



**SOME THEORETICAL ISSUES ABOUT EDUCATION
TO PREVENT DEVIANT BEHAVIOR FOF SECONDARY SCHOOL STUDENTS**

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Abstract

The article addresses the necessity of education to prevent deviant behavior in lower secondary school students and the fundamental theoretical issues related to this activity. Through theoretical research methods, the author has collected, analyzed, and summarized the main content of relevant studies on education to prevent deviant behavior, identifying the gaps that need further exploration and development from these studies. Through an interdisciplinary approach, the author has identified deviant behaviors in lower secondary school students in each area (learning, communication, personal development), as well as determined the objectives, content, methods, and forms of organizing activities for preventing deviant behavior in these students. The research results presented in the article serve as reference material for researchers with similar interests and for educators in designing activities to prevent deviant behavior for secondary school students.



MỘT SỐ VẤN ĐỀ LÝ LUẬN VỀ GIÁO DỤC NGĂN NGỪA HÀNH VI LỆCH CHUẨN Ở HỌC SINH TRUNG HỌC CƠ SỞ

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Tóm tắt

Bài báo đề cập đến sự cần thiết của giáo dục ngăn ngừa hành vi lệch chuẩn ở học sinh trung học cơ sở và những vấn đề lý luận cơ bản liên quan đến hoạt động này. Bằng các phương pháp nghiên cứu lý thuyết, tác giả đã thu thập, phân tích, khái quát nội dung chính của các nghiên cứu có liên quan đến giáo dục ngăn ngừa hành vi lệch chuẩn và chỉ ra những khoảng trống cần tiếp tục khai thác, phát triển từ những nghiên cứu đó. Theo cách tiếp cận liên ngành, tác giả đã xác định những hành vi lệch chuẩn ở học sinh trung học cơ sở trong từng lĩnh vực (học tập, giao tiếp, phát triển bản thân), đồng thời xác định mục tiêu, nội dung, phương pháp, hình thức tổ chức hoạt động giáo dục ngăn ngừa hành vi lệch chuẩn ở các em. Kết quả nghiên cứu được trình bày trong bài báo là tài liệu tham khảo cho các nhà nghiên cứu cùng hướng và cho các nhà giáo dục trong việc thiết kế hoạt động giáo dục ngăn ngừa hành vi lệch chuẩn ở học sinh trung học cơ sở.

1. Introduction

Teenager is a crucial period, playing a significant role in the personality development of individuals. It is a phase where development occurs rapidly but unevenly, lacking harmony and containing many contradictions, leading to disorders and temporary difficulties in both physical and psychological development during this age group. Sometimes, students exhibit erratic, volatile behavior, easily stirred up, not consistent with their nature, including the emergence of deviant behaviors. It can be observed that deviant behavior in students

is behavior that does not yet reach the level of legal violation but significantly deviates from ethical, social, institutional, and classroom norms and regulations. However, if not detected in time for education, correction, and adjustment, these behaviors may develop into illegal activities, affecting not only students but also harming the community, families, and schools. Therefore, preventing deviant behavior in students through education is an important task that every school should focus on. In this article, we describe the manifestations of deviant behaviors in students in

each area, while identifying the content, methods, and forms of organizing preventive education for deviant behavior in students at secondary schools.

2. Literature Review

Deviant behavior and preventive education against deviant behavior in learners have been the focus of research by authors in various fields. Author Luu Song Ha, in the article “Parenting styles and children’s deviant behavior,” presented theoretical foundations regarding parent-child relationships, deviant behaviors in terms of social norms, and some psychological measures to influence parent-child relationships in order to prevent and limit deviant behavior among adolescent students [1].

In the article “Research on self-destructive behavior - research directions in educational settings” (2017), author Huynh Van Son analyzed and synthesized some research works on self-destructive behavior in children as one of the deviant behaviors and the causes of its formation. Research results indicate that self-destructive behavior arises from emotional expression tendencies, related to needs, lifestyles, and emotional experiences [3].

In the paper “Preventive education of deviant behavior in high school students,” author Hoang Gia Trang pointed out some changes in ethical standards in society among high school students, such as lack of concern for others, swearing, disrespect for adults, alcohol and drug use, and proposed directions for educating behavior for students [4].

Author Vu Thi Ngoc Tu, in the study “Some communication expressions of secondary school students with deviant behavior in Hanoi,” clarified communication expressions of students with deviant behavior, noting that such students often choose friends to confide in rather than their families and relatives. However, the author did not propose solutions to minimize deviant behavior among students [5].

