the world of delinquency (خليل، بدون تاريخ، صفحة 50) .

Juvenile delinquency is a social phenomenon that has existed since ancient times and is common in all societies. However, its type and size vary according to the customs and traditions of each time and place. Studies conducted on this phenomenon showed that it appears abundant in the countries that have suffered from war and its effects (orphans, widows, disabled servicemen and economic crises like famine (Chazel, 1986, p. 02). This has led to severe conflicts and social and moral contradictions, which especially reflect on the social upbringing of the young, who find themselves in troubled environments where there is no solid foundation on which they can rely for their growth, adaptation and interaction in the future, because unhealthy upbringing reflects on their correct psychological, physical and social development, and may lead them to unusual behaviors like running away from home, theft and drugs...etc.

Algeria is a country that has suffered from the horrors of war and the legacy of colonialism. After independence, Algeria has faced many problems, including the problem of childhood deprived of parents, orphans, homeless and illegitimate children ...etc. and the needs of care for this category of children and the psychological, social and cultural effects of colonialism on the Algerian's mentality, which resulted in a fluctuation in the people's mood and character, and led to an identity crisis, which made the educational mission of the different institutions harder (مال، 1993، صفحة 28). in addition to the rapid transformations that Algeria has experienced since the beginning of the 70s at all levels, whether economic, social or cultural, this has affected the family in the first instance which has changed its size and the type of social relations binding its members, whether the relation between parents or the parent-child relationship ,this led to the weakening of the parental authority, especially under civilization challenges and the resulting social problems caused by the rural exodus and the emergence of new demands .

So, the individual lives in confusion in order to adapt to modern life as a result of being separated from his social and cultural reality , in addition to the inability of the state to achieve its people's demands as a result of the crisis of the 80s, especially in the face of the huge demographic explosion, the inflation of unemployment, the increase in school attendance ,the housing crisis, this increased the burden of responsibility on the family, especially on the head of household , who has become limited in his mission to provide

the necessities of life without his contribution to the educational mission (Mokaddem(A), 2002, pp. 8- 10).

It is necessary to intensify efforts in scientific research to discover the source of this problem and alleviate it, given the seriousness of this phenomenon to children and youth in Algeria, and its consequences, This is why we will try to search for the social and educational reasons that make the juveniles reject their environment by running away from home.

Because of the Ill-treatment that we consider as a starting point, the juvenile is subject to community rules and standards, since his running away from home, in response to instructions and rules of various institutions, will the running away from home return to a family disturbance?

In addition to the role played by the family in preparing and raising the children, there are other institutions outside the family that play a role in the social and cultural formation of the child. Will the running away from home result from a disturbance in these external education institutions?

Thus, the role of secondary institutions of upbringing in the emergence of juvenile delinquency must be clarified.

To illustrate all above, we relied on a field study using the descriptive method. Our purposive sampling was chosen from a research community of all runaway children who were at the re-education centers El Biar reserved for males and Bir Khadem reserved to females aged between 6 and 16 years.

In order to get the data, we used an information form, and before we review the results of the study, we will look at the most important causes leading to juvenile delinquency:

The causes leading to juvenile delinquency are multiple including social and educational causes. The internal social reasons are related to the family and the relation binding its members, the external social causes are related to the society in general, and the group of friends...etc. They are the educational causes that concern the school and the educational system. That's what we're going to talk about in detail.

## **1. Internal social causes leading to run away from home**

### **1.1 Family:**

It is the first community which forms the social structure of society, so it is the most general, widespread and influential social feature of other systems.

Every change in these systems is accompanied by a change in the size of the family, which tends to shrink from an extended family into a nuclear family, which may lead to a change in the roles and functions of these educational institutions (مرعي, pp. 9-10).

Despite all the changes that have taken place in modern societies, family life is still have a great value to everyone which can not to be equated with another group. One of the most important things that still makes this value is its function, which is basically the healthy upbringing and socialization of the child By preparing him from an early age to give him all the values and standards of the society in

which he lives, so that he becomes a social person in his society.

