

Chapter #11

INFLUENCE OF FAMILY EDUCATION MODELS ON DEVIANT BEHAVIOURS AMONG TEENAGERS IN VIETNAM

Thu Huong Tran¹, Thu Huong Tran¹, Thi Ngoc Lan Le², Quang Anh Nguyen³, Thi Minh Nguyen⁴, & Thu Trang Le⁵

¹Faculty of Psychology, VNU-University of Social Sciences and Humanities in Hanoi, Vietnam

²Department of Psychology, Faculty of Psychology and Education, UDN-University of Science and Education in Danang, Vietnam

³Luther College, USA

⁴Vietnam Court Academy, The Supreme People Court, Hanoi, Vietnam

⁵People's Police Academy, Hanoi, Vietnam

ABSTRACT

A predictor of adolescents' developmental outcomes is the model of family education described in terms of parental behaviors. Various parental behaviors were strongly associated with increasing risks of deviant behaviors at school. This study was conducted on 566 adolescents, comprising of 280 males and 286 females, whose age ranging from 16 to 17 years. The results were recorded from two self-reported scales: The Parental Behavior Scale and the Adolescent Deviant Behaviors Checklist. There was a strong negative correlation between school deviant behaviors in adolescents and the parental support model ($r_{\text{father}} = -.593$, $r_{\text{mother}} = -.613$, p -value $<.01$) as well as a strong, positive correlation between the school deviant behaviors and the parental psychological control model ($r_{\text{mother}} = .566$, $r_{\text{father}} = .507$, p -value $<.01$). The mother's supportive behaviors were strongly associated with students' deviant behaviors in a negative direction. The supportive behaviors associated with controlling children's behaviors in parents accounted for 50.6% of the variation in children's deviant behaviors in the direction of behavioral reduction. In family education, positive behaviors used by parents such as supportive reinforcements, warmth and moderate control would have a positive impact on the adolescent's behavioral development; conversely, parents' psychological control would be more likely to evoke deviant behaviors among adolescents.

Keywords: family educational model, parenting behavior, deviant behavior, adolescents, relationships.

1. INTRODUCTION

Over the past 10 years, incidents of deviant behaviors among adolescents in Vietnam have become more serious. Recent studies on deviant behaviors have mostly concentrated on observable misdeeds such as physical violence within the school, sexual violence, spreading of inaccurate information on the internet, conducts that are in violation of laws, abortion, unsafe sex, violation of academic integrity, inappropriate behaviors towards teachers, experiencing with illegal drugs and other substances; furthermore, acts of bullying, insulting, and threatening others in the public domain have escalated to a concerning level (Hoang, 2015; Ministry of Health, 2010). It appears that families, educational institutions and the society are gradually losing control over adolescents and

their deviant behaviors whereas educational intervention from authorized officials to address these problems has demonstrated little to no influence on the status quo.

This study aims to find and clarify the relationship between family education models (modeled by parental behaviors) and deviant behaviors among Vietnamese teenagers, with an emphasis on high school students. Moreover, some independent variables such as age, gender, academic achievements, parental educational level and occupation, were also included to examine their influence on the above relationship and to construct a predictive model for deviant behaviors. It is hypothesized that higher levels of control, regardless of the controlled aspect (psychological or behavioral), will be related to higher levels of deviant behaviors, and that higher level of parental support will be associated with lower levels of problematic behaviors across all categories.

2. BACKGROUND

Adolescence as defined on the website of the World Health Organization is the period of development between the stages of a child and those of an adult, ranging from 10 to 19 years of age. It is a period of development filled with an increase in anti-social behaviors and risky behaviors, all of which peak at the end of this period or at the beginning of adulthood (Laird & Frazer, 2019). Despite having certain differences in the concepts of adolescence, all the studies in the world as well as in Vietnam maintain that adolescence is a period of constant changes and growth in various aspects: biological, cognitive, emotional, behavioral and interpersonal relationships (Truong-Thi, 2013). This period of development is mediated by myriad environment-based factors like interpersonal relationships outside the family's sphere; thus, the frequency of deviant behaviors in adolescents also becomes increasingly higher in adolescence than any other age groups (Eisenberg, Damon, & Lerner, 2006).

