Original Research Article

Reality of Deviant Behaviors of High School Students

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Abstract: The study aimed to evaluate the deviant behavior of high school students. Survey data from 126 students of Hanoi city. The research results show that the deviant behavior of high school student manifests at different levels but mainly at the occasional level in which the behavior is performed with more frequency than talking privately, causing disorder during school hours; Profanity, swearing; Fraud during test hours; Being late to school; Using 2-wheel motorcycles with a capacity of over 50cc. In addition, some deviant behaviors lead to serious consequences not only for the students themselves but also for those around them, such as: Drinking alcohol and then driving; Substance use; Using motorbikes and electric scooters without wearing helmets also practiced by a large number of high school students. Male students have higher standard deviation behavior than female students. Educational measures and disciplinary forms for students' deviant behaviors are not appropriate. Therefore, students, families, schools, and society need to work together to be able to manage and adjust academic behavior in high school students, thereby improving the quality of learning and spiritual life for students.
Keywords: Deviant behavior; High School Students.

INTRODUCTION

According to Luu Song Ha (2008), High School Students' Inappropriate Behavior (HSIB) refers to behaviors that are inconsistent with the recognized rules and cultural norms within a specific time and space. In addition to considering the appropriateness of behavior according to rules and standards, attention should also be paid to the spatial and temporal context. With the diversity of cultures, different time periods can be evaluated to determine the appropriateness of behavior and whether it qualifies as HSIB or not.

Currently, there is an increasing trend of deviation from norms among high school students, as reported in the conference for the "Support Project for Juveniles Violating Laws during the 2013-2016 period." The conference was jointly organized by the Department of Labor, Invalids and Social Affairs of Ho Chi Minh City and the United Nations Children's Fund (UNICEF) on April 16, 2013. According to the report, during the 2007-2012 period, law enforcement agencies investigated over 49,000 criminal cases involving nearly 76,000 juvenile offenders. In 2012 alone, there were 8,820 cases of law violations committed by this age group nationwide, an increase of 231 cases compared to 2011, involving 13,300 children and juveniles. Dong Nai province had over 2,200 cases, followed by Khanh Hoa, Dak Lak, and Hanoi [2].

According to the report by the Ministry of Public Security at the conference on summarizing the work of combating crimes related to children, families, and youth, the situation of crimes and law violations committed by adolescents continues to be complex, with an increasing tendency toward dangerous and serious consequences. HSIB can manifest in various forms, including ethical and legal violations. HSIB in social relationships is evident in interactions with parents, siblings, teachers, friends, and even strangers. This includes behaviors such as lying, arguing, cursing, and swearing. According to author Hoang Gia Trang (2015), only 15.4% of students greet their teachers when recognized, and 2.2% say they would avoid their teachers if possible. When witnessing disrespectful or mocking behavior towards teachers, 20% of students remain silent [3].

Additionally, one of the prominent manifestations of HSIB currently is school violence. According to data from Plan International and the International Center for Research on Women (ICRW) based on surveys conducted in five countries, namely Cambodia, Vietnam, Indonesia, Pakistan, and Nepal, the prevalence of school violence is alarming. For every

10 students, 7 have experienced school violence. Indonesia has the highest proportion of students experiencing violence at 84%, followed by Vietnam at 71%. Therefore, it is necessary to implement solutions to prevent and manage these deviant behaviors among students.

Based on these observations and research, this article analyzes the survey results on the current status of HSIB in high school students and provides recommendations aimed at managing and reducing deviant behaviors among them.

