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### RESEARCH ARTICLE

#### THE RELATIONSHIP BETWEEN FAMILY ATTACHMENT AND DEVIANT BEHAVIORS OF HIGH SCHOOL STUDENTS

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#### Abstract

The study aimed to assess the relationship between the level of family attachment and the deviant behaviors of high school students - survey data from 126 high school students of Hanoi city. Research results show that: family cohesion is negatively correlated with the bad behavior of high school students. In families where parents often criticize and impose on their children, family members often have conflicts and conflicts, and the children's morale is higher. In families where family members often have inappropriate behaviors and words, children also have high expressions of similar deviant behaviors.

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#### Introduction:-

Family attachment is related to negative emotions (White, Shelton, & Elgar, 2014) and deviant behaviors (Hanama&Arazi, 2012). Family factors and adolescent life satisfaction deeply influence the future behavior of children. The impact of family attachment and life satisfaction on internalizing outcomes (depression and self-esteem) and externalizing outcomes (deviant behaviors) in adolescents, and the mediating role of internalizing outcomes as a factor leading to the effects of family attachment and life satisfaction on future deviant behaviors.

Generational gap between parents and children also leads to differences in beliefs, ideologies, standards, values, resulting in inherent conflicts and conflicts among family members. Conflict and violence from parents also partly affect the psychology and lead to deviant behaviors in children, such as violating household rules, breaking the law, or substance abuse. Based on the perspective of systems theory, high school students' deviant behaviors are not only influenced by themselves but also by the natural system, formal system, and social system. Firstly, within the natural system, the family is considered the most important factor directly influencing high school students' deviant behaviors.

#### Research Method:-

| 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  |
| ex | 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 (CauGiay District, Hanoi).

### Research Results:-

The research results show a clear difference in the manifestation of deviant behaviors when comparing the impact of parental criticism and non-criticism on children's deviant behaviors. High school students who receive criticism from parents exhibit more pronounced deviant behaviors in almost all categories of rule violations at home, school, legal violations, or substance abuse.

When surveyed about the frequency of students' participation in household chores, the results show that the majority of students only participate in household chores once a week or participate 2 to 5 times a week. Some students even chose "Other" as an option, indicating that they never engage in household chores. At the high school age, most of the students' time is dedicated to studying, exam preparation, and academic pursuits, which explains why they have less involvement in household chores. However, the lack of student participation in household chores can also stem from their own unwillingness to participate or because parents have not established clear rights and responsibilities for their children within the family. When parents do not involve their children in household chores, children may feel that it is solely the parents' responsibility and that they do not have any obligations. This somewhat pushes children away from a sense of responsibility and weakens the bonds and family attachment. Household chores should be supported and shared by all family members, as it is not the duty of only one individual but a responsibility shared by everyone in the family. The organization of activities within the family is one of the two factors contributing to the psychological atmosphere within the family. When the family shares, supports, and collaborates in completing tasks, the psychological atmosphere within the family becomes more positive.

Deviant behavior of the family (DBF) and deviant behavior of students. Students' DBF originates from family members who also have DBF. To demonstrate this relationship, a Pearson correlation test was conducted between students' DBF and DBF of family members.

The Pearson correlation test between the vulgar behavior of family members and the three DBFs of students is as follows: Disrespect towards teachers; Insulting friends; Using profanity as follows: The test results in Table 2 show that the Sig coefficient of the group's specific vulgar behavior is  $< 0.05$ . This means that the vulgar behavior of family members and the disrespectful behavior towards teachers, insulting friends, and using profanity of high school students have a linear correlation. At the same time, the correlation coefficients  $r$  for "Insulting friends" and "Using profanity" are 0.561 and 0.729  $> 0.5$ , respectively, indicating a strong correlation between the vulgar behavior of family members and the two behaviors of using profanity and insulting friends of students. In families where parents, siblings, and children frequently use inappropriate language, the children also adopt it, leading to deviant behavior in their speech and communication.

The Pearson correlation test between the frequent excessive drinking/alcohol addiction of family members and the alcohol consumption of students is as follows: The test results in Table 3 show that the Sig coefficient of the frequent excessive drinking/alcohol addiction behavior is  $< 0.05$ . This means that the frequent excessive drinking/alcohol addiction behavior of family members and the alcohol consumption of high school students have a linear correlation. At the same time, the correlation coefficient  $r=0.44 < 0.5$  indicates a moderate correlation. In families where parents, siblings, and children frequently consume alcohol, the children observe and learn, leading to deviant behavior in their alcohol consumption.

The Pearson correlation test between the smoking/tobacco/e-cigarette use of family members and the smoking behavior of students is as follows: The test results in Table 3.31 show that the Sig coefficient of smoking/tobacco/e-cigarette use behavior is  $< 0.05$ . This means that the smoking behavior of family members and the smoking behavior

of high school students have a linear correlation. At the same time, the correlation coefficient  $r = 0.396 < 0.5$  indicates a moderate correlation. When other family members engage in smoking behavior, it becomes a contributing factor to the smoking behavior of high school students.