Deviant behaviors are considered socially unacceptable behaviors, an unusual, abnormal, unexpected behavior, attitude, or opinion highly different from the behaviors, attitudes and opinions of the majority, which can also encompass antisocial behaviors, or dysfunctional, inadequate behaviors (Cheng, 2012; Eisenberg et al., 2006; Giacalone & Greenberg, 1997; Mushtaq & Kausar, 2018; Vardi & Weitz, 2004). It is important to consider factors that decrease (protective factors) or increase (risk factors) the prevalence of such behaviors. There have been multiple studies conducted to further the understanding of these protective and risk factors. Some of the protective factors are related to individual characteristics of the students, the family environment, and the school environment. Protective factors may be social support from people who are important, meaningful and positive to young people, or a feeling of belonging in an environment (Bean, Barber, & Crane, 2006; Burton & Marshall, 2005; Coker & Borders, 2001). A study including more than 18,000 teenagers between grade 7th and 12th all over the US showed that high levels of perceived social support from family and friends are associated with lower levels of minor adolescent delinquency, and this association was particularly stronger in teenagers whose household belonged to socioeconomically disadvantaged groups (Wight, Botticello, & Aneshensel, 2006). Another research conducted over 505 11th and 12th graders maintained that participants who reported higher level of perceived support from families experienced fewer depressive symptoms and fewer instances of adolescent of delinquency (Licitra-Kleckler & Waas, 1993). Nevertheless, it must be acknowledged that social support can act in a manner similar to that of a double-edged blade: receiving social support from

the wrong groups, especially immediate peers, can induce an increase in the rate of deviant or delinquent behaviors (Brezina & Azimi, 2018; Kim & Goto, 2000).

Additionally, an important predictor of adolescents' developmental outcomes is a model of education upheld in the family described in terms of parental behaviors. Various patterns of parental behaviors were strongly associated with increasing risks of deviant behaviors at school (Barrera & Li, 1996; Brook, Whiteman, Balka, & Cohen, 1997; Rutter, Giller, & Hagel, 1998). Numerous studies have demonstrated that family guidance had a significant influence on adolescent deviant behaviors, and this could be observed in terms of parental supervision and control (Cheng, 2001; Laser, Luster, & Oshio, 2007). Weak parental involvement and low parental control are related to deviant behaviors in children (Sampson & Laub, 1994). Moreover, a study conducted on 196 children between the age of five and six has shown a rather complicated pattern: whereas a combination of high maternal psychological control and affection produced an increase in problematic behaviors in children both internally and externally, a combination of high maternal behavioral control and low psychological control was associated with lower levels of external problematic behaviors (Aunola & Nurmi, 2005). Another research in a sample of 600 Flemish families emphasized the importance of parentings styles and child outcomes (Kuppens & Ceulemans, 2019). The research constructed four different parenting styles based on two dimensions, which are parental support and behavioral control. It was determined that authoritative parenting styles produced the most favorable outcomes whereas the opposite outcomes are discernible with authoritarian parenting styles. Some Vietnamese authors have shown that the conflict between parents and children was often related to discipline and execution of discipline. Children's difficulties in accepting and obeying discipline are often related to parental pressure. According to these authors, in families where parents and children have intense conflicts, parents have enforced an authoritarian policy, controlled their children in psychological and behavioral dimensions too tightly (Nguyen-Thi, 2014; Le, 2019).

In Vietnamese culture, parenting is greatly influenced by three traditional religions (Buddhism, Confucianism and Taoism), ancestor cult and collectivistic values (Luong, 1992/2005; Tran, 2007). The attachment among family members is also a protective factor against deviant behaviors (Licitra-Kleckler & Waas, 1993). In contrast, the majority of adolescents who have engaged in risky behavior refer to causes such as family conflict and lack of harmony with parents.

3. METHODS

3.1. Participants

This research was conducted on 566 students in Vietnamese high schools, including 280 males (49.5%) and 286 females (50.5%) of grade 11th (n = 405) and 12th (n = 161), whose age between 16 and 17 years. The data was collected between October 2019 and September 2020. The majority of participants (88.3%) came from intact families. The level of students' academic achievement varied: around 7.2% of the participants reported a good level (n = 41), 10.4% of the responses were at weak and average level (n = 59), and 82.3% of them were fairly good (n = 466). The research adopted a cross-sectional model with a convenience sampling method.

3.2. Measures

Parental Behaviors Scale (Family Education) is a 25-item scale, including 23 items proposed by Barber, Stolz, Olsen, Collins, and Burchinal (2005), and two items built by the research team. This 25-item scale was a self-reported measure which is comprised of three subscales: Parental Support, Parental Psychological Control and Parental Behavioral Control. The Cronbach's alpha coefficient of the whole scale for the father is: .71 and for the mother is .65. *Parental Support* was measured using the 10-item subscale from the revised Child Report of Parent Behavior Inventory (Schaefer, 1965; Schuldermann & Schuldermann, 1988). The Cronbach's alpha coefficient of this sub-scale for fathers is .85 and for mothers is .73. The *Parental Psychological Control* sub-scale consisted of eight items extracted from the Psychological Control Scale-Youth Self-Report (PCS-YSR) with two items being constructed to adjust to the cultural characteristics of Vietnamese students in high school (Barber, 1996). The Cronbach's alpha coefficient of this sub-scale for the father is .77 and for the mother is .83. *Parental Behavioral Control* was estimated using a 5-item scale that was employed in family research with adolescents (Barber et al., 2005). The Cronbach's alpha coefficient of the sub-scale in the father is: .71 and in the mother is .66.

