

# **The way of forming violent behavior of minors – Approaches and methods of prevention**

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## **Summary**

*Juvenile crime is a matter of great social concern. There are many ways to explain the path of breaking the law of this age group. The article is based on the study of different approaches of different schools of psychology such as Psychoanalysis, Behavioral Psychology, Operational Psychology, etc. to offer proactive ways to prevent violations. legislation at this age, aimed at helping minors avoid legal punishment and have favorable personality development.*

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## **I. Introduction**

In the current period, juvenile law violations tend to increase both in quantity as well as in nature and severity of violations. Educating and preventing juveniles from breaking the law is an important requirement both in the short term and in the long term. The problem is that, under the influence of the family, school, social environment and their own activities, young people tend to violate the law more and more. In recent years, the media is increasingly reporting on school violence cases, attracting a lot of public attention. School violence includes bullying among students and violence perpetrated by teachers against students on school grounds. More than 1,600 cases of students fighting inside and outside of schools across the country, mostly punching, kicking, slapping, and some more serious incidents, were reported to the Ministry of Education & Training between 2013- 2015<sup>1</sup>. According to the survey results on school violence conducted by the Ho Chi Minh City University of Education, bullying often occurs in schools, ranging from teasing each other's looks, exploiting or "borrowing" money or other people's things without permission, to fighting. Of the 297 students interviewed, including 140 female students, more than 50% said they had been bullied, and over 80% said they had witnessed bullying incidents. Verbal bullying through making fun of others' appearances is common among schoolgirls. Female students said they suffered more psychological damage when being bullied. Bullying, which comes from a variety of causes, often goes unreported, because many children who are victims of bullying choose to either not report it, or just share it with their family members<sup>2</sup>. Through interviews, we have found that students may feel reluctant to report incidents of bullying due to peer pressure. In addition, the lack of effective measures by teachers and schools to deal with bullying also makes students reluctant to report the incident. Violent acts tend to increase, the nature of violent acts is becoming more and more serious, from ordinary physical fights, many minors are ready to bring weapons to class. commit violent acts that cause serious harm to friends, even teachers. In our country, according to a report of the Ministry of Education and Training, in the 2009-2010 school year alone, there were 1,598 cases of minor fights both inside and outside of school. On average, there was 1 fight among 5,260 minors, and 1 in 11,111 minors was suspended from school for a term because of fighting. Schools also had to discipline 881 minors, warn nearly 1600 minors, and force 730 minors out of school[1].

Ho Chi Minh City is consistently the city with the highest number of juveniles breaking the law in Vietnam<sup>3</sup>. For example, in 2013, out of 10,603 juveniles who were involved with the police agency as lawbreakers, 1,060 were in Ho Chi Minh City, accounting for approximately 10%<sup>4</sup>. It should be noted, however,

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<sup>1</sup> Ministry of Education and Training, Thematic report. School violence prevention (2015)

<sup>2</sup> Ho Chi Minh City University of Education, School violence behavior through a survey of students in some high schools in Ho Chi Minh City <http://www.ier.edu.vn/upload/product/ky-yeu-hoi-tho-thuc-trang-va-gia-phap-ngan-chan-bao-luc-hoc-duong-o-truong-pho-thong-405429389066.pdf> page 185, 191

<sup>3</sup> Ministry of Labour, Invalids and Social Affairs, Department of Child Care and Protection, Ministry of Child Index in Vietnam 2009, 2012-2013, 2013-2014

<sup>4</sup> Ministry of Labour, Invalids and Social Affairs, Department of Child Care and Protection, Ministry of Child Index in Vietnam 2013-2014

that because Ho Chi Minh City has a large population, it does not necessarily mean that Ho Chi Minh City has the highest proportion of juveniles breaking the law.