In the article “Measuring dimensions of deviant behavior: The behavior problem checklist,” Herbert C. Quay introduced a measuring tool designed to assess inappropriate or “deviant” behavior. According to the authors’ approach, “deviant” behavior is understood as behavior that does not adhere to social rules, laws, or ethical standards. The Behavior Problem Checklist (BPC) is used to analyze and evaluate such behaviors by collecting information from various sources such as individuals, families, or educators. The BPC can be applied in various contexts, from behavior research to counseling or intervention work [6].

The Routledge Handbook of deviant behavior presents a comprehensive, integrative, and accessible overview of the contemporary body of knowledge in the field of social deviance in the 21st century. This book addresses the full range of scholarly concerns within this area including theoretical, methodological, and substantive issues in over 70 original chapters, written by an international mix of recognized scholars. As a whole, this Handbook undertakes an in-depth evaluation of the contemporary state of knowledge within the area of social deviance, and beyond this considers future directions and concerns that will engage [7].

In the article “Deviant behavior in school setting” the author conducted research with the purpose of examining causes and effects of deviant behavior, and identify main strategies to fight the issue. A set of recommendations for the teenagers with deviant behavior and their parents were identified to help them adjust to society [8].

In the article “Identity crisis resolution among psychological correction of deviant behavior of adolescents – Procedia” the notions of positive and negative identity are disclosed, negative impact on the identity of the deviant behavior of adolescents is shown, current state of deviant behavior is considered. The possibilities of using various psychotherapeutic methods in the work to create

a positive identity in adolescents are defined. The results of psychological correction of negative identity in adolescents with deviant behavior are considered [9].

The dissertation “The development of deviant behavior in adolescents: the influence of student characteristics and school climate” is an investigation of the influence of individual characteristics and school climate on the participation in deviant behaviors. The literature review provides a review of adolescent development and theories that guide the understanding of the different social and environmental factors that influence an adolescent’s participation in deviant behavior. Additionally, the impact of adolescent participation in deviant behavior will be reviewed [10].

“Youth gangs, violence and social respect: Exploring the nature of provocations and punch-ups” is the first book dedicated to Australian youth gangs, exploring the subtleties and nuances of street life for young men and their quest for social respect. The key focus is on group violence and the ways in which the ‘gang’ provides a forum for the expression of this violence [11].

The author of the book “Deviance: The interactionist perspective” presents the interactionist approach to the study of deviance, examining deviance as a phenomenon that is constituted through social interpretations and the reactions of persons caught up in this social process. This book focuses on issues such as how individuals interpret and label people, how people relate to one another based on these interpretations, and the consequences of these social processes [12].

Furthermore, the issue of deviant behavior is also addressed in the research works of many other authors (Gauffin, K., Vinnerljung, B., & Hjern, A. (2015); Goode, E. (2016); Rodger, J. J. (2008)) [13;14;15].

In general, the authors have analyzed the nature, causes, and consequences of deviant behavior, provided psychological therapy for individuals with deviant behavior, and suggested recommendations for parents and learners to minimize deviant behavior among learners... However, to date, research on preventive education against deviant behavior for secondary school students remains a gap that requires attention from scientists

3. Methods

In this study, we employed a combination of theoretical research methods and the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) overview research method. PRISMA offers a clear, detailed guidance system on how to conduct, report on overview articles, and analyze data. This ensures consistency and clarity in reporting, thereby enhancing reliability and comparability among different studies. The authors selected articles, research works on deviant behavior and preventive education for deviant behavior among students that have been published in reputable scientific journals/publishers. Moreover, based on the structure of the educational process, the age characteristics, and the psychological difficulties of students with deviant behavior, the authors analyzed, and systematized theoretical issues regarding deviant behavior and preventive education for deviant behavior among secondary school students

4. Results

4.1. Some fundamental deviant behaviors of secondary school students

4.1.1. Deviant behavior in communication and conduct of secondary school students

Deviant behavior in communication and conduct of students refers to behaviors that do not adhere to or are not in line with the rules, standards, and boundaries defined by society or a

specific group. They often have negative impacts not only on individuals but also on the community, including the school. Deviant behavior in communication and conduct manifests in various relationships, including:

- In relationships with peers: In peer relationships, deviant behavior often manifests in bullying phenomena, including behaviors such as threats, insults, extortion of belongings, coercion, manipulation, physical violence, or isolation of another student... Additionally, actions that disrupt group cohesion, spreading rumors, teasing to cause embarrassment, using offensive language or physical violence to resolve conflicts; engaging in inappropriate actions or speech in communication with the opposite sex... are also deviant behaviors in students that need correction and adjustment.