Adolescent-Reported Deviant Behaviors Checklist enumerated 37 problematic behaviors in Vietnamese high school students. To design a scale that adapted to the sociocultural, educational and political characteristics in Vietnam, the research team has consulted, synthesized and opted for 27 items in international self-report delinquency studies (Elliot, Huizinga & Ageton, 1980; Junger-Tas, Terlouw, & Klein, 1994; Ni He & Marshall, 2012). The remaining 10 items were designed by the research team based on the behavioral rules proposed by the Ministry of Education and Training in Vietnam, in consultation with head teachers and students about problematic behaviors occurring at school. This scale can be divided into four sub-scales, including 17 items measuring violation of learning rules and school rules, of which Cronbach's alpha is .91, eight items reporting violation of school conducts, of which Cronbach's alpha measured .87, seven items indicating bullying behaviors at school, of which Cronbach's alpha was .87, and five items reporting behaviors related to sexuality, of which Cronbach's alpha was reported at .85.

3.3. Data analyses and statistical methods

Dimensions of parenting behaviors and groups of deviant behaviors were examined and tested by confirmatory factor analysis. Accordingly, the normal variations were extracted on the number of explained variances, therefore, a standard variable would be the same as the one that appeared in the confirmatory factor analysis. The loading factor was 0.40. To assess the overall relationship between parenting behaviors and deviant behaviors in adolescents, the team research used standard correlation analyses. Linear regression model with Enter statistics was used to analyze the variation of school deviant behaviors in adolescents when having the impact of parental behavior factors. Missing values were excluded from the analyses.

4. RESULTS

4.1. Evaluations of school deviant behaviors in adolescents

Independent sample t-tests of school deviant behavior groups between boys and girls showed that boys had higher levels of school deviant behaviors than girls in all four groups of school deviant behaviors (see *Table 1*).

Table 1.
Comparison of the average scores of school deviant behaviors in high school students.

Groups of school deviant behaviors	Boys		Girls	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Violation of learning rules and school rules $t_{(566)}=3.96, p=.000^{***}$	2.06	0.73	1.87	0.37
School conducts $t_{(566)}=4.95, p=.000^{***}$	1.89	0.85	1.62	0.35
Bullying behaviors at school $t_{(566)}=4.66, p=.000^{***}$	1.73	0.78	1.48	0.37
Behavior related to sexuality $t_{(566)}=6.364, p=.000^{***}$	1.66	0.81	1.32	0.33

$^{***}p < .001$

It can be easily observed that most deviant behaviors at school violated of learning rules and school rules. In other words, deviant behaviors frequently revolved around issues associated with a student's consciousness, attitudes, responsibilities and obligations.

Comparing groups of students with different school deviant behaviors using the independent sample t-tests and the one-way ANOVA tests, the research team noted that private school students demonstrated more school-related deviant behaviors than public school students did in all four categories of deviant behaviors. Students with average academic performance had a higher level of deviant behaviors than the groups of students with good and excellent performance did, especially with violations of learning rules and violations of school conducts. The less time parents spent with their children (one hour or less), the higher the student's frequency of deviant behaviors was, and vice versa. The time that parents spent with their children can be viewed as a demonstration of a family's quality of life, parents' concerns for their children and the feelings of members of their family. Furthermore, parental marital status also influenced the degree of deviant behaviors in high school students. For intact families, the level of school deviation among students was lower than that of students with separated or divorced parents. With separated or divorced children, children did not have the same amount of care and supervision compared to children with intact families, which could allow for more deviant behaviors. Additionally, the emotional burden that children had to suffer from living in an incomplete family can trigger the occurrence of their deviant behaviors as a coping mechanism.

4.2. Parenting behavior models reported by adolescents

Table 2.
Comparison of the average scores for all dimensions of the parenting behaviors reported by students.

	T-value = 2						
	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean</i>	<i>M.D</i>	<i>95% C.I</i>	
						-	+
Supportive Father	-9.417	565	0.00**	1.78	-.21692	-.2622	-.1717
Psychological control of Father	.099	565	0.92	2.00	.00199	-.0373	.0413
Behaviora control of Father	-13.787	565	0.00**	1.66	-.33834	-.3865	-.2901
Supportive Mother	2.030	565	0.04*	2.04	.04527	.0015	.0891
Psychological control of Mother	3.739	565	0.00**	2.08	.07827	.0372	.1194
Behavioral control of Mother	-13.751	565	0.00**	1.70	-.31625	-.3614	-.2711

*p <.05; **p <.01

The data in *Table 2* was analyzed using the one sample t-test with T value = 2. The results showed that among the three dimensions of parenting behaviors reported by high school students, the psychological control aspect was still the most commonly observed characteristic in parents, followed by the parental support aspect, and lastly the behavioral control. One noteworthy observation is that the students’ assessment of this aspect for mothers was quite far higher than their assessment of this aspect for fathers.