While the numbers and incidents reflected above may come as a shock to some, they are still just the tip of the iceberg. There are still many serious incidents of violence inside and outside of schools that have not been fully recorded and reflected in numbers in reports or in the mass media. Therefore, the research on the path of forming violent behavior in adolescents and applying it to intervention to prevent violent behavior becomes more and more urgent. There are many views on the path of forming violent behavior in general and school violence in particular. This article focuses on introducing some perspectives on the path of forming violent behavior, discussing how to apply prevention of violent behavior among minors in our country today.

## **II. Perspectives on the way of forming violent behavior of minors and ways to prevent them** **- Approach of Freud's Psychoanalysis**

Psychoanalysis also suggests that:

- + A person's behavior is influenced by their unconscious drives.
  - + Emotional and psychological problems such as depression and anxiety are often rooted in conflicts between the conscious and unconscious mind.
  - + Personality development is heavily influenced by the events of early childhood (Freud suggested that personality was largely set in stone by the age of five).
  - + People use defense mechanisms to protect themselves from information contained in the unconscious<sup>5</sup>.
- Many of Freud's observations and theories were based on clinical cases and case studies. This made his findings difficult to generalize to the larger population. Still, Freud's theories changed how we think about the human mind and behavior and left a lasting mark on psychology and culture.

Psychoanalytic theory according to biological approach holds that violent behavior is partly influenced by genetic factors, which is a common feature of the natural world to fight and survive. The bio-genetic approach is supported by a number of studies on hormones and neurotransmitters. Violent behavior is regulated by levels of testosterone (masculine hormone), levels of serotonin, norepinephrine, and dopamine, as well as dysfunction of the prefrontal cortex of the brain. S.Freud's psychoanalytic theory explains the child's violent behavior due to instinct factors. He believes that violent behavior is a manifestation of the death instinct (thanatos) a basic human instinct. When the instincts arise excessively, and the will cannot suppress and restrain the natural instincts, there will be conflicts that manifest outwardly as violations of the law. He showed a causal link between criminal tendencies and characteristics of psychological processes. The causes of the criminal behavior lie in the child's first impaired socialization, the disappointments, failures, and dissatisfaction in loving relationships, the relationship between the mother and the child during the period of time. childhood... has been repressed into the unconscious and will be revealed to the outside by deviant behaviors when meeting the right conditions. Therefore, children's innate antisocial motives need to be controlled [6, 66]. Stemming from the views of Sigmund Freud, there are many different causes leading to school violence, specifically:

First, school violence is controlled by the unconscious. The pain, loss, stumbling block, mistake, feelings of resentment, indignation, anger, opposition... always boiling and unsatisfied have been repressed into the unconscious. When encountering someone, this feeling has the opportunity to be relieved by beating, pressing, and threatening that person. Therefore, we need to avoid repressing the adolescent's unconscious negative emotions and behaviors. Families need to care about their children's friendships, but should not be so strict that children feel tied and cannot share with parents. Parents must treat their children not rough, avoid using force.

Second, according to Freud's view of personality structure, school violence is governed by "ID". It satisfies the need by unconditioned reflexes to avoid the unpleasant. However, the egos of these teenagers grow too strong, while the ego and super-ego are not strong enough to hold them back. This explanation can be understood that minors' low self-control, immaturity, lack of life experience... are one of the causes leading to violence in children. We need to orient and perfect the ego, the super-ego in adolescents. It is necessary to educate children and make them understand that school violence is a behavior that deviates from social norms. Whether in the school or outside the school, do not fight. That is, we make the children's egos develop so that they can be held back when necessary. In addition, along with the ego, the super-ego plays a very important role in preventing its satisfaction. Therefore, families, schools and society need to educate adolescents about social

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<sup>5</sup> The Everything Psychology Book: Explore the human psyche and understand why we do the things we do  
Paperback – November 16, 2010, Kendra Cherry

norms in peer relationships, making these norms a standard of behavior in each individual adolescent. year. Only then will minors be able to orient the right behaviors, thereby contributing to preventing school violence.