As the family is the first institution charged of social upbringing, its success is due to its efforts. Families vary in the extent of achieving this mission. Some of them achieved complete success and some others did not (مختار، 2020، صفحة 128).

The family must have certain elements in order to perform its educational mission for children in the best possible way, so the success of the family and its social consensus depend on the integration of these elements, which we can summarize as follows:

The family needs a decent economic income that will allow it to satisfy its basic needs of housing, food and clothing. It needs also healthy social relationships based on cooperation, friendship and religious values that call for sticking to morals when dealing with family members and in the family's relationship with other groups. In addition to other factors including parents' integrity and their commitment to the principles of healthy upbringing, family integration and strength by moderating its size in size and adjusting its economic status (حسن، 1991، صفحة 52).

This will provide the best environment for children to live in a healthy atmosphere, and so they could easily acquire basic attitudes towards themselves and others.

## 1.2 Family relations:

### A- Parent relationship:

The type of relationship between the parents has an effective influence on the child's personality. In the affection and understanding that exist between the father and the mother, the child finds happiness, tranquility, confidence, these qualities lead to family cohesion and satisfy the child's needs for security and tranquility, which helps him to develop correctly , and find balance in his personality and social harmony.

A child who lives in such atmosphere can overcome all the contradictions he faces in the external environment, as opposed to a child who lives in a troubled family (Delawe, 1967, p. 68).

In order to achieve harmony within the family, the spouses should be in agreement and in cooperation . Anything that might signal discord and bickering should be ruled out because it makes the child living in an atmosphere of insecurity, doubt in his loyalties, and a sense of inability to understand why the family is in such a state of collapse (عيسى، صفحة 436).

### 1.3 Child's relationship with his parents:

The type of relationship that exists between a child and his parents has a great influence on his development and upbringing. This relationship has a direct influence on the mode and quality of parenting.



The love that parents give the child has a major influence on his behavior, making him work hard to maintain it, by following all disciplines that he should do, as if they were originating from him.

The most important lesson the child should receive is to study cause and effect in a gradual manner by respecting his age and development stages. Parents should explain the consequences of any behavior instead of letting the child make the mistake and then punish him (). If parents have to use punishment when upbringing, it should be within reasonable limits and be appropriate for the mistake committed by the child(ولمان ب.، 1995، صفحة 41).

In addition to other actions of excessive protection, which take many forms such as extra attention to him and excessive love. Such a child, used to being protected and over-raised, he expects equal treatment from the outside world, but when dealing with them, he is shocked by the duties and contradictions that he does not understand, this put him in a position of conflict and incompatibility (B, La Fugue au delà du caprice, 2002).

#### 1.4 The Child's Relationship with His Brothers:

The general structure of the family and the status of the child therein is an important factor in guiding its formation, especially if the child is raised in a family setting with a large number of children, and this is what appears from his behavior which differs according to this rank he occupies.

A large number of children makes parents unable to achieve their role adequately, many families give a lot of attention to the eldest son, because they see him as the future

pillar, this will give birth to mental disorders in the rest of his brothers, and make them very sensitive, especially in the first years of their life, as they do not understand this situation and see their parents being unfair because they do not give the same attention and status to them as their brothers, so they feel as undesirable.

The birth of a new child in the family also plays a role in the disorder of children behavior, because they feel that the attention of his parents has completely changed to the new brother, which leads to disturbing the relationship between the brothers due to a feeling of jealousy.

Hence, we can say that the relation between a child and his brothers plays a major role in their compatibility or incompatibility, as hate factors appear due to the preference of one child over another (Debesse, 1998, p. 227).

### **1.5 Family breakdown:**

Family breakdown has a major impact on the environment in which the child is living, both psychologically by depriving the child of the love and security of one or both parents or physically, as a result of the sudden change in the family structure.

Frequent conflicts between parents, marital infidelity, separation, divorce, and other forms of breakdown impede the family from performing its function as a social and educational system.