The results on the manifest levels of parenting behaviors showed that, among the three mentioned groups, the psychological control dimension was “high” (strong/tight), and it was the most dominant trait. Moreover, the difference between fathers (53.4%) and mothers (67.3%) was quite noticeable. The second huge difference was observed in the dimension of strong parental support, of which rate were 64.8% and 41.7% for mothers and fathers respectively. As many as two-thirds of the students participated in the survey rated their parents as having loose behavioral control, and only 32.3% viewed their fathers and 35.9% viewed their mothers as exhibiting strict behavioral control.

Table 3.
Comparison of evaluations of parental supportive behaviors between male and female students.

	<i>Supportive Father</i>		<i>Supportive Mother</i>	
	<i>M(SD)</i>	<i>t, F, df, p</i>	<i>M(SD)</i>	<i>t, F, df, p</i>
Girls	1.84(.53)	t(566)=-2.841, p=.005**	2.15(.43)	t(566)=-4.901, p=.000***
Boys	1.71(.55)		1.93(.58)	

p <.01; *p <.001

The results of the t-tests in *Table 3* showed that both male and female students rated their mothers as demonstrating more supportive behaviors than their fathers do: female students reported the levels of behavioral support from their fathers at 1.84 and their mothers at 2.15 whereas these levels reported by male students are 1.71 and 1.93 for fathers and mothers respectively. The fact that children evaluated the mother's behavioral aspects (strong supportive behavior and tight psychological control) higher than those of fathers reflected the expected traditional values of paternal and maternal roles in Vietnamese families in which the presence and influence of the mother dominate in the early stages of development of the child.

Furthermore, 11th grade students rated supportive behaviors observed in their parents ($M_{father}=1.86$, $M_{mother}=2.18$) more positively than 12th grade students did ($M_{father}=1.58$, $M_{mother}=1.69$), with significance p -value recorded at less than 0.001. In other words, the older the students became, the less likely they felt supported by their parents.

Moreover, students with weak and average academic performance often received very little support and very high psychological control from their parents. In contrast, students with good or fairly good academic performance reported receiving more support from parents but also higher behavioral control from them than the group of students with weak and average academic performance.

Separated and divorced parents were rated as showing lower supportive levels and lower levels of control over their children's behaviors (M ranged from 1.2 to 1.46); however, they were reported as exhibiting higher levels of psychological control (M ranged from 2.44 to 2.58). Students who were dissatisfied with their families often rated their parents' psychological control as very high ($M_{father}=2.29$, $M_{mother}=2.44$), while their parents' support and behavioral control were rated as relatively low.

4.3. Correlation between school deviant behaviors in adolescents and parenting behaviors

Not asserting that parental behavior plays a unique role in the development of children, Born (2003) demonstrated that inappropriate parental behaviors had an intimate, positive correlation with deviant behaviors in children.

The results in *Table 4* emphasized three main points. First and foremost, there was a strong, negative correlation between school deviant behaviors in general and parental support observed in both fathers ($r=-.593$) and mothers ($r=-.613$). Secondly, there was a strong positive correlation between school deviant behaviors and parental psychological control group: the correlation coefficients for mother and father were .566 and .507 respectively. These correlations were observed at a statistically significant level, implying that in a family, when a parent, especially the mother, tried to control and manipulate the child psychologically, the risk of the child behaving in an inappropriate way at school increased. Lastly, it can be observed that the correlation between school deviant behaviors and parental behavioral control group was negative for both fathers ($r=-.420$) and mothers ($r=-.450$).

Table 4.
Correlation coefficient between school deviant behaviors in general and parenting behaviours.

<i>Dimensions of parenting behaviors (n=566)</i>	<i>School deviant behaviors in students</i>
Supportive Father	-.593**
Psychological control of Father	.507**
Behavioral control of Father	-.420**
Supportive Mother	-.613**
Psychological control of Mother	.566**
Behavioral control of Mother	-.450**

** p <.01

The different categories of deviant behaviors had quite strong correlations with the three dimensions of parenting behaviors. The parental support dimension had strong, negative correlations with all four categories of school deviant behaviors in high school students, with the correlations observed in the cases of mothers being higher than those observed in the cases of fathers. On the other hand, the parental psychological control dimension had statistically significant positive correlations with all four groups of deviant behaviors at school; nevertheless, these correlation levels for both fathers and for mothers were quite similar. Since the parental psychological control was positively and quite strongly correlated with all four groups of deviant behaviors in high school students, with the *r* coefficient ranging from .39 to .46, it can be maintained that if either parent utilizes parenting strategies that involved lots of psychologically controlling tactics, it is more likely that more deviant behaviors would be observed in the child.

4.4. Prediction of the influence of parenting behaviors on school deviant behaviors

Table 5.
Linear regression analysis: Impacts of parental behaviors on deviant behaviors in teenagers.