- In relationships with teachers: In this relationship, deviant behaviors are manifested in disrespectful attitudes, behaviors that insult dignity, integrity, physical invasion, speaking ill of teachers, or deliberately not following class or school rules to show opposition to teachers, school staff...

- With the surrounding environment: Deviant behavior of students is also manifested in their behavior towards the surrounding environment such as wearing inappropriate clothes to school, littering, graffiti on walls/desks, damaging the landscape, environment, and other facilities in the school....

4.1.2. Deviant behavior of secondary school students in learning

Deviant behavior in learning of students refers to actions that do not comply with class or school rules regarding learning activities. Some common deviant behaviors in students include cheating in studying, exams, or tests; skipping classes or playing truant; unjustified absences; frequently arriving late to school; eating snacks during class; doing personal work during class; frequently not

bringing books to class, not completing learning tasks... These behaviors not only affect the academic performance of students but also impact the learning environment of the class and the school. Therefore, educating and preventing these deviant behaviors in students is an important task of the school.

4.1.3. Deviant behavior of secondary school students in personal development

Due to the need for self-awareness and development, secondary school students are very concerned about building their self-image, forming ideal models, and asserting themselves. However, due to limitations in perception and life skills, students of this age group encounter many difficulties in personal development leading to deviant behaviors, such as:

- Overemphasizing appearance over character and abilities

- Using inappropriate clothing or hairstyles to attract attention

- Mimicking negative behaviors (eccentric lifestyles, shocking statements, self-destructive behaviors) from others

- Overestimating oneself leading to arrogance and narcissism

- Being stubborn and opposing adults to assert oneself

- Engaging in daring, risky, defiant, or disruptive behaviors to demonstrate one's strength

4.2. Education content for preventing deviant behaviors in secondary school students

4.2.1. Content for preventing deviant behavior in communication and conduct in secondary school students

Preventing deviant behavior in communication and conduct in secondary school students should focus on developing awareness, skills, and positive attitudes in relationships with others, specifically:

- Educating students about deviant behaviors: Helping students understand deviant behaviors in communication and conduct in various relationships and the negative consequences of these behaviors on themselves and others.

- Educating cultural communication skills and respect for differences for students: Forming cultural communication skills and behaviors in direct communication and online communication, including the use of polite language, active listening, and showing respect for others...; Guiding students on how to build positive, healthy relationships. Additionally, teaching students how to refuse and react politely when encountering inappropriate behavior.

- Educating conflict resolution skills for students: This is an important skill to help students resolve conflicts effectively without resorting to violence in their relationships with others.

To effectively implement these educational contents, schools need to create a positive learning and communication environment where everyone is encouraged to show respect, compassion, and support for each other.

4.2.2. Content for preventing deviant behavior in learning in secondary school students

Based on identifying deviant behaviors in learning of students, the content for preventing deviant behavior includes.

- Educating confidence and self-awareness, responsibility in learning: Cheating in learning often stems from lack of confidence, worry about one's academic performance. Additionally, laziness and reliance make students not study but commit violations of examination regulations to complete exams, tests... Therefore, educating students to have confidence in their own abilities is necessary: Creating conditions for students to develop confidence by encouraging and recognizing small achievements in learning, emphasizing positive aspects to help students feel more confident in themselves;

- Guiding students to set specific learning goals and understand the benefits of achieving those goals. This helps them become more confident in managing their learning activities and gradually become more self-conscious in learning to achieve their goals; guiding students on how to solve problems in learning tasks confidently and independently, including analyzing problems, searching for information, and applying appropriate solutions.

- Educating students about the importance of compliance with rules, learning regulations, completing learning tasks, and participating in learning activities; helping students understand the significance of responsibility and the consequences of violating principles, regulations, as well as not completing learning tasks.

- Educating students time management skills, stress relief in learning, helping students become independent, autonomous, avoiding deviant behaviors in learning such as cheating or having negative behaviors when the results achieved are not as desired.

For these educational contents to be effectively implemented, it is necessary to create a safe, open, and flexible learning environment where students feel confident in expressing their opinions and can make decisions and be autonomous in the learning process; providing positive feedback and encouraging students to propose, seek their own suitable learning methods. .

4.2.3. Content for preventing deviant behavior in self-development in secondary school students

Deviant behavior in self-development of secondary school students stems from limitations in their self-awareness. To prevent this deviant behavior, the following educational contents can be implemented:

- Educating students about diversity and respecting differences in themselves. This educational content helps students understand

cultural, gender, religious diversity, and differences between themselves and others, thereby forming in students an attitude of respecting differences, diversity, respecting themselves, and avoiding deviant behaviors by imitating others to assert themselves.

