

The Role of Family and Peers in Adolescent Deviant Behaviors

(Case Study of two High Schools in Hanoi)

Nguyen Thi Hong Hanh* Phan Huyen Dan**

Abstract: Adolescence is a distressing stage characterized by significant changes, including bodily changes, academic pressures, family dynamics, interpersonal conflicts and the demands of life. These factors can contribute to the occurrence of various deviant behaviors among adolescents if not effectively controlled. Deviance in adolescence is often seen as a learning process, where adolescents acquire deviant behaviors from their close and intimate relationships. Family and peer groups are indeed the most influencing factors in adolescent deviance. This study, based on survey data collected in 2023 by the Institute for Family and Gender studies, aims to examine the frequency of delinquent behaviors and explore the association between family, deviant peers and adolescent deviance. The sample consisted of 600 adolescents aged 16-18 from rural and urban areas. Among four groups of deviant behaviors, namely drug assumption, deviance in social order, academic deviance and communicative deviance, communicative and academic deviance are two most popular deviant behaviors. The role of parents and peers in adolescent deviance is analysed through two aspects: the influence of parents/peers and their reaction to adolescent. These findings reveal that the percentage of adolescents having deviant peers is higher than the one of those who do not. Furthermore, in families where deviant behaviors occur more, there is a higher percentage of adolescents engaging in deviant behaviors. This study contributes to shed light on the frequency of deviant behaviors among adolescents and emphasizes the importance of family and peer's influences.

Keywords: Deviance; Deviant behaviors; Adolescent; Family; Peer.

* MA., Institute for Family and Gender Studies, Vietnam Academy of Social Sciences.

** MA., Institute for Family and Gender Studies, Vietnam Academy of Social Sciences.

1. Introduction

It can be seen that adolescence is a strong transition from childhood to adulthood. This is a relatively special period in every person's life, marked by rapid developments and changes in body, psychology and social relationships. The most prominent psychological characteristic of this age is "rebelliousness" (Le Thi Ngoc Lan, 2018). In this period, most adolescents begin to engage in deviant behavior, going against social norms, wanting to break limits and barriers, and yearning for self-determination (Spegler et al., 2015; Zhu, 2022).

In the context of Vietnam in recent years, the media has frequently reported on deviant behaviors among minors, showcasing various behavioral patterns and differing levels of severity. Research conducted by Nguyen Chu Du in 2019 revealed that insults and fights among students were highly prevalent, accounting for up to 80% of conflicts. The study also found that a significant portion of the surveyed students tended to resolve conflicts with violence, resorting to physical aggression such as hitting, punching, and even using dangerous weapons. The research conducted by Vu Thi Cuc in 2020 sheds further light on the prevalence and consequences of deviant behaviors among adolescents. The study found that a significant proportion of students in the survey experienced various forms of bullying and negative labeling by their peers. Specifically, 64% of the students admitted to being victims of being bullied and defamed, and 53,2% had been labeled with derogatory nicknames by their peers.

Finding the factors influencing adolescents' deviant behaviors, sex is one of the most important one. Many studies show that adolescent males tend to commit more deviant behaviors than females (McCoy, 2019). Some studies in Vietnam such as the study of Vu Thi Ngoc Tu (2020) also support this conclusion, accordingly, in most indicators (skipping school, fighting, using drugs, violating regulations public places...), the rate of adolescent males having deviant behavior is higher than that of adolescent females. Some previous studies have also provided explanations for this situation, first, adolescent males are more susceptible to being influenced by "deviant peer" groups, or adolescent males are less susceptible to more monitoring by parents (Boyer and Byrnes, 2009,

citing McCoy, 2019). In addition, adolescent males also tend to engage in deviant behaviors related to the use of tobacco, alcohol, and stimulants more than adolescent females (Chinawa et al., 2014). Moreover, from the ecological approach, it can be seen that the social environment in which adolescents regularly interact is an important factor influencing adolescents' deviant behavior. During adolescence, the time adolescents spend with family tends to decrease and the time spent in school increases. Therefore, the school environment becomes an important factor in the development of adolescents' maladaptive behaviors (Kasen et al., 1998, citing Bao Z et al., 2015). Lacourse et al. (2003) pointed out that adolescents who socialize with deviant peer groups are more likely to engage in deviant behavior than adolescents who do not or rarely have this connection. Absolutely, comprehending both the common deviant behaviors and their underlying influences is crucial for implementing effective interventions. By addressing the root causes of deviance, we can foster a more supportive and nurturing environment for young people, enabling them to develop strong social and emotional skills and thrive academically and socially.