Dependent variable: School deviant behaviors in students	Unstandardized B	Standardized Coefficients Beta	t	Sig.	95% C.I.	
					-	+
Supportive Mother	-.044	-.319	-9.886	.000	-.053	-.036
Supportive Father	-.029	-.239	-7.669	.000	-.036	-.022
Behavioral control of Father	-.017	-.075	-2.276	.023	-.031	-.002
Behavioral control of Mother	-.017	-.071	-2.167	.031	-.032	-.002

Psychological control of Father	.024	.180	5.771	.000	.016	.032
Psychological control of Mother	.034	.280	8.701	.000	.026	.041
R	.806					
R ²	.650					
Adjusted R ²	.646					
F Change	173.109					
Durbin-Watson	1.733					

With $R=.806$, $R^2=.650$, adjusted $R^2=.646$, $F\ change=173.109$, $p=.000$, it can be observed that dimensions of parenting behaviors explained 64.6% of the variation in school deviant behaviors, with supportive behaviors of mothers most strongly predicted the change in the students' deviant behaviors, followed by the father's supportive behaviors, both of which were negatively correlated with adolescent deviant behaviors at school (Table 5). The behaviors associated with controlling children's behaviors in parents accounted for 50.6% of the variation in children's deviant behaviors in the direction of behavioral reduction, which signifies great importance imbued in this dimension of parenting.

On the other hand, the mother's psychological control predicted the second most changes in the students' deviant behaviors, followed by the father's psychological control; nevertheless, both of these facets were positively correlated with deviant behaviors. Specifically, parental psychological control explained the increase of 37.1% of students' deviant behaviors. The more tightly parents controlled their children mentally, the more deviant behaviors were observed. Though accounting for much less variation in students' deviant behaviors (13.5% less), it is undeniable that psychological control is an important aspect in constructing the model.

5. FUTURE RESEARCH DIRECTIONS

This research radiates great potential for further studies. Future research can include other factors to construct one that predicts more variation in adolescent delinquent behaviors. In addition to that, cultural specifics can be investigated to determine if the findings in this study can be replicated in other culture where the mother does not dominate the early stages of development. Furthermore, future studies can expand the age range and determine whether the influence of parenting behaviors endures to adulthood or terminates at the end of adolescent. Numerous opportunities to broaden the knowledge determined in this study are available.

One essential question that our study raises is the importance of the father and mother separately. In Vietnamese folk culture, when it comes to family education, people often refer to the idiom: "A child is spoiled by his mother, a grandchild is spoiled by his grandmother". However, the power in the Vietnamese family dynamic belong to the man, because they are responsible for ensuring financial stability, as well as economic holders in the family (land, farmland, and property are all owned by the father and "only pass down to the son" – a product of the patriarchy in the past) (Nguyen, 1989). Thus, even if the responsibility of raising and educating children belongs to the women, does the father actually have less significance in parent-child's relationships than the mother does?

Another observation worth considering was that students valued their mothers both extremely supportive and psychologically controlling at the same time. The supportive behavior was considered as the most ideal of the three types of parenting behaviors. Mothers' supportive behaviors had an effective role in controlling, eliminating and minimizing the level of deviation more than that of fathers. In other words, even when the mother is being supportive, psychological control is still implied within the actions. Besides, the parental control of the child's behaviors was inversely correlated with all four groups of deviant behaviors, in which the father's supervision had more impact on the child's behaviors than that of the mother. More research can be done to see the overlap between supportive behaviors and psychological control and how these two elements interact.

Future research can also investigate the combination of weak supportive behaviors and high psychological controlling behaviors. Theoretically, this combination should induce very high levels of adolescent deviant behaviors; nevertheless, research in this would undoubtedly provide evidence regarding the interaction of supportive behaviors and psychological control, allowing practitioners to understand and manipulate these elements to provide the best educational methods.

6. CONCLUSION

The results of our studies partially confirmed our hypothesis: it is true that parental support negatively correlates with deviant behaviors whereas parental psychological control positively correlates with these behaviors; nonetheless, the same case does not hold true regarding parental behavioral control: although the strengths of the correlations were not extremely high, parental behavioral control still had a negative association with adolescent deviant behaviors, meaning parents who exerted more behavioral control would be more likely to have children with fewer deviant behaviors. Our model has also indicated that the three aforementioned dimensions of parenting behaviors can account for the majority of adolescent deviant behaviors at school (64.6%), and among those three dimensions, parental support holds the highest significant as it explains approximately half of the model, followed by psychological control which explains 37.1% of the model.

