

# *Exploration of the Lack of Leadership behind the Criminal Values of Chinese Minors at 14 Years of Age*

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**Abstract:** The growth of minors has a bearing on the future development of a country, and the question of whether or not to create a healthier environment for the growth of minors has become a topic of vital importance. It is necessary to pay close attention to the problems encountered by minors in their growth, especially the problem of juvenile delinquency. This article is based on the situation of juvenile delinquency in China, considers the deep-rooted reasons behind juvenile delinquency, and discusses the lack of leadership behind the values of juvenile delinquency for minors under 14 years of age from the perspective of their own development, social progress, family environment and school education.

## 1. Introduction

Along with the development of the times and the progress of society, juvenile delinquency has gradually appeared in the public eye as a prominent point of conflict. In terms of legal provisions, a person who has reached the age of twelve or less than fourteen and commits the offences of intentional homicide or intentional injury, causing death or serious injury by particularly cruel means resulting in serious disability, with aggravating circumstances, and is approved by the Supreme People's Procuratorate for recourse to prosecution, shall be held criminally liable [6]; minors under the age of twelve who commit offences are not to be held criminally liable. Society generally believes that people under the age of 14 do not have the awareness to accurately perceive whether or not their behaviour is harmful, and that they are immature in terms of mental and physical age, so the laws are more leniently formulated. However, along with the development and change of society, some new phenomena and characteristics have appeared in the field of juvenile delinquency and crime, the trend of underage crime, adult, intelligent, and extremely cruel means, the most typical is the school violence.

This thesis seeks to start from China's relevant provisions on the age of criminal responsibility of minors under 14 years of age and the current situation of crime, in-depth discussion of the lack of leadership behind the values of juvenile delinquency.

## **2. Overview of offences committed by minors under 14 years of age**

### **2.1. Provisions of the Penal Code on the age of criminal responsibility of minors under 14 years of age**

For minors under the age of 14, 12 years of age is used as the dividing point, and they are divided into two parts, those who have reached the age of 12 but have not reached the age of 14, and those who have not reached the age of 12; the basis for the division of 12 years of age is based on whether or not a Chinese student enters junior high school as the dividing point, and society believes that twelve-year-olds have already completed their primary school education and are enrolled in junior high school, and that they possess considerable capacity for discernment and control, and that they are already able to understand the nature and significance of their acts of commission [2]. They are able to understand the nature and significance of their behaviour and should pay a corresponding price for their actions. Minors under the age of 12 are both physically and psychologically immature, and do not have the correct values to distinguish right from wrong; their knowledge and understanding of the things around them is limited, so they do not have the possibility of anticipation, and cannot be asked to assume the corresponding responsibility.

### **2.2. Status of criminal offences committed by minors under 14 years of age**

Since the reform and opening up of China, the rate of criminal offences has been rising, the phenomenon of crime has become increasingly serious, and the deterioration of the overall social security situation has become one of the most unsatisfactory hotspots for the general public. Among the increasingly serious criminal offences, young people have become the main members of the criminal population, accounting for about 70-80 per cent of the total number of criminal subjects, with the number of crimes committed by minors rising steeply, at a rate of 3-5 per cent per year. Since entering the 1990s, the trend of the under-ageing of criminal subjects has become more and more obvious, generally 10-12 years old began to have bad traces, 13-14 years old embarked on the road of delinquency and crime, 14-17 years old became the peak age of the crime, and after the age of 18 years old became the main force of the crime, and most of them are gangs of criminals, and the means are also more and more to the direction of adult, intelligent and violent development. As minors are still physiologically immature and have only a rudimentary ability to distinguish between right and wrong, they are extremely vulnerable to the lure and assault of external undesirable factors, and the crimes they commit often have different characteristics from those committed by adults [2].

### **2.3. Characteristics of the offence**

Minors' offences are characterised by two "lows" and two "highs" [1].

Two "lows" (1) Low level of education; minors who commit offences, whether they are schoolchildren or idle youths in the community, generally have a low level of education, generally only below middle school level, and minors with a high school education or above generally commit fewer offences; (2) The age is getting lower and lower, and juvenile delinquency is increasingly moving in the direction of under-ageing. For reasons such as advanced developmental age and frequent acceptance of undesirable cultural influences, the initial age at which minors commit offences is now earlier than it was in the 1990s, with minors under the age of 16 committing an increasing number of homicides, rapes, robberies and other crimes that are seriously detrimental to society.