2. Research method

The research methods utilized in this article encompass both quantitative and qualitative data from the research titled "The current situation of standard deviant behavior of high school students (A case study in Hanoi)," which was led by the Institute for Family and Gender Studies in 2023.

The study was conducted in May 2023 at two high schools in Hanoi: one in rural area and one in urban area. After receiving approval for implementation, the project asked for direction from the School Board of Directors to get a list of classes and use the lottery method to randomly select 4 classes from each block to participate in the survey. With the students' active participation, the topic was brought to each class and instructions were given, giving students proactive answers. During the process of filling out the questionnaires, there were three investigators and one teacher to guide the collection, distribution and filling out of the questionnaires. The sample size of this study comprised of 600 students. In addition, qualitative information is extracted from in-depth interviews with students who have engaged in deviant behaviors (such as smoking, fighting,

frequent truancy, etc) to learn more deeply about the causes and consequences of deviant behaviors.

Table 1. Study sample characteristics

		Total (N=600)	Percentage
Living area	Rural	292	48,7
	Urban	308	51,3
Sex	Male	292	48,7
	Female	308	51,3
Grade	10 th	248	41,3
	11 th	184	30,7
	12 th	168	28

The measurement method used in the research project involves the construction of a scale to assess the occurrence of deviant behaviors among high school students. The dependent variable, deviant behavior, is measured using four distinct groups of behaviors and students are asked about the frequency of engaging in these deviant behaviors during the "last school year" period.

1. Substance Use Behaviors: This group is built from three indicator variables, namely smoking cigarettes or e-cigarettes, using drugs such as marijuana or laughing gas, and drinking beer or alcohol.
2. Learning-Related Behaviors: This group is constructed from three indicator variables: truancy (skipping school without permission), cheating, and not doing homework.
3. Aggressive Behaviors: This group comprises two indicator variables: swearing and fighting.
4. Deviant Behaviors in Communication: This group consists of two indicator variables: lying and disrespecting adults.

In addition, in order to find out how parents react when adolescents make mistakes, students in the survey will make choices from a list of 12 behaviors. With the reaction of close friends, students will make choices about how much their friends support them.

Independent variables

The study investigates the relationship between deviant behaviors among adolescents and various independent variables. The first group of independent variables are the ones related to adolescents' individual characteristic such as: living area (urban/rural), adolescents' gender (male/female), grade (10th grade, 11th grade, 12th grade).

And Differential association theory (Sutherland,1939) is adopted for the explanation of adolescent deviant behaviors. This theory is used to explain individual deviant behavior. Deviant behavior is learned through interactions with intimate groups. Through the process of interaction, individuals not only learn how to perform deviant behavior but are also influenced by their motivations, attitudes, and opinions about deviant behavior. Criminal behavior is a consequence of learning, when an individual associates with members of deviant groups, which means that individual has approached and adapted to habits and values. value of this group. According to Differential Association Theory, criminal behavior is not necessarily learned directly from offenders. According to Sutherland, the difference between criminals and non-criminals lies not in the goal pursued but in the way to achieve that goal (Maloku, 2020; Nguyen Thi Nhu Trang, 2017). Social variables derived from this theory include: association with deviant peers, parents' deviant behaviors and school climate.