The breakdown leads to the weakness of the parental supervision on their children as a result of being restricted to

one side, and also leads to women need to work, so the child becomes undisciplined, he does everything wants. His feeling of insecurity is a result of family breakdown, and his mistrust of the future and his parents is also a result of abandoning and leaving him, despite his needs. The child's dependence on adults needs further explanation a child cannot fight for survival, all he can do is to run away from home to places and situations more secure as he believes (Neron, 1988, p. 25) .

## **2. Relationships outside the family:**

The external social causes for running away from home are as follows:

### **2.1 Society:**

In addition to the role of the family and the social environment, society is the public entity that create harmony between the family and the outside world, so that it has the same goals for achieving the appropriate conditions for the child upbringing, when upbringing a child, he is related to different groups that influence him and guide his behavior, this starts from his relationship with his mother and his family members, and then move on to a larger group, the society.

The society must take care of these social institutions in which children are raised, including educational institutions, and this is because taking care of them means indirect protection of the child by enacting strict laws for this purpose

If society does not pay the necessary attention in protecting these institutions their values will collapse and deteriorate this lead to incompatibility in society in various

fields as well as negative street effects ,undirected media and rapid demographic growth which lead to scarcity or lack of public facilities in most regions, unemployment, crisis of housing , urbanization ,industrialization and its consequences including conflicts and contradictions.

All of these factors play a role directly or indirectly in increasing the severity of the problems and therefore the conduct disorder of the child (السيد، 1999، صفحة 299) .

## 2.2 Street and Companion Group:

The child resorts to the street to fill the gap in the family for one reason or another, such as overcrowding in the home and other places such as gardens, clubs and public facilities, because the society cannot provide them. Hence, when he comes out of the street, he joins groups or forms companions. so, we say that the group of companion plays its role in the process of social upbringing and social growth which affects its social standards according to the different families to which the individual belongs and the individual differences.

These groups enable them to play various social roles that are not available for them outside (محاضرات في علم النفس، مختار الاجتماعي، p. 2002), and if the children here are lucky, they deal with a group of children from a good and healthy social environment, their jobs will be reasonable, and they are often limited to playing. But if they clash with groups that are characterized by anti-society characteristics, their actions may exceed the limits of playing, and we find them moving to remote places, and different places such as cinema, markets,

and streets They are exposed to the risks and from here the adventures begin (Cortez, 1999, p. 82).

### **3. Educational reasons for running away from home:**

#### **3.1 School:**

In addition to the family there are other social bodies involved in the process of socialization of the child and in deepening and expanding what the child has learned in its narrow environment At the forefront of which is school.

The school is part of the social environment which is aimed at intentionally controlling the kind of education that adults hope young people will be provided with so school is a special environment that we have cut out from the general social environment in order to control the kind of education and thereby control the kind of young people that we hope for society so We do not allow social environments in general to raise young people based on coincidence (النجيحي، 1991، صفحة 69).

The society has established the school to meet one of its basic needs, which is the social normalization of its members, which makes them good members of society, and if educators and social workers did their part well , the child will adapt to the school atmosphere.

The teacher must improve his treatment of the student, so that he can bring his confidence. The child needs to love the teacher, to deal with him, to recognize him and his personality, to take into consideration the mental and social differences that characterize the child, and to avoid using old

dictatorial methods such as beating, mockery, and ridicule, which necessarily reflects the abominable, and feeling of lack, which makes him flee school and the teacher (علي، 2009، صفحة 44). We also find other problems that children of schools may suffer from the height of the school, the student's abilities and overcrowding of the program.

The child's failure and success in studying can be the result of certain mental deficiencies or physical obstacles that put them in critical situations such as colleague ridicule and teacher reprimand, which makes them feel remorse and push them out of school.

This is why officials are required to undertake the necessary procedures, which include subjecting all children to certain tests, and to carry out special tests, to recognize their mental abilities and psychological preparation, and allocate special sections with specialized teachers, even if relatively, and this is to avoid their delay and therefore their failure in the future. Also, the flight may be due to school leaks, and the children being affected by perverts who drop out of school and attend school. In case the school is connected to the family, this creates tension and psychological anxiety for the child, which makes him think to avoid the punishment of his parents by thinking of running away from home.

