



Research Article

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Deviant Behaviors in School Among Adolescents: Managing Disruptive Behavior in English as a Second Language (ESL) Reading Class Case Study: Schools in Durrës, Albania

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Abstract

The deviant behavior of students in the classroom is a highly intriguing subject to investigate due to the fact that it is a multifaceted issue that encompasses a variety of factors, including the family, society, the teacher, and primarily the individual and the school. The focus of this investigation will be solely on the adolescent and the deviant behaviors that are demonstrated during the learning process. Additionally, we will propose strategies for managing this behavior in English as a Second Language (ESL) Reading Classrooms. In this paper, the term "deviant behavior" will be used interchangeably to refer to deviant behaviors that involve students violating rules during lessons. The primary objective of this investigation is to determine the most prevalent forms of deviant behavior in Albanian schools and to conduct a comparison between industrial and non-industrial regions in order to gain a more comprehensive understanding of this expanding phenomenon. Nevertheless, this will be further investigated in the course of the investigation. The study included 80 pupils, 40 of whom were enrolled in the "Gjegj Kastrioti" gymnasium in Durrës and another 40 in the "Besnik Hidri" gymnasium in Shenavlash, Durrës. A questionnaire was utilized as the research instrument to verify one of the study hypotheses: Students residing in non-industrial areas are more likely to engage in deviant behavior. Graphs and tables were employed to illustrate the data using Microsoft Excel. The results of the study did not indicate any significant disparities between pupils in industrial and non-industrial areas in terms of their attitudes toward the situation or their recommendations for preventive school methods. Nevertheless, it is intriguing to observe alternative manifestations of these behaviors in one of these educational institutions. Several recommendations are provided at the conclusion of the study for the prevention and management of deviant or deviant behaviors in students.

Keywords: deviant behavior, student, teenager, industrial area, non-industrial area

1. Introduction

Adolescence is characterized by significant and rapid changes in physical and emotional states, unstructured thoughts and ideas, high sensitivity, moments of rebellion, and successive experimentation efforts (Santrock, 2014). We are preparing to teach in the public or private system in the future, thus giving special importance to understanding and addressing deviant behaviors as a crucial part of the effective functioning of the learning process, and as a personal challenge in the teacher-student relationship (Marzano et al., 2003).

In this paper, we will study the impact of deviant behaviors and the differences in these behaviors between adolescents living in industrial areas and those living in non-industrial areas (Garrison & Hollins, 2002). Teachers, on the other hand, play a fundamental role in identifying and regulating deviant behaviors as they spend a good amount of time with students, giving them the opportunity to supervise them (Emmer & Stough, 2001). Hypothesis:

Hypothesis: There are significant differences in the manifestation of deviant behaviors in the classroom among adolescents aged 15-17 from industrial areas compared to those from non-industrial areas.

This hypothesis builds on the understanding that environmental factors, particularly socio-economic and cultural characteristics, significantly impact adolescent behavior. Adolescents in industrial areas often face unique stressors, such as economic hardship, pollution, and exposure to industrial labor conditions. These stressors can contribute to psychological strain, which may manifest in deviant behaviors. According to Olweus (1979), aggressive behaviors in adolescents tend to arise from environmental stress, and these behaviors can persist if not addressed early. Adolescents in industrial regions may experience higher levels of frustration or alienation, which can lead to disruptive or aggressive behaviors in the classroom.

The stressors associated with living in industrial areas may foster a culture where obvious deviant behaviors—such as defiance, aggression, or disruption—are more prevalent. This aligns with the findings of Broidy et al. (2003), who demonstrated that exposure to adverse conditions during childhood often results in a higher likelihood of persistent disruptive behaviors during adolescence.

In contrast, adolescents from non-industrial areas may experience different environmental challenges, such as limited educational resources or access to opportunities, but may not be subject to the same level of industrial-related stressors. As a result, their deviant behaviors might take less overt forms, such as passive disengagement, absenteeism, or withdrawal from classroom activities. This idea is supported by Durkheim's (1893) concept of "anomie", which suggests that individuals who feel disconnected from societal expectations may display non-conformist behaviors.