Two "highs" (1) The proportion of the total number of crimes committed by underage minors is

high; minors, because of their unsound physiological and intellectual development, their limited cognitive abilities, their lack of experience in committing crimes, and their greater psychological pressure to break the law and commit crimes, mostly commit crimes in gangs, with the majority of them committing crimes in gangs. As a result, most of them commit crimes in gangs, which can make up for their deficiencies in strength and psychologically embolden each other, while at the same time making certain arrangements for the deployment of crime, often resulting in greater social harm. In recent years, there have been more and more gangs of minors committing crimes, and there is a tendency to develop in the direction of "specialisation", such as the formation of more solid gangs of robbers, burglars, and hooligans fighting in European gangs. (2)The concentration of offences is relatively high, and violent crimes are prominent. Minors are relatively low in age, have a strong sense of imitation, and commit crimes blindly, often recklessly, without regard for the consequences, committing violent crimes such as intentional homicide, intentional injury, and arson on the spur of the moment. Among the juvenile offenders tried and sentenced by the courts throughout the country, the proportion of serious offences is rising every year, and in recent years in particular, the upward trend in the number of serious offences committed by minors has been particularly marked.

### **3. Factors affecting offences committed by minors under 14 years of age**

#### **3.1. Impact of the development of the social environment on juvenile delinquency**

With the further deepening of reform and opening up, the structure of society is constantly changing, and this change has brought about many adverse effects on the socialisation of members of society, especially young people. Firstly, social and cultural filth and media misinformation have caused a moral slide among young people. As young people are influenced by undesirable film, television and Internet culture and are immersed in this undesirable cultural atmosphere for a long period of time, young people will take in too much of the erroneous information conveyed therein, causing a bias in socialisation and a loss of norms in their behaviour, which will lead to the occurrence of all kinds of illegal and criminal acts. Secondly, the weakness of the social control system aggravates and accelerates the deterioration of the social environment. The weakness of the social control system has led to the spread of the phenomenon of self-restraint and spontaneous development in society, encouraging young people to venture into areas that are inappropriate for them, and some young people are therefore moving towards the abyss of delinquency and crime.

#### **3.2. Impact of the school environment on juvenile delinquency**

Schools have a great responsibility in preventing and controlling juvenile delinquency. And there are many problems in the management of schools that cannot be ignored. Firstly, education is wrongly orientated, and the phenomenon of emphasising intelligence over morality is more common in school education. In recent years, although the slogan of quality education has been put forward, in the absence of a real change in the mode of examination-based education, from teachers, parents to students, no party will accept the so-called quality education. Secondly, some teachers have a backward concept of education and a simple and brutal approach to education; some teachers lack love for their students, do not respect their students' personalities, and even inflict corporal punishment or corporal punishment in disguise on their students, which reduces the effectiveness of education. Third, legal education is unsound. Few schools have formulated special plans to implement education on the prevention of juvenile delinquency, and evil forces outside the school take the opportunity to infiltrate the campus, develop and draw in students, aggravating the complexity of the security environment on campus and inducing juvenile delinquency to occur [3].

### **3.3. Influence of the family environment on juvenile delinquency**

The family is the cell of society, nurturing the growth and development of society, and is an important place for minors' initial socialisation, with parents shaping their children's behaviour and guiding their integration into society through parenting. With the changes in the traditional family structure, family concepts and modes of tutoring, the family is no longer a haven for all minors, and parents are no longer the heroes worshipped by their children; some parents in some families are on the move for the sake of making a living and have no time to tutor their children, so the role of parents as a burden for the initial socialisation of minors is being weakened, and there is a phenomenon of children taking care of their own lives and being left unchecked at home at an early age; there is a lack of communication between parents and children, and some parents are still bound by the rules of behaviour. Lack of communication between parents and children, some parents are still stuck in the traditional way of discipline, or too much love or too harsh attitude to discipline their children, so that the children feel the loss of a sense of belonging to the family and a sense of warmth, increase their rebelliousness, dare to rebel against teachers and parents, cynicism, brutal eating drums and bully, self-indulgence, and often unconsciously go astray. Secondly, the weakening of family stability. The increase in the number of divorced families and other "problem families" not only undermines family stability, but also causes fear, anxiety and lack of a sense of belonging among family members, especially teenagers, and leaves a lot of residual effects on family members' learning, work and life.

## **4. Context of the Values Education Mechanism**

### **4.1. conceptual**

Ethics education: to develop students' understanding and judgement of morality, duties, rights and justice through the teaching of ethics and case studies

Civic education: to teach civic responsibility, participation in public affairs and social morality, and to guide students to join and contribute to society.

Cultural education: to guide students to understand and respect various cultures and values, and to develop intercultural communication and cooperation skills.

Health education: teaches the importance of lifestyle, health knowledge and mental health, and promotes the overall healthy development of students.