RESEARCH METHODS

Table 1: Characteristics of study subjects

Characteristics of study subjects		Amount	%	Characteristics of study subjects		Amount	%
School	CMA High School	40	31.7	Class	10	42	33.3
	Chuc Dong High School	34	27		11	55	43.7
	Lam Nghiep High School	17	13.5		12	29	23
	Hermann Gmeiner High School	35	27.8	Learning Rating	Excellent	4	3.2
Sex	Male	60	47.6		Good	38	30.2
	Female	66	52.4		Rather	63	50.0
					Average	20	15.9

The total number of participants in the study was 126 high school students attending four schools: Chuong My A High School, Chuc Dong High School, Lam Nghiep High School (Chuong My District, Hanoi), and Hermann Gmeiner Vocational Training School (Cau Giay District, Hanoi). The study divided the deviant behaviors of high school students into three groups: Violations of school regulations; Substance abuse behaviors; Violations of the law, as follows:

➢ The group of violations of school regulations includes 11 propositions: Cheating during exams; Skipping classes; Tardiness; Eating snacks during class; Talking privately, disrupting order during class; Non-compliant attire, hairstyles; Lack of respect towards teachers; Bringing prohibited items to school: knives, fireworks, inappropriate reading materials; Insulting peers and others; Using foul language; Damaging the landscape and equipment in school. The group of substance abuse behaviors includes 3 propositions: Alcohol consumption; Smoking; Using addictive/hallucinogenic substances.

➢ The group of violations of the law includes 6 propositions: Taking other people's money, belongings without permission; Consuming alcohol and then operating a vehicle; Using a motorcycle with an engine capacity over 50cc; Using motorbikes, electric scooters without wearing a helmet; Street racing; Fighting, causing disturbances to public order and security. Each proposition has 5 answer options corresponding to the frequency of deviant behaviors for participants to choose from: 1/Never; 2/ Rarely; 3/Occasionally; 4/Often; 5/Very often. The higher the average score of the behavior, the more deviant behaviors the students have.

➢ The survey data was collected and processed using IBM SPSS 23 software, with the use of descriptive statistical parameters such as frequency, percentage, mean, standard deviation, maximum and minimum values, Pearson correlation to analyze the relationships between deviant behaviors, and T-Test to analyze the differences among student groups based on gender and different academic performance levels.

RESEARCH FINDINGS

The current situation of deviant behaviors among high school students. To understand the current situation of deviant behaviors among high school students, the study conducted a survey and analyzed the three prominent groups of deviant behaviors: Violations of school rules; Substance abuse behaviors; Violations of the law.

Table 2: Violations of school rules

No	Behavior	Minimum value	Maximum value	Mean	Standard deviation
1	Cheating during exams	1	5	2.76	.794
2	Skipping classes	1	4	1.94	.865
3	Coming to school late	1	5	2.70	.949
4	Eating snacks during class	1	5	2.31	.934
5	Talking privately, disrupting class	1	5	3.10	.978
6	Violating dress code, hairstyle	1	5	1.83	.936
7	Disrespecting teachers	1	3	1.25	.501

No	Behavior	Minimum value	Maximum value	Mean	Standard deviation
8	Bringing prohibited items to school	1	3	1.13	.387
9	Insulting friends and others	1	5	1.50	.746
10	Using profanity, cursing	1	5	2.82	1.084
11	Damaging school landscape, equipment	1	3	1.18	.408
N = 126					

Joining the group of students who violate school regulations is of special concern to the HSIB group, as students are still the main group spending a significant amount of time engaging, communicating, and studying at school. There are 11 behaviors that belong to the HSIB group of violating school regulations, and these behaviors are quite common in the school environment. Among them, two behaviors have the highest rate of student violations: "Talking privately, disrupting class." In classrooms and during class hours, it is not difficult to come across students talking, laughing, and not focusing on the lectures. This may stem from the students' lack of awareness, their desire to express themselves, or their personal enjoyment. This disrupts the order in the classroom and affects those around them. It also develops a bad habit for the students themselves, hindering their ability to absorb the lectures and affecting the quality of teaching from the teachers.

The next behavior is "Using profanity, cursing." This result partly explains the current situation of students, as their speech and communication skills face many issues. Living in a modern and globalized society, students are exposed to more media outlets, which leads to them receiving information that may not be accurate or using uncivilized and impolite language. With profanity and cursing becoming more common, it has become a norm for many students. Other behaviors also have a relatively high rate of student violations, such as "Coming to school late" and "Cheating during exams." The phenomenon of cheating in exams may arise from students' refusal to study, lack of focus, engaging in private conversations, or performing personal tasks during class, which results in not listening to lectures and understanding the lesson content.