Third, due to the immediate demand of the ID, but tightly controlled by the super-ego, the ego implements the following defense mechanisms: projection, identification, movement. The projection mechanism can be seen in adolescents who experience violence from family, teachers, and adults but cannot respond, so it creates a defense mechanism by bullying and hitting weaker friends. The assimilation mechanism occurs when minors who do not study well, are afraid of being looked down upon, so they have to assert themselves in other ways, by proving themselves by "power", "hero", "brave" in their lives. eyes of others by joining a group of unruly teenagers. Then, the children will imitate the violent behavior of that group of friends to show respect to their friends around. Mechanism of movement, some cases of school violence occur not from conflicts, animosity, but just envy, jealousy... Because they want to be cared for by friends, loved by teachers, Some children do not strive in a positive way, but engage in acts of hitting, humiliating friends... We need to limit psychological stress in adolescents. One of the causes of school violence is the defense mechanism in some adolescents. Therefore, families need to provide children with a non-violent living environment within their own families and schools need to do the same to avoid undue projection in minors. In particular, the period from 0 to 6 years old are the years that have the most important influence on the personality development of children according to Freud's point of view. Therefore, it is necessary to educate children from an early age. For schools, it is necessary to create opportunities for adolescents to showcase their talents and create a sense of confidence in them. Absolutely avoid making them feel useless and redundant, but give them specific and demanding tasks so that they can complete the work.

Fourth, from the point of view of psychological impulses, school violence behavior is caused by destructive impulses or death instincts (Thanatos): Because destructive impulses are stronger than sexual impulses, therefore, The energy of the whole body in some adolescents is mobilized to perform acts of aggression, beating, causing pain to others rather than performing learning tasks, playing activities... We need to increase activities that do not involve the destructive impulse. The school needs to create conditions for the organization of common activities such as: Group study, cultural and artistic activities, sports, entertainment and recreation. Healthy, rewarding learning and play activities will help disperse the impulse to destroy Thanatos in some adolescents. From there, they will no longer be interested in and have no time for acts of aggression, beating, causing pain to others.

#### **- Approach of Behavioral Psychology**

“Give me a dozen healthy infants, well-formed, and my own special world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief, and yes, beggarman and thief.”– John B. Watson, Behaviorism 1930.

Behavioral psychology believes that the deviant and illegal behaviors of minors are caused by factors such as environmental conditions, acquired behavior patterns that are hindering their adaptation to the environment. surroundings, altering their normal functioning. Deviant behavior is a product of a child's psychological inability to respond to the social training they received during childhood. The outcome of a behavior may be due to imitation or to the individual's experience in a given environmental situation. A behavior that is imitated or experienced will continue to perform if the environmental conditions are right, and then repeated will become a behavioral habit. Therefore, the theory of reinforcing good behavior and suppressing bad behavior is offered to educate human behavior. Accompanying that theory are the forms of praise, reward and punishment that are applied uniformly to educate behavior. Thus, an act of violence in adolescents is because society has not provided them with the opportunity to perform good behavior and when they commit violence, it is not controlled, detected and appropriate punishment. There are two behavioral theories explaining school violence about social control and social imitation that are used to research, explain, and educate to prevent violence:

#### **+ Approach to social control on school violence**

Typical representatives of the school of social control are Albert J. Reiss, Walter C. Reckless, Travis Hirschi, Michael R. Gottfredson and John Hagan. The main argument of social control theory is that crime is deeply rooted in the weakness of the individual's ability to control his own behavior and the absence of appropriate social control measures. Travis Hirschi, a famous American criminologist, asked the question of why people don't commit crimes? It is clear that delinquency helps people achieve their goals more quickly and directly than having to conform to social norms. So what stops people from breaking the law? Hirschi believes that it is the attachment to mainstream society that prevents people from breaking the law. Attachment to mainstream society will help people avoid the risk of being punished for violations of society. So what creates social cohesion? There are four factors that make up the social cohesion of each person: emotional attachment, participation, commitment and trust[9]. Emotional attachment is the core driving force that motivates