After reviewing the most important reasons for children's running away from home, we try to review the results of the field study that we conducted at the Re-education Centers of Bir Khadem and El Biar.

## Conclusion:

We concluded that the phenomenon of the running away is primarily due to the family breakdown, as 69% of the sought children belonged to different families related to divorce and the negative effects it results from on the event that is being divided in his loyalty. Lack of family cohesion and family conflicts was one of the main indicators related to the children's running away, 45% of the sought children had a weak and deteriorating relationship with their parents, as they lived in an atmosphere of continuous disputes and bickering. The relationship between the child and his family affected his behavior. The family has an importance in adapting the child's social and moral behavior. This is evident in the established methods of education, which are related to their level of education, as 69 %percent of the sought children parents had an elementary level, 23% of them were illiterates.

Hence, it can be said that the poor educational level of the parents was the reason for their ignorance of the correct methods of education based on dialog and respect for the personality of the child, and the adoption of the policy of beating, cruelty, and defamation in words, as 22% of the sought children had a bad relationship with the mother, and 28% of them had a bad relationship with the father, which is due to their bad treatment of their children and their use of beatings as educational means, which had an effect on the behavior of children .beating destroys love, self-confidence, and lack of security, which are considered a necessary condition for building the child's good personality.

We also noticed that the child's relationship with his brothers played a role in influencing his behavior, in our field research; we found that most of the sought children had a good relationship with their brothers, and this is 35 %, because they share the same fate in their families.

The school is also considered a second institution after the family, in terms of importance and complementary to the educational role, and consequently in the upbringing of the child. Despite the importance of this educational institution, a great number of our sought children did not enjoy this right, whether for a sufficient period or not at all, as 45% of them did not study before entering the center. This show the educational gap that they suffered from. So, the street was the only alternative opened for them.

School failure and poor educational level were among the particularities of our sought children, as 76% of these people do not exceed their primary level of education. This is due to the family problems experienced by these children, which make them not finding the right atmosphere for studying , and the fact that the school does not perform its educational role correctly. This latter is instead of seeking the reasons and factors that lead to their failure It blames them, beats them, curses them, and neglects them by the person of the teacher as 39% of them are in bad relationship with their teachers and 38% were expelled from school because of their weak educational results , which were caused by family problems.

This explains the lack of integration between the family and the school to rescue the child due to the lack of relations between them. Hence, it can be said that the child deprived of



his rights in the house and the school is working hard to put an end to this situation and therefore escape and find an alternative in the street with its temptations especially with the lack of necessary facilities as courts, clubs, and libraries to spend their free time this pushes the child to join a group that imposes its laws on him order to give him membership. We noticed that 89% of the sought children belonged to a group friends, and also , 30 % have a deviant relationship with a group of friends, and 20% ran away from home because of they were affected by bad friends

From here, we can say that there are many factors that led to running away from home of juvenile, this latter is living in an internal conflict. It is manifested in psychological and physical changes that impede the control of his emotions and the external conflict represented in the social environment and its hassles and cracks which affect the upbringing of the child. So, running away from home was the only means to eliminate the continuous stress and psychological tension, as well as to attract the attention of his family and society to understand that he misses love, compassion, Care, and security, and therefore this is what made him looking for an alternative by searching for other social circumstances better than the family, school, and society which were unable to provide them for him.

Running away from home is one of the most important social phenomenon that a child could be exposed to in his social environment as a result of the non-adaptation in his social environment that is inappropriate and does not meet his needs require to their social ,psychological and emotional development Therefore, a number of efforts and factors must

be concerted to avoid the deficiencies that face the upbringing by all institutions as well as the need to create a general atmosphere that combines various educational institutions in order to avoid any mistakes in the upbringing of the child, starting from the family which is considered the basis in the creation of a normal child and then school and finally the society.

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