To demonstrate the relationship, a Pearson correlation test was conducted between the variable "Talking privately, disrupting class" and "Cheating during exams" among high school students as follows.

Table 3: Pearson correlation between the variable "Talking privately, disrupting class" and "Cheating during exams" of high school students

Correlations			
		Speaking privately, causing disruptions during class hours	Cheating during exams.
Speaking privately, causing disruptions during class hours	Pearson Correlation	1	.495**
	Sig. (2-tailed)		.000
	N	126	126
Cheating during exams.	Pearson Correlation	.495**	1
	Sig. (2-tailed)	.000	
	N	126	126
**. Correlation is significant at the 0.01 level (2-tailed).			

The results of the verification on Table 3 indicate that the Sig. coefficient of the behavior "Speaking privately, causing disruptions during class hours" is < 0.05. This means that the behavior of speaking privately, causing disruptions during class hours, and cheating during exams in high school students have a linear correlation. Additionally, the correlation coefficient r = 0.495 < 0.5 shows a moderate correlation between the behavior of speaking privately, causing disruptions during class hours, and the behavior of cheating during exams among students. Behaviors such as talking, causing disruptions, and working individually during class are among the factors leading to cheating during exams in students. Furthermore, the proportion of students engaging in behaviors such as "Disrespecting teachers" is relatively low, which partially indicates that students still uphold the values and traditions of respecting and honoring educators.

Table 4: Substance abuse behavior

No	behavior	Minimum value	Maximum value	Mean	Standard deviation
1	Drinking alcohol, beer	1	5	1.57	.862
2	Smoking	1	5	1.42	.852
3	Using addictive substances/hallucinogens	1	2	1.01	.089

For the group of behaviors related to substance abuse, the proportion of students affected is not excessively high. The majority of students choose the option of "never" engaging in these behaviors. Among the three groups of behaviors, substance abuse behaviors have the lowest proportion of affected students. One explanation for this is that behaviors related to substance abuse are often seen as serious and are condemned by many people in society. In addition, schools frequently collaborate with law enforcement agencies to educate and remind students. Among these behaviors, "Drinking alcohol, beer" has the highest proportion of affected students, with a mean value of 1.56, followed by "Smoking." However, the group of substance abuse behaviors carries a higher risk of leading to other more dangerous deviant behaviors, such as alcohol and drug abuse. These substances, whether used infrequently or regularly, can have long-term consequences, affecting both the health of individuals and those around them, as well as causing security and order issues.

Table 5: Behaviors violating the law

No	Behaviors	Minimum value	Maximum value	Mean	Standard deviation
1	Taking money or belongings of others without permission	1	5	1.17	.502
2	Drinking alcohol, then operating a vehicle	1	3	1.16	.388
3	Using a motorcycle with an engine displacement above 50cc	1	5	2.54	1.473
4	Using a motorbike or electric scooter without wearing a helmet	1	5	2.29	1.245
5	Street racing	1	4	1.21	.546
6	Fighting, causing disorder and insecurity	1	3	1.26	.539

"For the deviant behavior group violating the law, the current phenomenon of students violating traffic safety laws is widespread, such as riding motorcycles, motorbikes to school at an underage age, not wearing helmets when participating in traffic, speeding and reckless overtaking, organizing illegal racing, etc. The highest proportion of these behaviors is "Using motorcycles with an engine capacity over 50cc," and most students do not have a driver's license and are not old enough to use vehicles for traffic participation. The next one is "Using motorbikes, electric bikes without wearing helmets." This is a very concerning reality and also one of the main causes of traffic accidents. High school students have a low incidence of behaviors such as taking money or belongings from others without permission, which somewhat indicates that they know they should not touch others' personal belongings without the owner's consent. Therefore, it can be seen that the deviant behaviors with the highest proportion of students' violations are the group of "Violations of school regulations," followed by "Violations of the law," and the group with the least incidence of students is "Substance abuse behavior."