individuals to learn norms and build collective consciousness, without emotional attachment (with family, friends, people around...), individual will liberate from moral barriers and thus make it easier to commit illegal acts. Example: I love my parents, I will try to be obedient to my parents' pleasure, not violate. If my parents don't love me, then no one will love me and I don't need to respect anyone. Commitment is also an aspect of cohesion, each individual is always aware of the costs they have to pay for breaking the norm, if the individual has a strong commitment to mainstream society, they will not risk losing what they have built and accumulated in mainstream society. Participation is the degree to which an individual devotes time and energy to legitimate activities, so the more involved in formal activities, the less time and energy an individual has to devote to illegal activities. . Belief in the legal order, in the system of standards is also a factor that creates cohesion. However, this belief makes sense only when the individual has an emotional attachment, participation in mainstream activity, and a commitment to mainstream society. Social cohesion theory is applied to test how attachment to mainstream society affects the violent behavior of adolescents, specifically to investigate the relationship between the degree of attachment Family and school involvement with adolescents' use of violence when resolving peer conflicts. The conclusion is that the more adolescents are connected to their families and schools, the less likely they are to use violence.

+ *Approach of social imitation theory*

Akers introduced social mimicry with the main argument: individuals can be influenced, infected with criminal or deviant behaviors through imitation and prompting of many factors. These factors are: (1) Diverse relationships, this is the process by which individuals are exposed and interact with different concepts and standards. According to Akers, family and friends are social groups that have a strong influence on deviant behavior, as a general rule the earliest, longest lasting, most frequent, closest relationships The most intimate and intimate will have the most influence on an individual's behavior. (2) Concepts, which are attitudes or meanings that individuals attach to a particular behavior. The more strongly an individual is opposed to a behavior, the less likely he is to perform that behavior. On the contrary, the stronger an individual's attitude is in favor of a certain behavior, the more likely he is to commit that behavior. (3) Behavioral triggers: this is the balance between the rewards or punishments that the individual may receive if he commits a violent act. According to Akers, whether the individual will continue to commit a crime or not commit a crime depends primarily on past, present, and future responses (rewards and punishments). (4) Imitation, which is the performance of a behavior after observing the behavior in another person. The imitation of behaviors will depend on the pattern, the type of behavior as well as the consequences associated with those behaviors[3].

Under the theoretical approach to social imitation, which has contributed to a satisfactory explanation of school violence, the earlier the opportunity to be exposed to violent acts, the greater the risk of having violent behavior. more violence. Therefore, in order to contribute to limiting the current situation of school violence, the study suggests a number of solutions as follows: It is necessary to have a close relationship between parents and children, because in order to raise children successfully, the attachment between parents and children is a prerequisite. Evidence shows that children who engage in violent behavior are often born and raised in families with parents who are not often close and supportive. Parents need to supervise their children, it will have the effect of timely detecting and preventing them from committing violent acts. At the same time, through close supervision, parents also teach their children how to avoid violent behavior. Parents need to model ethical behavior so that their children can follow it and learn more actively. To do this, each family is self-conscious to actively build a cultural family and say no to social evils. It is necessary to handle and punish severely for deviating acts. Because, punishing deviant behaviors has the effect of preventing those behaviors in children. Punishments show parents' disapproval of behaviors they don't want. However, to successfully educate their children, parents need to have punishments with a reasonable level for each type of deviant behavior. The school also needs to create a bond between students so that they can understand their thoughts and aspirations, and grasp their psychology in time to respond appropriately when there is a risk of violent behavior in the school. To do this, schools need to do a good job of school counseling, helping them to relieve the psychological frustrations of teenagers. At the same time, strengthen many life skills education activities for students such as mechanisms to control emotions and respond to behaviors that are likely to hurt themselves.