Hirschi's (1969) Social Control Theory provides further insight into this issue by highlighting the role of social bonds in preventing deviant behaviors. Adolescents from non-industrial areas may experience stronger ties to community or family structures, which can act as protective factors against deviance, compared to their counterparts in industrial areas, where family or social bonds may be weaker due to economic pressures.

Furthermore, Miller (2000) highlights the psychological strain experienced by adolescents who feel disconnected or disadvantaged in their environment, which can increase the likelihood of deviant behavior. In industrial areas, these feelings of alienation may be exacerbated by economic disparities or pollution-related health issues, making adolescents more likely to act out in classroom settings.

This study aims to understand how these environmental contexts—industrial versus non-industrial—contribute to the development and expression of deviant behaviors in educational settings. By investigating the differences between these two groups, we can provide insights into area-specific interventions that may help mitigate deviant behaviors. For example, adolescents in industrial areas may benefit from increased mental health support or programs that foster stronger community bonds, while those in non-industrial areas might need interventions focused on engagement and resource access. Hobson (2001) emphasizes the importance of targeted strategies for

educators to manage classroom dynamics and mitigate stress caused by student behavior, particularly in challenging environments.

2. Literature Review

2.1 Adolescence and Deviant Behavior

Hall (1916) described adolescence as a "time of turmoil and stress," but it is also a crucial time for identity building and the shift from dependence to independence (Santrock, 2014). Erikson (1968) highlights the profound psychological and social changes that occur during this stage, which may result in tensions between the increasing demands and skills of adolescents and the restrictions placed on them by their families or society. These disparities can show up as actions that defy authority, rebel against social norms, or oppose conformity, particularly in controlled settings like classrooms.

2.2 Theoretical Frameworks Describing Deviance

Deviant behavior, especially in adolescent contexts in schools, can be contextualized and explained by several theoretical frameworks:

According to the Social Control Theory (Hirschi, 1969), deviant behavior develops when people don't have strong social ties to prosocial institutions like their families, communities, or schools. When language problems keep students from feeling connected to professors or peers in ESL classes, they may react by acting out in ways that are out of character.

Anomie and Strain Theories (Durkheim, 1893; Merton, 1938) propose that deviation arises from an imbalance between the resources available to meet societal expectations and the actual methods of achieving those goals. Due to their language barriers, ESL students may feel that they are unable to satisfy the linguistic or academic standards imposed on them. This can cause frustration and, as a result, deviant conduct. This discrepancy draws attention to the motivational side of deviance, where students may oppose or interfere with instruction in an effort to achieve objectives they believe are unachievable.

Self-Determination Theory (Deci & Ryan, 1985) sheds more light on behavior by emphasizing how desires for connection, competence, and independence influence actions. When these needs are not satisfied in ESL classrooms, deviant behaviors may appear as a way for students to convey their dissatisfaction or disengagement to the classroom community. Students may also struggle with competence owing to language barriers.

2.3 Deviance in Educational Environments

Deviant behaviors frequently emerge in educational situations, especially throughout high school, when teenagers work through developmental obstacles. These behaviors include, but are not restricted to, acts of disruption, hostility, defiance, and other behaviors that are not appropriate in the classroom (Olweus, 1979; Broidy et al., 2003). These behaviors have the potential to interfere with learning for all parties involved, including the participants' peers and teachers. Deviant actions are commonly interpreted as coping strategies, frequently employed in reaction to stressors in the environment or perceived challenges to one's identity and autonomy.

2.4 Effects on Teachers and Classroom Environment

Deviant behaviors have a significant effect on teachers and the dynamics of the classroom in addition to the students who engage in them. According to Hobson (2001), the language and cultural diversity

of their students frequently results in teachers, particularly in ESL classrooms, experiencing heightened levels of stress. In addition to increasing teacher turnover and exhaustion, the additional cognitive and emotional demands can make it harder to keep the classroom under control. One key element in reducing erratic behavior is the relationship that exists between educators and learners. According to research, establishing a supportive learning environment requires strong teacher-student interactions based on mutual respect and trust (Wentzel & Wigfield, 2009). Teachers in ESL classrooms need to work especially hard to help their students feel competent and like they belong, since communication obstacles might make it difficult for them to form these relationships. Students are less prone to act in deviant ways when they feel heard and supported.