Differences in deviant behaviors of high school students according to gender

Table 6: Differences in deviant behaviors of students according to gender

Behaviors	Sex	N	Mean	Standard deviation
Cheating during exams	Male	60	2.87	.911
	Female	66	2.67	.664
Skipping class	Male	60	2.05	.964
	Female	66	1.83	.756
Coming to school late	Male	60	2.82	1.049
	Female	66	2.59	.841
Eating snacks during class	Male	60	2.32	1.097
	Female	66	2.30	.764
Talking privately and disrupting the class	Male	60	3.27	1.056
	Female	66	2.95	.885
Not following the dress code or hairstyle regulations	Male	60	2.10	1.037
	Female	66	1.59	.764
Bringing prohibited items to school: knives, fireworks, inappropriate reading materials	Male	60	1.25	.508
	Female	66	1.03	.173
Being disrespectful to teachers	Male	60	1.38	.555
	Female	66	1.12	.412
Insulting classmates and people around	Male	60	1.68	.873
	Female	66	1.33	.564
Using vulgar language, swearing	Male	60	3.20	1.102
	Female	66	2.47	.948
Damaging the school environment, equipment	Male	60	1.20	.403

Behaviors	Sex	N	Mean	Standard deviation
	Female	66	1.17	.414
Drinking alcohol, beer	Male	60	1.93	.972
	Female	66	1.24	.583
Smoking	Male	60	1.83	1.076
	Female	66	1.05	.210
Using addictive substances or hallucinogens	Male	60	1.02	.129
	Female	66	1.00	.000
Taking money or belongings from others without permission	Male	60	1.25	.654
	Female	66	1.09	.290
Drinking alcohol, beer and then operating a vehicle	Male	60	1.28	.490
	Female	66	1.05	.210
Using a motorbike with an engine capacity over 50cc	Male	60	2.73	1.483
	Female	66	2.36	1.453
Using a motorbike or electric scooter without wearing a helmet	Male	60	2.32	1.127
	Female	66	2.26	1.351
Racing	Male	60	1.28	.613
	Female	66	1.15	.472
Fighting and causing disruptions to security and order	Male	60	1.45	.675
	Female	66	1.09	.290

The T-Test analysis in Table 6 shows a clear difference in the expression of standard deviation behavior when comparing the two gender groups, males and females. Male students exhibit higher standard deviation behavior than female students in all aspects. The results partly indicate a difference in standard deviation behavior based on gender.

Differences in standard deviation behavior among students based on academic classification

The study utilizes One-Way ANOVA analysis to examine the relationship between students' academic classifications and their standard deviation behavior, determining whether there is any correlation or impact on the current state of standard deviation behavior.

Table 7: Differences in standard deviation behavior among students and their academic classifications

		No	Mean	Standard deviation
Cheating during exams	Excellent	4	2.00	2.000
	Good	38	2.68	.775
	Fair	63	2.73	.677
	Average	20	3.10	.718
	Weak	1	4.00	.
	Total	126	2.76	.794
Skipping class	Excellent	4	1.50	1.000
	Good	38	1.58	.683
	Fair	63	1.89	.785
	Average	20	2.75	.786
	Weak	1	4.00	.
	Total	126	1.94	.865
Coming to school late	Excellent	4	1.75	1.500
	Good	38	2.34	.847
	Fair	63	2.70	.816
	Average	20	3.45	.826
	Weak	1	5.00	.
	Total	126	2.70	.949
Talking privately and disrupting the class	Excellent	4	2.00	2.000
	Good	38	2.92	.850
	Fair	63	3.00	.880
	Average	20	3.95	.759
	Weak	1	4.00	.
	Total	126	3.10	.978
Using vulgar language, swearing	Excellent	4	2.00	2.000
	Good	38	2.39	.974
	Fair	63	2.71	.888