### **4.2. Problems with values education in juvenile delinquency**

Firstly, low legal awareness among minors. The State, society, schools and families should strengthen the education of socialist core values for minors, carry out crime prevention education, enhance the concept of the rule of law for minors, make minors build up the consciousness of obeying the law and preventing crimes, and improve the ability of self-management. The main body responsible for preventing juvenile delinquency, the enhancement of minors' legal awareness cannot be separated from the intervention of multiple forces in the family, school and society. However, at present, minors' knowledge of the law is mainly through the school's rule of law education classes, while most of the rule of law education classes carried out by schools are in form, and the family and the society are in the absence of the state of law education, resulting in the minors' insufficient knowledge of the law and weak legal awareness, and it is easy for them to go astray, and ultimately embark on the road of lawbreaking and crime. Secondly, uncertainty about the boundaries of legal knowledge. Although minors have some knowledge of the law, there are cognitive biases, and their knowledge of the law is not comprehensive enough, and there is the problem of unclear knowledge

of the boundaries of the law.

### **4.3. Reasons for problems with values education in juvenile delinquency**

#### **4.3.1. Subjective element**

The character of minors is in the shaping and changeable characteristics, their own physiological and psychological development is immature, their outlook on life, morality and values are blurred, the concept of the legal system is weak, the family education and school education is insufficient, the life experience is shallow, the discernment is poor, and it is easy to be under the influence of the bad social customs and phenomena, can't help but be seduced in order to seek the satisfaction of their own desires, and indulge in their own behaviours, and push themselves to the criminal road.

#### **4.3.2. Objective factor**

The issue is analysed from three perspectives: First, family reasons. The lack of parental guardianship is the deepest reason for the offences committed by left-behind children. According to authoritative surveys, the number of "left-behind children" in rural China now exceeds 58 million. These left-behind children lack parental love and care, and are prone to inner closure, lack of love, and reticence, while others are short-tempered and impulsive, and often turn small, unprovoked incidents into fights and brawls. One of the most direct causes of juvenile delinquency is the overly simple and rough parenting style. The main manifestations are: firstly, over-indulgent families, whose children are self-centred and do not consider the feelings of others. The second is a family that is too rough. Their children are most likely to develop a cold-blooded and violent character. Thirdly, it is the family whose parents have bad habits. Secondly, school education. Good school education can make up for and correct the bad influence of family education, help minors to form a correct outlook on morals, values and law, and thus promote minors to resist and eliminate the influence of bad social factors. However, school education has not played its full part in the formation of minors' morals, values and outlook on the law, failing to maintain a balance between the pursuit of higher education rates and moral education. General legal education classes have become a mere formality, and there is no corresponding law class in the traditional curriculum to promote the formation of students' legal outlook. Thirdly, changes in the social environment and the great abundance of material life have affected the values and outlook on life of minors. As minors are at the stage of forming their outlook on life and values, they lack the necessary social experience and ability to resist, and are easily influenced by the bad customs of society, and under certain conditions and with the help of certain factors, they may embark on the path of delinquency.

## **5. Construction of mechanisms for values education**

### **5.1. Psychological acceptance mechanisms**

Cultivating socialist core values in minors must follow the laws inherent in ideological and political education. We must study the inner mechanisms of minors' psychological activities and psychological acceptance, and promote them in a gradual, step-by-step and interlocking manner. Broadly speaking, the psychological acceptance process of minors' socialist core values goes through three stages. The first is the cognitive stage. At this stage, methods and forms that conform to the laws of minors' psychological cognition should be adopted, such as vivid classroom teaching, influential media guidance, and contagious role model demonstrations, so as to make minors have a sense of closeness and preliminary psychological cognition of socialist core values. The second is the stage of identification. At this stage, under the guidance of Marxist materialistic dialectics,

through the profound analysis of theoretical logic, historical logic and practical logic, minors should be made to produce conscious rational identity. Thirdly, it is the stage of internalisation and practice, which is the advanced stage of the generation of minors' socialist core values, and also the stage of value solidity. Through the practice of production and life and personal experience activities, minors think, choose and integrate, gradually embedding the socialist core values into their internal value pursuits, and making them a code of action for participation in social life. At this stage, minors should be allowed to constantly compare, discriminate and choose, especially through various forms of practical activities, so as to establish a firm belief in socialist core values. The process of cognition, identification and internalisation is a two-way interactive process of psycho-social individualisation and individual psycho-socialisation. The positive interaction between minors and social life should be strengthened in all elements and in all processes, so as to promote the continuous evolution of their psychosocial individuation and individual psychosocialisation.