Deviant behavior in educational environments, especially in ESL classrooms, is a complicated problem impacted by social dynamics, language limitations, and individual developmental obstacles. Teens who already wrestle with the challenges of social integration and identity formation are put under more strain in language-learning settings, which can make them feel even more frustrated and powerless. These emotions frequently show themselves as actions that impede learning.

Theories such as self-control theory, strain theory, and social control theory offer valuable insights into the causes of these behaviors, emphasizing the role of social bonds, perceived opportunities, and the fulfillment of basic psychological needs. Addressing deviant behaviors in classrooms requires a holistic approach, focusing not only on the individuals exhibiting these behaviors but also on the classroom environment and the teacher-student relationship.

3. Approaches for Managing Disruptive Behavior in English as a Second Language (ESL) Reading Class

3.1 *ESL Classrooms and Particular Challenges*

Linguistic and cultural limitations exacerbate these issues in English as a Second Language (ESL) classrooms. Teens in these environments frequently experience emotions of helplessness, isolation, and frustration, which can intensify abnormal behavior. According to Miller (2000), language learners often feel more stressed since they can't participate completely in the curriculum or communicate appropriately. This lack of capacity can result in more visible disruptive behaviors like verbal aggression or resistance, as well as passive disengagement like not participating.

According to Baker (2006), ESL students, particularly those going through the turbulent adolescent years, experience extra stress as a result of the acculturation and language acquisition processes. Due to the emotional and mental strains these students experience, they may turn to deviant activities as a coping mechanism for feelings of incompetence or isolation from peers and the larger school community.

Different teachers deal with different issues relating to deviant conduct, and these issues have varying effects on the learning process. Deviant behavior in ESL classrooms has a substantial negative impact on students' reading proficiency. It disrupts the learning environment, reduces instructional time, increases anxiety and tension, and lowers motivation and engagement.

Disruption of Learning Environment: The persistent disruptions, such as speaking out of turn and physical disturbances, hinder the ability of both the misbehaving student and their classmates to concentrate on reading activities. This disruption results in a fragmented and inefficient learning experience, which in turn reduces overall academic performance (Emmer & Stough, 2001).

Decreased Instructional Time: Teachers frequently allocate an imbalanced amount of time towards regulating disruptive behaviors rather than delivering teaching. The decrease in instructional time results in a reduced chance to thoroughly cover reading material, which is especially harmful in ESL classes where there are additional language difficulties (Marzano, Marzano, & Pickering, 2003).

Elevated levels of anxiety and tension can be observed in students who frequently display or are subjected to disruptive activities. Emotional states like these hinder cognitive abilities that are crucial for understanding written material, such as memory and concentration, resulting in worse academic

achievement (McEwan, 2013).

Diminished motivation and engagement: Consistent deviant actions might result in a decline in motivation and engagement when it comes to reading activities. Students who experience a lack of connection to the learning process or who are frequently subjected to disciplinary measures may become disengaged and lose interest in academic activities, so further hindering their reading competence (Wentzel, 2002).

3.2 Addressing disruptive behavior in Esl reading classes

Effectively addressing disruptive conduct in ESL reading classrooms is crucial for creating a conducive learning environment. Efficient tactics can reduce disturbances and improve both teaching and student involvement. This section offers an in-depth analysis of different tactics that teachers can use to deal with disruptive behavior, backed up by appropriate sources.

3.3 Setting Expectations and Regulations

At the beginning of the academic year or semester, educators should effectively convey the expected behavior and regulations of the classroom. This facilitates students' comprehension of what is deemed permissible and what is not. Ensuring consistency in the enforcement of these norms is crucial; teachers must administer punishments in a fair and consistent manner in order to uphold their credibility and authority, as noted by Emmer and Stough (2001). Engaging students in the process of establishing classroom rules can enhance their feeling of ownership and commitment to these norms, a strategy endorsed by Marzano and Pickering (2003).