- Deviant friends: This variable assesses whether adolescents have friends who engage in deviant behaviors and how many deviant behaviors they had among 10 behaviors. It aims to understand the influence of peer association on adolescents' own deviant behavior. This variable is based on the question: "Which of the following deviant behaviors do your close friends have in the last school year?".
- School climate: This variable examines the school environment and its association with deviant behaviors. It explores factors such as the prevalence of physical aggression and conflicts within the school setting and their potential impact on adolescents' deviant behavior. This variable is based on the question: "Do any fights happen at your school?".
- Parents' deviant behavior: this variable helps to describe the amount of deviant behaviors taken by parents in family. This variable is based on the

question: "Which of the following deviant behaviors are there in your family?".

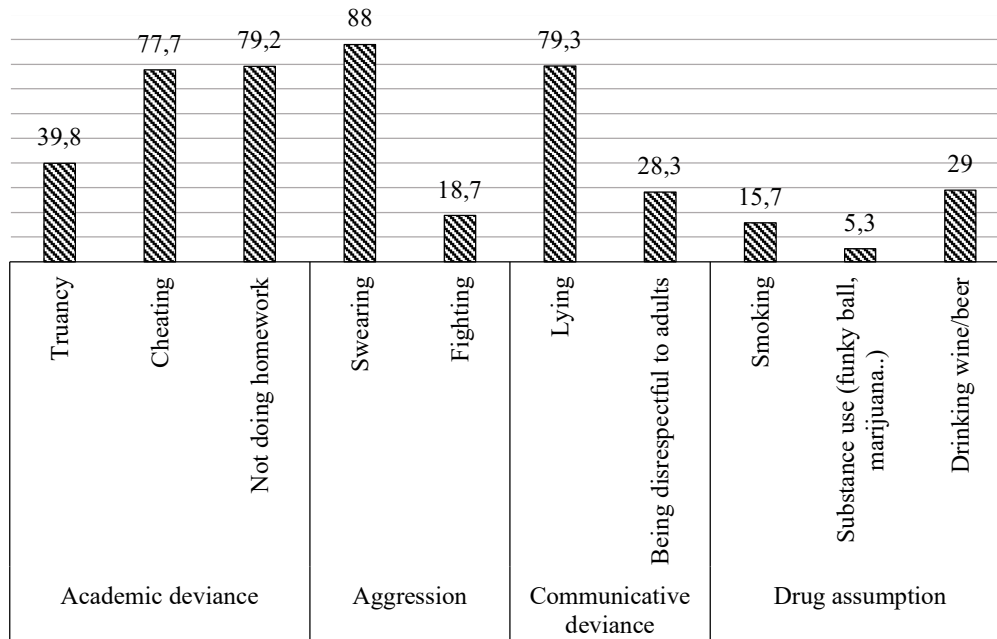
By analyzing the relationship between these independent variables and deviant behaviors, the study seeks to gain insights into the factors that contribute to the occurrence of deviant behaviors among adolescents in Hanoi. The variables based on Differential association theory, in particular, allow for an examination of the influence of familial and peer's factors on adolescents' engagement in deviant behaviors. Understanding these associations can contribute to develop interventions and preventive suitable programs for promoting positive adolescent development.

3. Results

3.1. Current status of adolescent deviance: findings from research in two high schools in Hanoi

As shown in Figure 1, academic deviance is relatively common among adolescents. The percentage of adolescents engaging in academic deviant behaviors, such as truancy, cheating, and not doing homework, is relatively high. About 35% of adolescents reported sometimes deviating from academic standards, while 30% admitted to often deviating from the expected norms. Among school-related deviant behaviors, the overwhelming majority of students confessed to copying and failing to complete assignments. Additionally, approximately 40% of adolescents acknowledged having skipped school at some point, and a striking 80% admitted to engaging in behaviors such as playing cards instead of doing homework. These findings reaffirm the prevalence of deviant behaviors in the context of learning, which is consistent with previous studies by Hoang Gia Trang (2015) and Vu Thi Ngoc Tu (2020). It is noteworthy that while parents and teachers view dropping out of school, turning in incomplete homework, and not doing homework as unacceptable behaviors that require correction, teenagers tend to "normalize" and justify these behaviors. Qualitative data highlights the adolescents' attitudes, with many justifying copying as a means to survive in the educational system, such as the saying "If you don't copy, you are not a student..." or regarding learning as a hindrance to enjoying their youth. They even share tips on how to cheat during exams, viewing it as a strategy to cope with the pressures of academic achievement.