- Educating students to have confidence in themselves: Students should be shown that each individual has their own strengths, encouraged to identify those strengths, and be supported and encouraged to believe in their own abilities, knowing how to express their personal opinions confidently and not fear criticism.

- Guiding students to objectively assess themselves through the development of reasoning and critical thinking skills. At the same time, educating students on how to collect, process, and evaluate information to avoid deviant behaviors.

- Developing emotional management skills for students helps them recognize and control emotions positively, thereby avoiding deviant behaviors such as negative attitudes, self-harm.

To effectively implement the educational content for preventing deviant behaviors in self-development in secondary school students, an educational environment that is safe, friendly, and supportive should be created to help students not feel pressured by groups and perform deviant behaviors.

4.3. Forms of preventive education for deviant behavior in secondary school students

4.3.1. Through teaching activities

- Preventive education for deviant behavior in secondary school students through teaching activities is the integration of content to prevent deviant behavior into various subjects, especially those dominant subjects such as Civic Education, Literature, History, and Geography. This helps students recognize the manifestations of deviant behavior, develop and adjust habits and behaviors in a positive direction. When designing teaching

activities for each content, teachers need to choose appropriate topics to integrate preventive education for deviant behavior into those contents.

4.3.2. Through experiential and career

Orientation activities experiential and career orientation activities have become compulsory educational activities in lower secondary schools in Vietnam since the academic year 2021-2022. These activities help students reinforce positive habits, discipline in studying and living, culturally appropriate communication behavior, and focus more on personal responsibility development: responsibility to oneself, family, community; formation of personal values according to societal standards; and development of problem-solving skills in life. By forming and reinforcing positive habits and behaviors in lower secondary school students in studying and life, experiential and career orientation activities are advantageous in educating to prevent deviant behavior in students.

4.3.3. Through group activities

Preventive education for deviant behavior in secondary school students through group activities is a process in which teachers and students participate together to create a positive educational environment, encouraging positive behaviors. Teachers organize class activities on themes related to cultured communication, awareness of learning, and appropriate personal development. Through this, students gain knowledge and develop culturally appropriate communication skills; understand the necessity of adhering to regulations, rules of learning, and voluntarily comply with these regulations; learn to self-assess, express themselves appropriately according to societal standards.

4.3.4. Through self-cultivation and self-development of students

All educational influences are only effective when the subjects themselves study, self-cultivate, and self-train. Therefore, teachers

need to encourage and motivate students to be proactive, actively cultivate, and train themselves to adjust behaviors that are not in line with societal standards, while avoiding deviant behaviors.

4.4. Educational methods to prevent deviant behavior for secondary school students

In preventing deviant behavior in secondary school students, the following methods can be used:

- Problem-solving method: Often applied to help students analyze, consider, and propose solutions to a phenomenon or event. For example, teachers present situations with deviant behavior for students to analyze, evaluate, and draw lessons from. This method helps students develop independent, creative, critical thinking skills, thereby forming correct attitudes towards societal standards and criticizing deviant behaviors.

- Task assignment method: This is a method where teachers engage students in various diverse activities related to preventing deviant behavior. This method helps students understand the social and personal significance of assigned tasks, thereby drawing lessons for themselves about prevention and struggle to eliminate deviant behaviors. Task assignment is an opportunity for students to demonstrate their abilities, respect societal standards in all fields, and overcome their limitations.

- Game method: This method organizes activities for students to explore a problem or perform actions or deeds through a particular game. Using games in educational activities to prevent deviant behavior in secondary school students allows them to express their understanding of deviant behaviors and ways to avoid them. Thus, students draw lessons for themselves about respecting societal standards, staying away from deviant behaviors in all fields.

- Forum method: This is a way to organize activities for students to express their opinions,

viewpoints, and debate on issues related to a certain field. Using the forum method in educational activities to prevent deviant behavior in secondary school students involves schools directly organizing extracurricular activities, group activities, or building.

- Fanpages, online platforms related to the struggle against deviant behaviors for students to express their opinions. Therefore, forums serve as a playground for students to freely express their thoughts, engage in direct discussions with friends about the behaviors of individuals in situations discussed.

Role model method: This method involves educators using their personalities as examples for students to follow. It can be said that this is one of the most important methods in preventing deviant behavior in students because only when teachers have exemplary personalities can they establish credibility with students, and only then will students believe in and follow what teachers have taught.

5. Conclusion and discussion

Preventive education for deviant behavior in secondary school students is an important educational content in general schools that helps students form correct perceptions of societal standards, thereby developing positive habits and behaviors, while being aware of struggling to push back deviant behaviors. The research results presented in this paper provide guidance for determining content, selecting methods, and organizing forms of preventive education for deviant behavior in secondary school students.

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