Having a comprehensive understanding and displaying sensitivity toward the cultural origins of children is essential for effectively controlling classroom conduct. Educators should possess a grasp of cultural disparities that might impact conduct, as these disparities frequently lead to misunderstandings and disputes (Gay, 2010). Integrating culturally pertinent resources into the reading curriculum can effectively include pupils and mitigate sentiments of estrangement that may result in disruptive conduct. Cultivating robust and affirmative connections with students is crucial, as it helps diminish disturbances and foster a more encouraging classroom atmosphere, a tactic emphasized by Ladson-Billings (1995).

3.4 Efficient Strategies for Managing a Classroom

Implementing and upholding organized and consistent schedules can contribute to the development of a foreseeable and steady educational setting, hence diminishing feelings of unease and ambiguity that may result in disruptive conduct (Evertson & Emmer, 2012). Implementing strategic seating arrangements, such as positioning disruptive children in close proximity to the teacher or isolating them from peers with whom they frequently interact, can also provide positive results. Non-verbal cues, such as hand gestures or visual signals, can be employed to handle minor disturbances without causing any interruption to the lesson, thus aiding in the preservation of focus on reading tasks.

3.5 Enhancing Social-Emotional Skills

Integrating Social-Emotional Learning (SEL) into the curriculum might facilitate the acquisition of essential skills such as self-control, compassion, and conflict management, hence mitigating disruptive behaviors (Zins et al., 2004). Engaging in role-playing activities enables students to rehearse and refine their social-emotional skills by simulating typical classroom situations and demonstrating acceptable behaviors and responses. Implementing mindfulness techniques, such as controlled breathing and meditation, can assist students in regulating their emotions and curbing impulsive actions, thereby establishing a serene classroom atmosphere.

Collaborative learning refers to a learning approach where students work together in groups to achieve a common goal. On the other hand, peer support involves students providing assistance and encouragement to their classmates. Both collaborative learning and peer support are beneficial strategies that promote effective learning and academic success.

Group work that is organized and planned helps to encourage healthy interactions among peers and decreases the chances for disruptive conduct. The allocation of roles within groups guarantees that every student is actively involved and responsible, leading to a better-organized classroom. Peer mentorship involves pairing students with peers who demonstrate positive behaviors, to model appropriate behavior and offer assistance. Cooperative learning practices, as defined by Johnson and Johnson (1999), promote a sense of community and teamwork, which in turn decreases feelings of isolation and the probability of disruptive behavior.

Dynamic and participatory courses can captivate students' focus and minimize distractions. Methods such as interactive read-aloud, conversations, and multimedia tools have proven to be successful in sustaining student engagement. Adapting teaching methods to cater to the varied requirements of students through differentiated instruction can effectively minimize frustration and disengagement, which often lead to disruptive conduct (Tomlinson, 2001). Incorporating technology, such as educational applications and interactive whiteboards, can improve student involvement and offer different pathways for learning.

3.6 *Fostering Teacher-Student Connections*

Cultivating mutual regard and establishing rapport with students helps foster a constructive classroom atmosphere in which students feel appreciated and comprehended (Wentzel, 2002). Frequently monitoring students' progress and well-being can aid in the early detection of possible problems before they escalate into disruptive conduct. Employing affirmative and courteous communication can exemplify suitable conduct and establish the atmosphere for the classroom, cultivating a supportive and fruitful learning environment.

Teachers can create a positive learning environment by setting clear expectations, using positive behavioral supports, practicing culturally responsive teaching, employing effective classroom management techniques, developing social-emotional skills, promoting collaborative learning, using interactive instruction, and building strong teacher-student relationships. These tactics not only reduce disruptive behavior but also improve overall academic progress and reading competence.

4. **Research Methodology**

For this study, we chose a purposeful sampling approach, related to in-depth small-scale studies where research models focus on exploring and interpreting experiences and perceptions (Matthews, B.; Ross, L. 2010). In this sampling approach, the goal is not to create a statistically representative sample of a population but to allow the researcher to explore research questions. The subjects taken in the study are those that can reveal and shed as much light as possible on the field of study (Riche and Lewis, 2003). The methodology used in this research brings a combination of primary and secondary data. Primary data are provided through a questionnaire. Secondary data are part of the literature presented in the previous chapter. The advantages of a combined research approach, such as combining qualitative and quantitative analysis, reinforce the possibility of addressing research issues and obtaining reliable results. Organizing a study with combined methods for this research was done to collect data properly and ensure that the data were integrated correctly and accurately. Qualitative and quantitative analyses intertwine, resulting in a more reliable conclusion.