Figure 1. Percentage of adolescents committing deviant behaviors



Deviant behaviors in communication, such as lying and disrespecting adults, are relatively common among adolescents. Specifically, 80% of adolescents admit to lying. Qualitative data also shows that sometimes, adolescents consider “lying” as a temporary way of coping for reasons such as "fear of parents’ scolding", "fear of teachers’ punishment"... or to satisfy their personal interests and needs: "I said I had done to congratulate my teachers on 20th November, but actually I had played video games with my friends" (Male, 12th grade, rural area). In addition, 30% of children used to behave disrespectfully towards adults. In the school environment, it is also relatively common for adolescents to say disrespectful words to teachers. Many adolescents also admitted to giving teachers nicknames or calling them in inappropriate terms.

In group of aggressive behaviors, "swearing" stands out as a very common deviant behavior. Approximately 90% of adolescents have admitted to swear. Swearing is considered as one way of verbal aggression. It is a means of expressing anger and hostility that can have adverse effects on the moral principles, and social relationships of both the aggressor and the victim (Worth, 2021). It is worth noting that verbal aggression can serve as a precursor to physical aggression. On the other hand, in the group of aggressive behaviors, the qualitative data points out that the percentage of

adolescents exhibiting "fights and conflicts" behavior is lower than that of "swearing". Around 19% of adolescents reported involvement in physical violence within the school environment during the last school year. These findings shed light on the prevalence and nature of aggressive deviant behaviors among adolescents. Addressing and managing verbal aggression, as well as physical conflicts, are crucial aspects of interventions and preventive measures in schools and within the community. By tackling these aggressive behaviors early on, professionals and educators can contribute to fostering a safe and harmonious learning environment and promoting positive social interactions among adolescents.

Compared to the other deviant behaviors, adolescents' substance use, such as smoking cigarettes/e-cigarettes, using drugs (e.g., marijuana, funky ball...), and drinking beer/alcohol, are less common. Regarding stimulant use, survey data shows that about 35% have ever used stimulants. The level of distribution is mainly concentrated at occasional levels. Between smoking, using drugs (marijuana, funky ball...) and drinking alcohol, drinking alcohol is the most common, followed by smoking and the rate of drug use is quite low (29%, 16% and 5% respectively). The WHO reports on alcohol and health in 2014 showed that 7,5% of people aged 15 and 11,7% of people aged 15 to 19 abused alcohol. In 2015, in Vietnam, 34% of adolescents aged 14 to 17 years old and 57% aged 18 to 21 years old used alcohol (WHO, 2014, citing Pham Thi Van Phuong, 2020). Alcohol use at school age can lead to serious physical, mental and academic effects, typically poor academic performance, dropping out of school, bullying, fighting, driving, unsafe sex... (Miller et al., 2007; Patrick et al., 2014). Nearly 30% of the students surveyed used alcohol, this number is lower than the study by Pham Thi Van Phuong (2020) at a high school in Tay Ninh province with 60% of students saying they used alcohol, beer and research by Nguyen Thi Minh Khai (2016) with the rate of high school students in Binh Dinh ever using alcohol being 58.7%.

These findings provide valuable insights into the prevalence of deviant behaviors among adolescents in the context of communication. The high occurrence of lying emphasizes the importance of promoting honest and trustworthy communication among adolescents and encouraging them to express themselves truthfully. Likewise, addressing disrespectful behavior towards adults is

essential for promoting positive social interactions and cultivating respectful attitudes among adolescents.