- *Approach to Operational Psychology*

The above research directions focus on explaining the criminal behavior and criminal behavior of juveniles from different angles. The approach agreed upon by many researchers is based on the views of the School of Operations Psychology. This school is based on the point of view of dialectical materialism about nature, society and people when it says that the environment is the source of negative psychology in general and criminal psychology in particular, in which negativity in adolescents. On that basis, many researchers have proposed many effective methods of educational impact on juveniles who violate the law. Children living in a social environment all have to go through the process of socialization, because that environment contains

negative factors that will cause them to form negative psychological qualities inside. If this substance becomes more and more negative, at some point it will cause them to violate the law when they meet the right circumstances. Studying the activities of juvenile delinquents, psychologists G.I. Kuzhnesova, V.D. Khartrinko, D.A. Settakov emphasized that children often fall into imperfect family situations, lacking the love of their parents. Family affection plays an important role in educating naughty children and children who break the law. [6, 67]. In addition to the shortcomings of the family, the impacts of the school, the mass organizations, especially the negative informal friends group of minors will form. negative psychological qualities in children. When the inner psychological qualities such as awareness, need, interest, emotion, affection, will... of an individual are developed more and more negatively, then when facing favorable external conditions, the individual will come to the choice of performing the deviant behavior outwardly. If this deviant behavior is not detected and handled in time, it will return to the impact on the formation of awareness, needs, interests, emotions, and feelings of the individual, which will develop negatively to a higher degree. . And at some point, these negative psychological phenomena will cause the individual to commit criminal acts to the outside. And this cycle continues, if the criminal act is not detected, prevented, handled and punished in time, it will make the individual committing the crime act bold, reckless and have a lot of experience. more experience. These processes, if not prevented in time, will repeat many times and are regular. Criminal activity is the result of negative psychological phenomena that have formed in the individual. Criminal activity is the cause of negative psychological phenomena. Applying this rule to explain violent behavior, we can explain as follows:

From an ordinary person to a criminal is rarely an unexpected phenomenon or event, but rather a process of personality deterioration manifested in the transformation from violations of these norms to violations of social norms. other in a worsening direction (the norm violation is getting more serious). Psychologists have studied and pointed out two laws of this transformation[9], including:

The law of the negative development of a unified line of behavior. For example, when children tend to resolve conflicts with violence and find this resolution effective, they will continue to solve everything with violence in a more and more serious direction. For example: At first there is a conflict, then quarrel, swear, then threaten, bully, then fight, pull factions, beg, loot, cause trouble... gradually turn to the crime of intentionally causing injury, robbery, murder...

The law of negative development is gradually oscillating. Some norm violations often make other norm violations easier, because it gradually shakes restraints, violations of moral and legal standards, shakes the value-oriented system. of personality. In children, there is a gradual transition from small to large violations, from violations of moral standards at home to violations of school discipline rules and to violations of social norms. , law...

Applying to the prevention of juvenile delinquency in general and violent behavior in particular, we need to pay attention to the following issues:

Reduce and move to eliminate negatives and loopholes from the family environment, school, society, social organizations, informal groups... Eliminate causes and conditions circumstances for the performance of deviant behavior by minors.

Actively prevent, detect, prevent, fight, handle and severely punish all violations from small to large, from violations of ethical standards to crimes, from violations of ethical standards to crimes. from the family environment to the social environment. Only in this way can we ensure the thoroughness of preventive activities.

Comprehensive education to the children's personality, good values, forming positive psychological qualities, eliminating the negative psychological qualities that have been formed in adolescents, helping them have resilience. resistant to the negative impacts of the environment, consistently performing standard behaviors.

Preventing illegal acts in general and violent behavior in particular among minors is a regular, continuous, long-term strategy that must be persevered with the highest sense of responsibility. This activity requires the participation of everyone, all sections of society.

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