These findings maintain that there might exist contradictory effects regarding the two dimensions of parental control over children. However, these results are undoubtedly not expected. The correlations found in this study are similar to the ones found in the study conducted in 2005 by Kaisa Aunola and Jari-Erik Nurmi. In their study, a combination of high behavioral control and low psychological control from mothers appeared to indicate lower levels of adolescent delinquency (Aunola & Nurmi, 2005). Moreover, our results further contribute to the wealth of literature surrounding the benefits of strong parental support. It has been shown in numerous studies that if a child perceives that he or she receives a lot of support from his or her parents, he or she is less likely to commit actions that are socially inappropriate (Licita-Kleckler & Waas, 1993). Though our study does not factor socioeconomic status into calculations of the correlations as observed in Wight, Botticello, and Aneshensel's study, it can still be reasonably maintained that social support from parents can greatly benefit the children, making them less likely to engage in socially improper behaviors at school (Wight et al. 2006). In the case of Kuppens and Ceulemans' study, our findings also confirm that parental support is related to lower levels of deviant behaviors; nonetheless, our results contradicted their conclusion that high behavioral control is associated with more deviant behaviors, as the correlation in our research

between these two factors is negative and not positive. More research might be required in order to clarify this relationship. Our conclusion that parental support plays the most important role in reducing deviant behaviors has been indicated in past research. In a study conducted in 2014, it was maintained that parental support had a direct and independent effect on reducing adolescent delinquency, deterring four out of the six listed risky behaviors (Kleuens & Hall, 2014). Additionally, our results that a combination of parental support would produce a lower level of adolescent deviant behaviors at school are reinforced by the findings in previous literature (De Kemp, Scholte, Overbeek, & Engels, 2006).

One limitation of our study is that the findings in this study does not demonstrate a causal relationship. Furthermore, it can be reasonably assumed that adolescent deviant behaviors are the results of multiple acting factors, and parenting behaviors, though important, do not account for all the incidents. As it is established by our model, parental support, parental psychological control and parental behavioral control can only illustrate around 64.6% of the model, leaving 35.4% unexplained. This is more than a third of the variation, which is relatively significant. Other factors like cultural specifics, socioeconomic status, and education of parents can also exert great influence on whether a child would engage in socially improper behaviors. Hence, a more comprehensive design is much required in order to produce a more detailed causal relationship and an effectively working model regarding parental behaviors and adolescent delinquency regarding some of the other major influences. At the same time, in the context of the current COVID-19 pandemic in Vietnam, a post-COVID-19 assessment study will be able to help the research team get a different view of this relationship between parental behaviors and school deviant behaviors in adolescents.

REFERENCES

- Aunola, K., & Nurmi, J. E. (2005). The role of parenting styles in children's problem behavior. *Child development, 76*(6), 1144-1159.
- Barber, B. K. (1996). Parental psychological control: Revisiting a neglected construct. *Child Development, 67*(6), 3296-3319.
- Barber, B. K., Stolz, H.E., Olsen, J.A., Collins, W.A. & Burchinal, M. (2005). Parental Support, Psychological Control and Behavioral Control: Assessing relevance across Time, Culture and Method. *Monographs of the Society for Research in Child Development, 70*(4), i-147
- Barrera, M., & Li, S. A. (1996). The relation of family support to adolescent's psychological distress and behavior problem. In G. R. Pierce, B. R Sarason & I. G. Sarason (Eds), *Handbook of social support and the family* (pp. 313-343). New York: Plenum Press.
- Bean, R. A., Barber, B. K., & Crane, D. R. (2006). Parental support, behavioral control, and psychological control among African American youth: The relationships to academic grades, delinquency, and depression. *Journal of Family Issues, 27*(10), 1335-1355.
- Born, M. (2003). *Psychologie de la Délinquance* [Psychology of Delinquency]. Belgique: Deboeck.
- Brezina, T., & Azimi, A. M. (2018). Social support, loyalty to delinquent peers, and offending: An elaboration and test of the differential social support hypothesis. *Deviant Behavior, 39*(5), 648-663.
- Brook, J. S., Whiteman, M., Balka, E. B., & Cohen, P. (1997). Drug use and delinquency: Shared and unshared risk factors in African American and Puerto Rican adolescents. *The Journal of Genetic Psychology, 158*(1), 25-39.