		No	Mean	Standard deviation
	Average	20	4.00	.649
	Weak	1	5.00	.
	Total	126	2.82	1.084
Smoking	Excellent	4	1.75	1.500
	Good	38	1.11	.649
	Fair	63	1.30	.687
	Average	20	2.25	.967
	Weak	1	3.00	.
	Total	126	1.42	.852
Drinking alcohol, beer and then operating a vehicle	Excellent	4	1.00	.000
	Good	38	1.03	.162
	Fair	63	1.16	.368
	Average	20	1.40	.598
	Weak	1	2.00	.
	Total	126	1.16	.388
Using a motorbike with an engine capacity over 50cc	Excellent	4	2.00	2.000
	Good	38	2.21	1.630
	Fair	63	2.41	1.328
	Average	20	3.60	1.046
	Weak	1	4.00	.
	Total	126	2.54	1.473
Using a motorbike or electric scooter without wearing a helmet	Excellent	4	2.00	2.000
	Good	38	2.37	1.514
	Fair	63	2.06	1.045
	Average	20	2.85	.988
	Weak	1	3.00	.
	Total	126	2.29	1.245
Racing	Excellent	4	1.00	.000
	Good	38	1.21	.577
	Fair	63	1.13	.421
	Average	20	1.50	.761
	Weak	1	2.00	.
	Total	126	1.21	.546
Fighting and causing disruptions to security and order	Excellent	4	1.25	.500
	Good	38	1.16	.437
	Fair	63	1.11	.364
	Average	20	1.90	.718
	Weak	1	2.00	.
	Total	126	1.26	.539

Table 7 presents the descriptive statistics for each level of academic classification. in some behaviors such as fighting and causing disruptions to security and order; racing; drinking alcohol, beer and then operating a vehicle; being disrespectful to teachers, the average values for the group of students classified as good-excellent fall within the range of 1.00 - 1.49 (strongly disagree), indicating that students with good academic performance rarely exhibit these standard deviation behaviors. On the other hand, the average values for the group of students classified as fair-weak fall within the range of 1.50 - 2.49 (disagree), and even in this group, there are rarely any indications of these standard deviation behaviors. This can be explained by the fact that behaviors like being disrespectful to teachers reflect a lack of respect for authority, which is a long-standing tradition.

For some standard deviation behaviors such as using a motorcycle with an engine capacity over 50cc; using vulgar language, swearing; talking privately and disrupting the class; coming to school late, the average values for the group of students classified as good-excellent fall within the range of 1.50 - 2.49 (disagree), indicating that students with good academic performance rarely exhibit these standard deviation behaviors. However, the average values for the group of students classified as fair-weak fall within the range of 3.50 - 4.49 (agree).

Students' perception when engaging in standard deviation behaviors

Table 8: students' perception when engaging in standard deviation behaviors

No	Behaviors	Amount	%
1	Feeling remorseful at that time, then not thinking about anything else	26	20.6
2	Fearful of friends, teachers, and those around finding out	15	11.9
3	Fearful of parents finding out	21	16.7
4	Regretful, remorseful, seeking ways to make amends	34	27.0
5	Having no thoughts at all	24	19.0
6	Different	6	4.8
N=126			

The results above indicate that the majority of students feel "remorseful, regretful, and seek ways to make amends" when they engage in behaviors that deviate from standards. Additionally, a significant number of students, while engaging in deviant behaviors, only "feel remorseful at that time, then not think about anything else," and some students have "no thoughts at all" when engaging in such behaviors. Furthermore, the results also show that students fear their parents discovering their deviant behaviors more than they fear their friends, teachers, or others finding out. Parents remain the authoritative figures for their children.

Disciplinary Measures for Deviant Behaviors

The chart illustrates the extent to which students are disciplined for deviant behaviors. The majority of students reported that they have "never" been disciplined for such behaviors (34.9%). This can be explained by the fact that either students do not engage in deviant behaviors or they engage in such behaviors without being disciplined by their families or schools. Once these violations are not corrected, students perceive them as normal and continue to reoffend.