3.2. Parents’ and peers’ influence to adolescents’ deviant behaviors

The correlation between peers and parents’ factors and adolescent deviant behaviors

The data analysis begins with an overview of the bivariate correlation between four dependent variables and independent variables related to Differential Association theory. Table 2 depicts these correlations. And the data from bivariate correlation analysis points out that all of four deviant behaviors are significantly related to all the independent variables. Association with deviant peers yields the positive correlation variable among four ones. It can be seen that in adolescent stage, adolescents want to be independent from parents and seek freedom. Peer group influences are particularly important during the adolescent stage. And for adolescents, the peer group is the most important context in which the learning and the reinforcement of values and behaviors take place. Peer group is influential in the issues of style like clothing, hairstyles... and they might learn wrong behaviors from peers groups.

Table 2. Bivariate correlation between adolescent deviant behavior and Independent variables (N=565)

Independent Variables	Dependent variable			
	Deviant behavior in study	Deviant behavior in communication	Drug use	Agression
r				
Differential association variable				
Peers’ deviant behavior	0,279***	0,275***	0,403***	0,394***
Deviant behaviors in school	0,177***	0,126**	0,157***	0,173***
Parents’ deviant behavior	0,208***	0,269***	0,393***	0,366***

Parents' deviant behavior is another type of association that links closely with adolescent deviant behavior. This results support to other previous researches. Deviant parents are considered to be effective role models and reinforcers of deviant value and behavior that lead to delinquency (Cheung, 1997).

Absolutely, the data analysis underscores the significant impact of family and peer environments on adolescent deviant behavior. This aligns with earlier research findings. As highlighted by Truong Xuan Cu (2017), friends exert a powerful influence contributing to school violence among students, and the family environment is a notable factor as well. Phan Duc Nam's study (2016) further emphasizes that a history of violence within a family is correlated with children's violent behavior in a school setting. Notably, the more children are exposed to or experience violence within their family, the higher the likelihood of engaging in deviant behaviors, particularly those related to physical aggression.

Parents and peer's reaction to adolescents' deviant behaviors

Peers and familial context have strong influence on adolescents' deviant behaviors. And the next question is: When adolescents engage in deviant behaviors, what will parents and their peers react? Adolescent deviance is considered as a "product" of process of learning through intimate groups, but the role of family and peers in preventing and stopping adolescents' deviant behaviors is also important.

Parents' reactions to adolescents' deviant behaviors

To learn how parents behave when adolescents misbehave, students will make choices about their parents' reactions from a list of 12 behaviors. For instance, the most common approach is verbal communication, with 76.3% of parents opting for gentle reminders and ethical analyses. This aligns with findings from Nguyen Thi Nguyet's research in 2007, which also highlighted "advice and explanation" as a prevalent parental approach when adolescents have misconduct. Nevertheless, at times, these verbal reminders can escalate into more forceful expressions, such as yelling, scolding, or using harsh language, as reported by 50,7% of children. Additionally, 36,7% of children have experienced being cursed or insulted by their parents during such instances. Some parents may resort to "threats," like withholding school attendance or resorting to physical punishment, in an attempt to dissuade their children from misbehavior.

The in-depth interview data also underscores that, according to children, words can sometimes be more emotionally impactful than actions, potentially leaving enduring psychological repercussions and straining the parent-child relationship. It's suggested that "harsh words can leave deeper scars than physical punishment". This reflection underlines the significance of nurturing healthy and respectful communication within families, as emotional wounds can be enduring and affect the overall well-being and relationships of adolescents.

"I'd rather my parents just beat me and be done with it, instead of nagging and nagging me all day long. My mother keeps reminding me about my mistakes, I felt very mentally abused" (Female, grade 11, urban area).

"People always say that words fly in the wind, but I see that after talking and hurting each other, how can we forget? If you bruise your hand, it will go away in a few days, but the scolding you will remember for a long time" (Male, grade 12, urban area).

Although that these narratives cannot be representative of every family, they offer a glimpse into the educational practices within households. Beyond verbal reprimands, other disciplinary measures are frequently employed. For instance, 36,7% of children have experienced punitive actions for behavioral transgressions. In-depth interviews further illustrate the diversity of disciplinary approaches adopted by parents. Some opt for restrictions, like curtailing social outings on weekends or reducing allowances. Alternatively, additional chores and academic tasks may be assigned, emphasizing the multifaceted nature of disciplinary methods within families.