## **5.2. Educational guidance mechanisms**

The shaping of values at the junior secondary level has not yet taken shape and requires proper guidance and long-term education. Firstly, the lecturers themselves should have firm beliefs, so that those who have beliefs can speak about their beliefs in order to truly impress people. Secondly, it is necessary to adhere to the problem orientation and enhance the relevance and effectiveness of ideological and political theory classes. If empty to empty, conceptualisation, labelling, avoiding the real problems that minors are concerned about, and simply using empty logical deduction for theoretical indoctrination, it will inevitably lead to minors psychologically rejecting the teaching of ideological and political lessons. Should focus on the current social hotspots and difficult problems that people are concerned about, respond to the minors' usual life troubles and ideological puzzles, answer the questions and solve the puzzles, directly point to the heart, with the problem of concern to tug at the minors' heartstrings, and to form the value of the identity in the problem of thinking and discernment. Finally, we should vigorously promote the work of curriculum ideology and politics, and deeply excavate and make good use of the ideological and political education resources contained in each professional course. The penetration of professional courses is an important channel for fostering socialist core values among minors, and all courses offered by schools, including those in the natural sciences, should be placed in the context of national rejuvenation and the progress of human civilisation to examine their value, and the basic principles of Marxism should be used to reveal their laws, so that minors can receive nourishment from socialist core values while learning professional knowledge [4].

## **5.3. Mechanisms for Cultural Enrichment**

In the process of fostering socialist core values among minors, the function of cultural infiltration should be given full play.

Based on the excellent traditional culture, we should cultivate and promote the socialist core values, promote and transmit the excellent traditional culture, carry out extensive and in-depth activities for minors to read and feel the classics, and organically combine the excellent traditional culture with the red culture and the advanced socialist culture in education and teaching. ' In-depth excavation and elaboration of the excellent traditional culture of promoting fraternity, emphasizing the values of the people, we should ' deeply explore and elaborate the contemporary value of excellent traditional culture, promote benevolence, emphasize the principles of the people, abide by honesty and integrity, advocate justice, promote harmony and seek a federation '. And strive to use all the cultural treasures by the Chinese nation ' educate the people through culture, through literature to cultivate people, through literature to cultivate people '. Secondly, we should make full

use of the cultural scene in which socialist core values are generated. The cultural atmosphere created and the cultural life organised by schools, families, and social organisations and groups constitute the scenes in which the socialist core values of minors are generated. Cultural venues and cultural attractions should be used to inculcate minors, establish rites of passage, flag-raising ceremonies, and ceremonies for joining the Communist Party, and make use of traditional national festivals and major anniversaries to disseminate socialist core values. Finally, cyberspace should be built as a new platform for uniting minors' value consensus. The popularity of the Internet has greatly changed the way culture is spread. Minors in the new era are a generation that grew up with the Internet. The construction of cyberethics and cybercivilisation should be strengthened, and efforts should be made to cultivate a healthy and positive cyberculture, helping minors to stay away from the dregs of a vulgar, stereotypical and decadent culture, and creating for them a positive and upwardly mobile cybercultural environment.

#### **5.4. Demonstration mechanism**

The influence of social public figures in the information age plays a very important role in shaping social value tendency, sometimes positively, sometimes negatively. In this regard, on the one hand, we should take advantage of the situation to organise minors to discuss the phenomenon of Internet celebrities, and form correct value judgments in the discussion, so as to guide minors to remain sober and rational in the era of Internet celebrity creation, and to refrain from chasing after celebrities, not to mention emulating them blindly. On the other hand, we should give full play to the demonstration effect of moral models from all walks of life, inviting various moral models and advanced scientific and technological workers to enter campuses and take to the podium, forming a long-term mechanism, and regularly organising a variety of exchanges and interactive activities, so as to guide minors to form the correct values of upward mobility and goodness [5].

#### **5.5. Mechanism of Practising and Nurturing**

In the process of generating socialist core values for minors, it is necessary to allow minors to participate in the process of practical experience in multiple ways and forms, and to contact and understand social life in multiple ways and in the whole process. Firstly, through social practice, they can deepen their theoretical knowledge and internalise their value identity. Second, through social practice to enhance the screening power of social thought and public opinion. In the era of all-media, facing all kinds of non-Marxist and anti-Marxist theories, neo-liberalism, historical nihilism and other social trends, how to improve the level of minors' theoretical discernment, and resist the influence of all kinds of erroneous theories and trends of thought has become a major problem facing the ideological and political work of colleges and universities. In this regard, minors should enhance the "four consciousnesses", firm up the "four confidence", achieve the "two safeguards", and improve the discernment of wrong thoughts and speech and the resistance to wrong values. Thirdly, good quality is promoted through social practice. Third, promote the cultivation of good quality through social practice. By organising and carrying out work-study activities, summer social practices, and various kinds of social welfare, minors are helped to develop good qualities such as hard-working, diligent and thrifty, helpfulness, selflessness, and teamwork, so that the core socialist values are internalised in the heart and externalised in the actions.

### **6. Conclusion**

With the development of society, the progress of the times, the continuous improvement of the

legal system, complete for the fight against criminal offences has played a positive role. This paper on China's criminal age of responsibility system of the status quo, causes and other causes of juvenile delinquency behind the deep-rooted problems, from their own, family, society, school four aspects of the discussion, and for the nature of the criminal group, put forward the corresponding recommendations and countermeasures.

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