Next is the category of "occasionally" (32.5%), indicating that students are occasionally disciplined for deviant behaviors. This includes both negative and positive disciplinary measures. Through this, students can recognize their behaviors and address the issue at the right time and in the right way.

The most frequently exhibited category of deviant behaviors is violations of school regulations, and "teachers" are the ones who criticize such behaviors the most. Teachers, as educators, are the ones who can timely adjust and correct deviant behaviors. However, frequent severe criticism can become a negative educational approach, leading to counterproductive effects. Following that is "family members." Apart from receiving education at school, the family is the second educational environment for students, where they live and operate. When parents notice signs of deviant behaviors in their children, they may express concerns and use various disciplinary measures or criticism. Sometimes, the criticism from parents makes the children feel that they are not receiving care, love, and become distant from their parents.

Table 9: Disciplinary Measures for Deviant Behaviors.

No	Deviant Behaviors	Frequency	Mean	Standard deviation
1	Inviting parents	40	.32	.467
2	Suspension from school	15	.12	.325
3	Punishment: Labor, standing	49	.39	.489
4	Inviting to the police station	17	.13	.343
5	Reprimanding, warning	78	.62	.488
6	Different	12	.10	.295
N = 211				

When students exhibit deviant behaviors, they are accompanied by disciplinary measures for those behaviors. The most common disciplinary measure is "Reprimanding, warning." Based on the severity of the violation, the school and the family will employ appropriate reprimanding and warning measures, which could include reprimanding in front of the class or the entire school. The next frequently used measure is "Punishment: labor, standing." Teachers often apply this disciplinary measure by having students stand in place, stand in a corner of the classroom, or perform tasks such as pulling weeds, sweeping the yard, or picking up leaves. "Inviting parents" is another measure used when students repeatedly engage in deviant behaviors. The school can invite parents to meet, discuss, and develop appropriate solutions together. For more serious offenses, the measure of "Inviting to the police station" may be applied when students disrupt public order, violate traffic safety, participate in racing, engage in physical fights, or use addictive substances.

RECOMMENDATIONS

a. For parents

Parents need to educate their children about deviant behaviors, appropriate conduct, and social norms. This will help students develop a correct understanding of appropriate behaviors, establish positive habits and routines, and criticize behaviors that do not conform to standards.

Parents and children should spend more time together as a family, such as eating, playing, traveling, and participating in activities. This will create a joyful and positive psychological atmosphere within the family. Parents and children should put themselves in each other's shoes to understand and empathize with each other's difficulties. They should avoid imposing their thoughts on their children, as each generation has different ways of thinking and living. Respecting children's opinions, listening to them, and understanding them will reduce conflicts within the family and enhance family cohesion.

Parents should unify their educational methods, as applying different parenting styles will not have a strong impact on children. Positive and respectful educational approaches should be used, serving as role models for children, being patient and tolerant, and resolving issues through empathy and understanding rather than physical punishment, fostering trust in children rather than using authority.

b. For schools

There needs to be close coordination between the school and parents to promptly prevent deviant behaviors in students and agree on appropriate solutions if they occur. Specific and strict measures should be established regarding rules and handling students who violate those rules. Conduct seminars on the harmful effects of addictive substances and deviant behaviors.

Collaborate with school counseling services to educate students on life skills, enabling them to exhibit appropriate behaviors in different environments such as family, school, or society. Additionally, organize programs for prevention and intervention in school psychology to help students cope with difficulties in learning and living. Enhance specialized sessions on cultivating well-mannered students, promoting civilized behavior and addressing deviant behaviors in students.

CONCLUSION

Currently, students' deviant behaviors are relatively diverse. This research divides these deviant behaviors into three main categories: violation of school rules, substance abuse, and violations of the law. Among them, the group of behaviors violating school rules has the highest proportion of students involved. The group of substance abuse behaviors has a lower proportion, partly due to the strong condemnation by society and continuous media coverage on the harmful effects of addictive substances.

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