Moreover, certain practices such as "writing a review" have waned in popularity. Parents interviewed in-depth reflected, "In the past, if I made a mistake, my parents forced me to write a review, but now it's not effective, and they won't write it either. Just reducing privileges might still be somewhat effective".

Interestingly, 18,8% of adolescents mentioned that their parents had reached out to the school to collaborate in resolving their child's deviant behavior. In-depth interviews shed light on the fact that schoolteachers are often active in demanding parents' collaboration. When adolescents make serious misconduct, schoolteachers detect first and ask their parents to cooperate in handling them. Especially, certain cases necessitating collaboration between the school and family arose due to recurrent or severe transgressions (such as frequent truancy

or physical altercations resulting in injuries), as well as the cases that adolescents are not responsive to the school's disciplinary efforts (such as not writing reviews or displaying defiance towards teachers). In a study by Nguyen Thi Quynh Hoa (2010), over 40% of adolescents attributed the rise in student misbehavior to inadequate coordination between families and schools.

Table 3. Behaviors of parents when their children have deviant behaviors: data from adolescents' assessment

Parents' behaviors	%
Advice and explanation	76,3
Scold	50,7
Punishment	36,7
Curse/ Severe insults	36,7
Threat to hit but don't hit	33,2
Contact the school	18,8
Do nothing	17,8
Hit	16,8
Parents don't know	15,8
Withholding school attendance	15,2
Demand you to write your wrongs	14
Kick out of the house	12,5

Three forms of behavior such as cursing, hitting, and being kicked out of the house are considered negative. Survey data shows that nearly 40% of children have experienced at least one of these three forms of deterrence. Of these, more than 19% are subject to one form, more than 13% are subject to two forms and nearly 8% are subject to all three forms.

Regarding parents' responses, adolescents also make judgements about their parents' responses. Specifically, 39.5% of adolescents found their parents' reactions to their behavior to be suitable, 37% found it only partly suitable, and 23.5% found it completely incorrect.

The Table 3 shows that more than 58% of adolescents said they listen to their parents and 36,2% will restate their personal opinions and views. Nearly 30% of adolescents chose to remain silent and approximately 22% of children arguing with parents. Only 2,3% of children chose the negative option of leaving home.

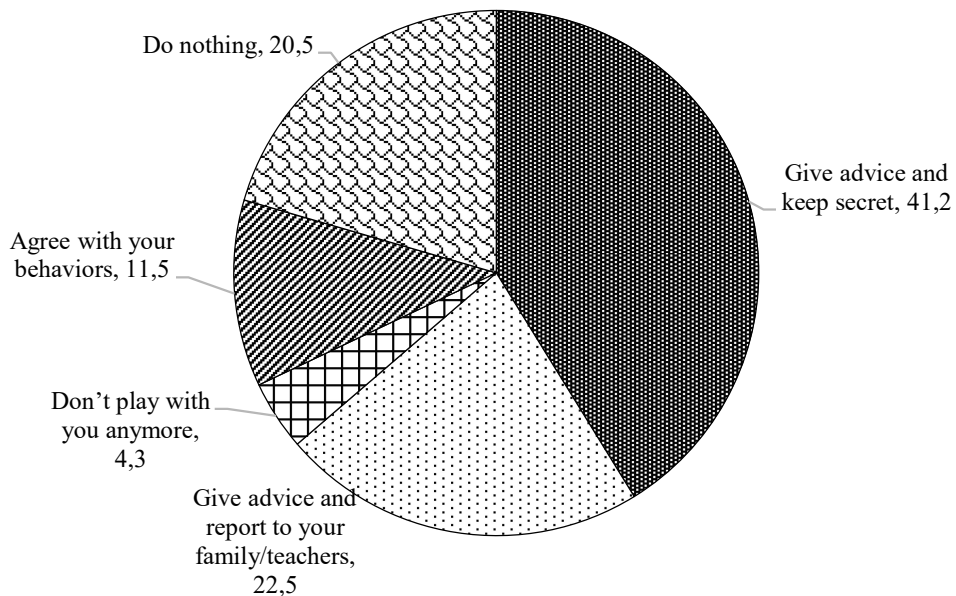
Table 4. Reactions of adolescents when being punished by parents (N=565)