- Burton, J. M. & Marshall, L.A. (2005). Protective factors for youth considered at risk of criminal behavior: Does participation in extracurricular activities help? *Criminal Behavior & Mental Health, 15*(1), 46-64.
- Cheng, J. (2001). Family violence victimization as an influential cause to juvenile deviance. *Journal of Criminology, 8*, 215-246.
- Cheng, J. (2012). The effect factor for students' deviant behavior. *The Journal of Human Resource and Adult Learning, 8*, 2, pp 26-32.
- Coker, J. K., & Borders, L. D. (2001). An analysis of environmental and social factors affecting adolescent problem drinking. *Journal of Counseling & Development, 79*(2), 200-208.
- De Kemp, R. A., Scholte, R. H., Overbeek, G., & Engels, R. C. (2006). Early adolescent delinquency: The role of parents and best friends. *Criminal Justice and Behavior, 33*(4), 488-510.
- Eisenberg, N., Damon, W., & Lerner, R. M. (Eds.), *Handbook of child psychology: Social, emotional, and personality development* (pp. 1–23). John Wiley & Sons, Inc.
- Elliott, D. S., Huizinga, D., & Ageton, S. S. (1985). *Explaining delinquency and drug use*. USA: Sage Publications.
- Giacalone, R. A., & Greenberg, J. (Eds.). (1997). *Antisocial behavior in organizations*. Sage Publications, Inc.
- Hoang, G. T. (2015). Giáo dục phòng ngừa hành vi lệch chuẩn ở HS THPT [Education for preventing deviant behaviours in middle-school students]. *Tạp chí Khoa học giáo dục, 120*(9).
- Junger-Tas, J., Terlouw, G.J & Klein, M W (1994). *Delinquent behavior among young people in the western world. Fisrt results of the international seft report delinquency study*. Amsterdam: Kugler Publications.
- Kim, T. E., & Goto, S. G. (2000). Peer delinquency and parental social support as predictors of Asian American adolescent delinquency. *Deviant Behavior, 21*(4), 331-347.
- Klevens, J., & Hall, J. (2014). The importance of parental warmth, support, and control in preventing adolescent misbehavior. *Journal of Child and Adolescent Behavior, 2*(1), 121-129.
- Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of child and family studies, 28*(1), 168-181.
- Laird, R.D., & Frazer, A.L. (2019). Psychological reactance and negative emotional reactions in the link between psychological control and adolescent adjustment. *Social Development, 29*(1), 159-177. doi: 10.1111/sode.12407.
- Laser, J. A., Luster, T., & Oshio, T. (2007). Promotive and risk factors related to deviant behavior in Japanese youth. *Criminal Justice and Behavior, 34*(11), 1463-1480.
- Le, T. H. (2019). Mối quan hệ giữa cha mẹ - con và hành vi bắt nạt của học sinh trung học cơ sở [Relationships between parents-children and bullying behaviors in middle school students], *Tạp chí Tâm lý học xã hội, 3*, 94-105.
- Licitra-Kleckler, D. M., & Waas, G. A. (1993). Perceived social support among high-stress adolescents: The role of peers and family. *Journal of Adolescent Research, 8*(4), 381-402.
- Luong, C.-L. (1992/2005). *Bouddhisme et psychiatrie* [Buddhism and psychiatry], Paris, France: L'Harmattan.
- Ministry of Health (2010). *Điều tra quốc gia về vị thành niên và thanh niên Việt Nam (SAVY II) [National Survey of Vietnamese Adolescents and Youth] (SAVY II)*
- Mushtaq, Sh. & Kausar, R. (2018). Exploring dimensions of deviant behaviour in Adolescent boys. *Journal of Behavioural Sciences, 28*, 1, 105-126.
- Nguyen, T. Ch. (1996). *Góp phần nghiên cứu văn hóa và tộc người* [Contribution to research on the culture and ethnic people]. Hanoi, Vietnam: *Tạp chí Văn hóa Nghệ thuật*, Văn hóa thông tin.
- Nguyen-Thi, N. T. (2014). Vai trò kiểm soát của gia đình đối với hành vi lệch chuẩn của vị thành niên. *Kỷ yếu Hội thảo: Người chưa thành niên vi phạm pháp luật: Thực trạng và giải pháp* [The controlling role of family towards adolescents' deviant behaviors. *Proceedings of the Conference: Juvenile violations of the law: Current situation and solutions*]. Hanoi, Vietnam: NXB. ĐHQG TP HCM, 201-212.

- Ni He & Marshall, I.-H. (2012). *A multi-city Assessment of Juvenile Delinquency in the U.S.: A Continuation and Expansion of the International Self-Report Delinquency Study (ISR2-2 US Final Technical Report)*. U.S. Department of Justice. Retrieved November 20, 2020, from <https://www.ojp.gov/pdffiles1/nij/grants/238299.pdf>
- Rutter, M., Giller, H., & Hagel, A. (1998). *Antisocial behavior in young people*. Cambridge: Cambridge University Press.
- Sampson, R. J., & Laub, J. H. (1994). Urban poverty and the family context of delinquency: A new look at structure and process in a classic study. *Child Development*, 65(2), 523-540.
- Schaefer, E. S. (1965). Children's reports of parental behavior: An inventory. *Child Development*, 36(2), 413-424.
- Schuldermann, S., & Schuldermann, E. (1988). *Questionnaire for Children and Youth (CRPBI-30)*. Unpublished manuscript, University of Manitoba; Winnipeg, Canada.
- Tran, T. H. (2007). *Conduites à risque des adolescents vietnamiens et Intégration de la Loi Paternelle: Une étude appliquée à la Prostitution et à la Toxicomanie* [Behaviour at risk among Vietnamese adolescents and Integration of Paternal Law: A Study applied to Prostitution and Drug Addiction] (Unpublished doctoral dissertation). Université de Toulouse – le Mirail, France.
- Truong-Thi, K. H. (2013). *Giáo trình tâm lý học phát triển* [Handbook of Developmental Psychology]. Hanoi, Vietnam: NXB Đại học quốc gia Hà Nội.
- Vardi, Y., & Weitz, E. (2004). *Misbehavior in organizations: Theory, Research and Management*. Lawrence Erlbaum Associates, Inc.
- Wight, R. G., Botticello, A. L., & Aneshensel, C. S. (2006). Socioeconomic context, social support, and adolescent mental health: A multilevel investigation. *Journal of youth and adolescence*, 35(1), 109-120.