Data on the distribution of participants

Table 1: Data on Sample Distribution by School, Gender, and Deviant Behaviors

Exhibited deviant behavior			Have not exhibited deviant behavior		Total
School	Gjergj Kastrioti	Besnik Hidri	Gjergj Kastrioti	Besnik Hidri	
Females	10	8	16	17	51
Males	10	13	4	2	29
Total	20	21	20	19	80

As seen in Table 1, the sample is equally distributed regarding schools. However, what we observe is that the students who exhibit the most deviant behaviors are male, whereas students who do not exhibit deviant behaviors in the classroom are mostly female.

4.1 Instruments Used During the Study

To collect the necessary data for achieving the study's aim and answering the research questions, the following instrument was used:

A questionnaire organized into two sections. The first section gathered demographic data about the adolescents, designed to maintain their anonymity, and the second section collected necessary information about whether they exhibit deviant behaviors in school.

4.2 Data Processing

Data processing in a case study involves organizing, analyzing, and interpreting the collected data to draw meaningful conclusions and answer research questions. This includes several steps such as data entry, data cleaning, data analysis, and result interpretation.

4.3 Study Reliability

Reliability is crucial to maintaining the validity of the study. In this quantitative and qualitative study, the research questions aimed to examine the types of deviant behaviors, which gender exhibits them more, and in which areas they are more prevalent or aggressive. Cohen 91 recognizes the subjectivity of respondents, their opinions, attitudes, and perspectives, which potentially contribute to a degree of bias in studies and challenge the claim for reliability and validity in qualitative and quantitative methods.

5. Results

Section I: Demographic Information

Questions about Age and Gender

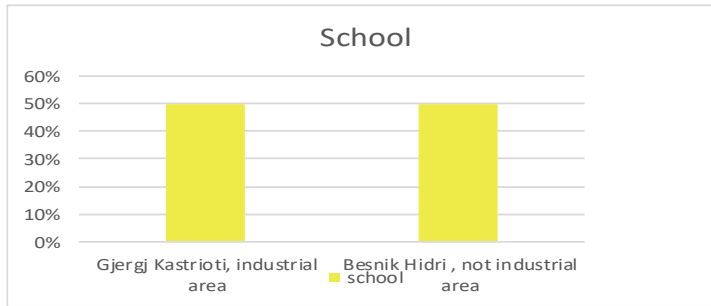
In this questionnaire, the participants are divided into 63.75% female and 36.25% male. These are adolescents respectively divided into:

- 32.5% girls from "Gjergj Kastrioti" gymnasium
- 31.25% girls from "Besnik Hidri" gymnasium
- 17.5% boys from "Gjergj Kastrioti" gymnasium
- 18.75% boys from "Besnik Hidri" gymnasium

At first glance, we notice that there are more girls than boys in these classes.

The age of the respondents is very important concerning the topic. Through the age of the survey participants, we can discover and reach valid conclusions regarding the deviant behaviors of adolescents.

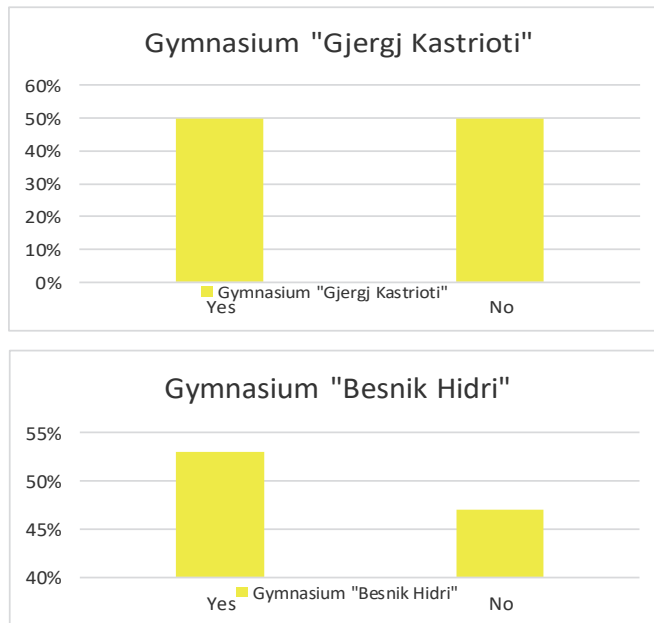
From this graph, we observe that 45% of the sample are 15 years old, 35% are 16 years old, and only 20% are 17 years old.