Adolescents' behaviors	%
Obey to parents	58,5
Explain	36,2
Keep silent	29,7
Argue with parents	21,8
Leaving home	2,3

Reactions of close friends to adolescents' deviant behaviors

Absolutely, friends hold significant sway in an adolescent's social sphere, especially during their high school years. They can serve as both potential influencers, potentially leading children towards deviant behaviors, and as a protective factor, offering warnings and deterring such conduct.

Figure 2. Reactions of close friends to adolescents' deviant behaviors: data from adolescents' assessment



The data illustrated in Figure 2 sheds light on the peer group's stance regarding a child's deviant behavior. Dissent in this context involves offering advice, providing feedback to the family, or even discontinuing interactions with the child. According to the survey, when peers become aware of a child's

deviant behavior, a majority tend to advise them against continuing such actions. However, only 22.5% of students reported receiving advice from their friends and subsequently sharing it with their families and schools. In-depth interviews further indicate that friends might hesitate to report to their families due to two primary reasons: 1) A prevailing mindset that normalizes deviant behaviors, particularly those associated with academics; and 2) An underlying fear of repercussions, which could lead to estrangement from family and school.

4. Conclusion

Indeed, the study's findings reveal important insights into the prevalence of deviant behaviors among adolescents and the factors that may contribute to such behaviors. The higher occurrence of deviant behaviors related to learning and aggression suggests that these areas may require more attention in terms of prevention and intervention efforts.

The differences between urban and rural areas in terms of aggressive behavior and substance use also highlight the importance of considering the influence of the environment on adolescent behavior. In term of residential area, urban area, with their distinct social and cultural dynamics, may present unique challenges that contribute to the higher rates of certain deviant behaviors. Understanding these contextual differences can help educators, parents, and policymakers develop targeted interventions that address the specific needs of adolescents in different settings.

Data analysis results show that male adolescents tend to exhibit higher rates of aggressive behavior and substance use compared to female ones. This may be influenced by various societal and cultural factors that shape gender norms and expectations. Recognizing these differences can inform efforts to tailor support and prevention strategies to meet the needs of both male and female adolescents.

The study's exploration of the influence of friendship and school relationships on deviant behaviors emphasizes the role of peer influence and school climate in shaping adolescent behavior. Positive peer relationships and a supportive school environment can serve as protective factors that help adolescents resist engaging in deviant behaviors. Conversely, negative peer influences and a

school climate that tolerates or promotes aggression can contribute to an increase in such behaviors. This highlights the importance of fostering a positive and inclusive school culture that promotes healthy relationships and supports students' emotional and social development. That's a succinct summary of the findings. It's noteworthy that parents typically respond constructively, while friends often opt for advice and secrecy.

Regarding the limitations of this article, first of all, this article only focuses on describing deviant behaviors in four behavioral groups: academic deviance, aggression, communicative deviance and drug assumption. Therefore, a number of other deviant behavior patterns have not been mentioned in this article. In addition, the research was conducted with students studying at the high school, so the data cannot reflect other age groups or adolescents who have dropped out of school. Data in this research reflects only the adolescents' opinion and assessment, and it cannot express the point of views of the other groups like teachers, parents.