- Pearson correlation test between smoking/tobacco/e-cigarette use of family members and smoking behavior of high school students is as follows: The test results in Table 5 show that the Sig coefficient of fighting behavior is  $< 0.05$ . This means that the fighting behavior of family members and the fighting and disorderly conduct of high school students have a linear correlation. At the same time, the correlation coefficient  $r = 0.418 < 0.5$  indicates a moderate correlation. In families where parents, siblings, and children engage in fighting behavior, it leads to deviant behavior in high school students.

The test results in Table 3.33 show that the Sig coefficient of not wearing a helmet when participating in traffic is  $< 0.05$ . This means that the behavior of not wearing a helmet when participating in traffic by family members and the use of motorcycles or electric vehicles without a helmet by high school students have a linear correlation. At the same time, the correlation coefficient  $r = 0.665 > 0.5$  indicates a strong correlation between the behavior of not wearing a helmet when participating in traffic by family members and the behavior of using motorcycles or electric vehicles without a helmet by students. When parents do not follow proper traffic safety regulations, children may perceive it as acceptable and imitate the behavior.

- Pearson correlation test between smoking/tobacco/e-cigarette use of family members and smoking behavior of high school students is as follows: The test results in Table 3.34 show that the Sig coefficient is  $< 0.05$ . This means that the behavior of watching/spreading pornographic materials or obscene culture by family members and bringing prohibited items to school such as knives, fireworks, or inappropriate content books by high school students have a linear correlation. At the same time, the correlation coefficient  $r = 0.455 < 0.5$  indicates a moderate correlation. When other family members engage in watching/spreading obscene cultural materials, children may develop similar behaviors.

- Deviant communication style of parents In the survey question, "Have you ever been criticized by your parents using words such as 'bad,' 'undisciplined,' 'inhuman'...?" Most parents of high school students responded with "Never" or "Rarely" using inappropriate and non-standard language in their communication with their children. However, there is still a considerable number of parents in families who responded with "Sometimes," "Frequently," or even "Very frequently" using language that does not meet appropriate standards. Based on the systemic theory, high school students with deviant behavior form a system and are influenced by their families. When parents, who are the educators of their children, use inappropriate language in their communication, it becomes a negative example that children are influenced by, leading to deviant behavior.

To demonstrate this relationship, the study conducted an Independent sample T-Test on two groups: "Rarely" and "Frequently" levels of deviant communication, with some deviant behaviors being: Skipping class; Coming to school late; Talking privately, causing disorder in class; Disrespecting teachers; Insulting friends and people around them; Using profanity.

Table 8 provides the Sig results of the F-test for deviant behaviors: Skipping class; Coming to school late; Talking privately, causing disorder in class; Disrespecting teachers; Using profanity. All of them have Sig values  $> 0.05$ , indicating no significant difference in variance between the "Rarely" and "Frequently" levels of parental use of inappropriate communication with their children. However, for the behavior of insulting friends, the F-test Sig value is  $0.01 < 0.05$ , meaning there is a significant difference in variance between the "Rarely" and "Frequently" levels of parental use of inappropriate communication with their children. The study then proceeded to use t-test results, and all Sig values were  $< 0.05$ , indicating a moderate difference in deviant behaviors: Skipping class; Coming to school late; Talking privately, causing disorder in class; Disrespecting teachers; Insulting friends and people around them; Using profanity between the "Rarely" and "Frequently" levels of parental use of inappropriate communication with their children.

Table 9 shows the descriptive statistics of the "Rarely" and "Frequently" levels, where the mean values in the "Rarely" group, when parents use terms such as "misbehaving," "undisciplined," "lack of morals"... for certain deviant behaviors, are significantly lower compared to the mean values in the "Frequently" group, when parents use the same terms. This means that among students who are frequently subjected to inappropriate and non-standard

communication from their parents, there are higher levels of deviant behaviors compared to those who are rarely subjected to such communication.

- The level of family conflict and deviant behaviors of students In families where conflicts and disagreements frequently occur among members, children exhibit more deviant behaviors. To demonstrate this, the study used One-Way ANOVA to explore the correlation between the level of family conflict and deviant behaviors in high school students. Descriptive statistics were employed for each level of frequent family conflict. In some behaviors such as Coming to school late, Eating snacks in class, Talking privately and causing disorder, when family conflicts occur frequently, the mean values range from 3.5-4.49 and 2.50-3.49. This indicates that when there is frequent conflict within the family, deviations in behavior are more pronounced. Conversely, in families with less conflict, the expression of deviant behaviors is weaker.

### Conclusion:-

The deviant behaviors of students (DBS) are relatively diverse, and the study categorizes these behaviors into three main groups: Violations of school rules, Substance abuse behaviors, and Legal offenses. Among these, the group of behaviors violating school rules has the highest prevalence among students. The group of substance abuse behaviors has a lower prevalence, partially due to the strong condemnation of these behaviors by society and the frequent dissemination of the harmful effects of addictive substances through media campaigns.

Family cohesion is inversely correlated with the DBS of high school students. In families where parents frequently criticize and impose their will on their children, and where conflicts and disputes frequently arise among family members, the incidence of DBS in children is higher.

In families where family members frequently engage in non-standard behaviors and speech, children also exhibit higher levels of DBS.

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