ACKNOWLEDGEMENTS

This research is funded by Vietnam National University, Hanoi (VNU) under project number QG.19.38.

AUTHORS' INFORMATION

Full name: Thu Huong Tran

Institutional affiliation: VNU-University of Social Sciences and Humanities in Hanoi

Institutional address: 336 Nguyễn Trãi Street, Hanoi 100000, Vietnam

Short biographical sketch: Thu Huong Tran, PhD. is psychologist, lecturer and researcher in the Department of Social Psychology, Faculty of Psychology at University of Social Sciences and Humanities, Vietnam National University in Hanoi. She has more than 20 years of teaching, researching, training and supporting for students, individuals and organizations in the fields of Educational Psychology, Cultural Psychology, Family Psychology, Counseling therapy, Mental Health Care for individuals and communities ...

Full name: Thu Huong Tran

Institutional affiliation: VNU-University of Social Sciences and Humanities in Hanoi

Institutional address: 336 Nguyễn Trãi Street, Ha Noi 100000, Vietnam

Short biographical sketch: Thu Huong Tran, Assoc.Prof. PhD in Clinical Psychology is clinical psychologist, lecturer and researcher in Dept. Clinical Psychology, Fac. Psychology; Director of Lab. SA, VNU-USSH in Hanoi. She is also Vice-Dean of Dept. Psychiatry and Clinical Psychology, VNU- University of Medicine and Pharmacy in Hanoi. Her research focuses on problematic behaviors in children and adolescents, on mental health issues and well-being in school, families, communities and society, through cross-sectional or longitudinal studies, and she has authored or

T. Tran, T. Tran, T. Le, Q. Nguyen, T. Nguyen, & T. Le

co-authored over 40 papers in national and international journals, conference proceedings, and other books chapters with international publishers. Her recent research explores the influence of parenting behavior dimensions on the development and maintenance of deviant behaviors among teenagers, the relationships between family education and the development of the personality in children.

Full name: Thi Ngoc Lan Le

Institutional affiliation: UDN-University of Science and Education

Institutional address: 459 Tôn Đức Thắng Street, Da Nang 550000, Vietnam

Short biographical sketch: Thi Ngoc Lan LE is lecturer and researcher in Psychology, in the Faculty of Psychology and Education at the University of Education, University of Danang (Vietnam). Her research focuses on the school deviant behaviors of high school students and the relationship with parenting behavior, the ways that parents educate their children in the family. And she is the author or co-author of 12 articles in prestigious journals in Vietnam and international conference proceedings. Her research is all about prominent issues related to home and school education affecting the behavioral development of students. These studies contribute to determine the way and methods of parenting towards to their children in a more positive direction, in order to minimize the deviations in behaviors and cognition in children.

Full name: Quang Anh Nguyen

Institutional affiliation: Luther College

Institutional address: 700 College Drive, Decorah, IA 52101, United States of America

Short biographical sketch: Quang Anh NGUYEN is a student researcher majoring in Psychology in his senior year at Luther College, Decorah, Iowa, United States. His research work is mostly credited to working in the Laboratory or the Investigation of Mind, Body, and Spirit – a research lab established by Professor Loren Toussaint dedicated to involving undergraduate students in research. Quang Anh Nguyen's research covers a wide variety of topics including burnout, forgiveness, perception of trauma, physiological and psychological markers of relaxation. Quang Anh Nguyen is an excellent student who has been on the Dean's List in all semesters at Luther College and has recently been approved of membership of the Psi Chi International Honor Society for Psychology.

Full name: Thi Minh Nguyen

Institutional affiliation: Vietnam Court Academy, The Supreme People Court

Institutional address: 282 Kim Son Street, Gia Lâm, Ha Noi 100000, Vietnam

Short biographical sketch: Thi Minh NGUYEN is lecturer and researcher majoring in Psychology at Vietnam Court Academy, The Supreme People Court. Her main research focuses on judicial activities, the phenomena, the characteristics and psychological laws that manifest in the process of committing crimes, in the investigation, prosecution, trial and execution of sentences in the field of forensic psychology.

Full name: Thu Trang le

Institutional affiliation: People's Police Academy

Institutional address: Cổ Nhuế 2 Ward, Bắc Từ Liêm District, Hanoi 100000, Vietnam

Short biographical sketch: Thu Trang LE is lecturer and researcher majoring in Forensic Psychology at the People's Police Academy, Hanoi, Vietnam. Her work is mostly credited to teaching in the field of Forensic Psychology, Introduction to Psychology, and working with people who have deviant behaviors in prisons or re-education camps. Her research covers the topics of problematic behaviors in adolescents.