References

- Bao Z., Li D., Zhang W., Wang Y. (2015). School climate and delinquency among Chinese adolescents: Analyses of effortful control as a moderator and deviant peer affiliation as a mediator. *Journal of Abnormal Child Psychology*, 43(1), pp. 81-93.
- Cheung, Y.W. (1997). "Family, School, Peer, and Media Predictors of Adolescent Deviant Behavior in Hong Kong". *Journal of Youth and Adolescence*, 26: pp. 569-596. <https://doi.org/10.1023/A:1024534022895>.
- Chinawa, J. M., Manyike, P. C., Obu, H. A., Odetunde, O. I., Aniwada, E. C., Ndu, I. K. Chinawa, A. T. (2014). "Behavioral Disorder amongst Adolescents Attending Secondary School in Southeast Nigeria". *Behavioural Neurology*, vol. 2014, Article ID 705835, 10 pages, 2014. <https://doi.org/10.1155/2014/705835>.
- Crosnoe, R., Cavanagh, S., & Elder, G. H. (2003). Adolescent Friendships as Academic Resources: The Intersection of Friendship, Race, and School Disadvantage. *Sociological Perspectives*, 46(3), pp. 331-352. <https://doi.org/10.1525/sop.2003.46.3.331>.
- Hoàng Gia Trang. (2015). "Giáo dục phòng ngừa hành vi lệch chuẩn ở học sinh phổ thông". *Tạp chí Khoa học giáo dục*, số 120, tháng 9/2015: tr. 18-23. [Hoang Gia

- Trang. (2015). "Education to prevent deviant behavior in high school students". *Educational Science Magazine*, No. 120, September 2015, pp.18-23].
- Junger-Tas, J., Ribeaud, D., & Cruyff, M. J. L. F. (2004). Juvenile Delinquency and Gender. *European Journal of Criminology*, 1(3), 333-375. <https://doi.org/10.1177/1477370804044007>.
- Lê Thị Ngọc Lan. 2018. "Mối quan hệ giữa phong cách giáo dục của cha mẹ và hành vi lệch chuẩn của trẻ vị thành niên". *Tạp chí Giáo dục*, số 423 (Kì 1-2/2018), tr. 11-15. [Le Thi Ngoc Lan. 2018. "The relationship between parenting style and juvenile deviant behaviors". *Journal of Education*, No. 423 (1-2/2018): pp.11-15].
- McCoy, S. S., Dimler, L. M., Samuels, D. V., & Natsuaki, M. N. (2019). "Adolescent susceptibility to deviant peer pressure: Does gender matter?" *Adolescent Research Review*, 4(1), pp. 59-71.
- Phan Đức Nam. (2016). "Một số đặc trưng xã hội và nhân tố ảnh hưởng đến tình trạng bắt nạt trong học sinh trung học phổ thông hiện nay". *Tạp chí Xã hội học*, 4(136): tr. 55-66. [Phan Duc Nam. (2016). "Some social characteristics and factors affecting bullying among high school pupils today". *Journal of Sociology*, 4(136): pp. 55-66].
- Shoemaker, D. J. (2009). *Juvenile delinquency*. Lanham, Md., Rowman & Littlefield Publishers.
- Thornberry, T. P., Lizotte, A. J., Krohn, M. D., Farnworth, M., & Jang, S. J. (1994). "Delinquent peers, beliefs, and delinquent behavior: A longitudinal test of interactional theory". *Criminology*, 32(1), pp. 47-83. Doi:10.1111/j.1745-9125.1994.tb01146.x.
- Trương Xuân Cừ. (2017). "Biện pháp phòng chống bạo lực học đường trong trường trung học phổ thông". *Journal of Science of HNUE*, 62(4): tr.184-191. [Truong Xuan Cu. (2017). "Measures to prevent school violence in high schools". *Journal of Science of HNUE*, 62(4): pp. 184-191].
- Vũ Thị Ngọc Tú. (2020). "Hành vi lệch chuẩn của học sinh Trung học cơ sở hiện nay". *Tạp chí Tâm lý học*, số 5(254): tr. 88-97. [Vu Thi Ngoc Tu. (2020). "Deviant behaviors of middle school students nowadays". *Journal of Psychology*, 5(254): pp. 88-97].
- Warr, M. (2002). *Companions in Crime: The Social Aspects of Criminal Conduct*. Cambridge, England: Cambridge University Press.