Graph 3: School

In this graph, we observe that the study sample is equally divided, with 50% from "Gjergj Kastrioti" gymnasium, an industrial area, and 50% from "Besnik Hidri" gymnasium, a non-industrial area.

Section II: Deviant Behaviors of Adolescents



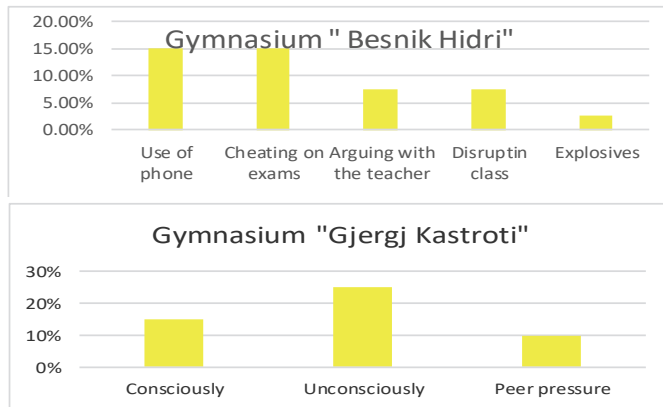
Graph 4: Have you ever exhibited deviant behavior in class?

In "Gjergj Kastrioti" gymnasium, we observed that 50% of the students had exhibited deviant behavior in class at least once; specifically, 25% were girls and 25% were boys. Meanwhile, students who had not exhibited deviant behavior accounted for 50%, with 40% being girls and 10% boys.

In "Besnik Hidri" gymnasium, we observed that 53% of the students had exhibited deviant behavior in class at least once; specifically, 20% were girls and 33% were boys. Meanwhile, students who had not exhibited deviant behavior accounted for 47%, with 42% being girls and 5% boys.



Graph 5: What deviant behavior have you exhibited?

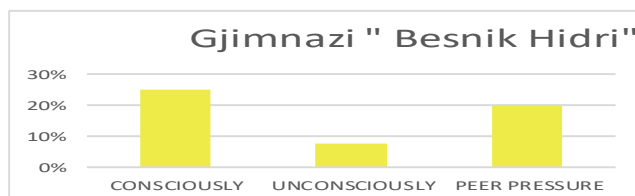


In "Gjergj Kastrioti" gymnasium, we observed the following deviant behaviors:

- Use of phone: 27.5% (15% girls, 12.5% boys)
- Skipping class: 7.5% (only boys)
- Disrupting class: 10% (5% girls, 5% boys)
- Cheating on exams: 2.5% (only girls)

In "Besnik Hidri" gymnasium, we observed the following deviant behaviors:

- Use of phone: 15% (10% girls, 5% boys)
- Skipping class: 7.5% (only boys)
- Cheating on exams: 15% (7.5% girls, 7.5% boys)
- Arguing with the teacher: 7.5% (2.5% girls, 5% boys)
- Possession of explosives: 2.5% (only boys)



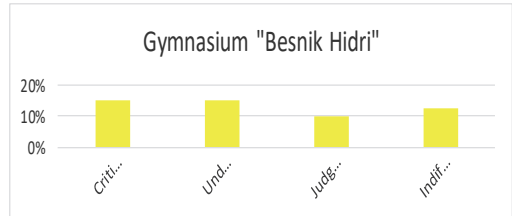
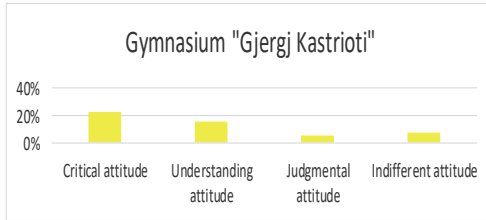
Graph 6: What was the reason for exhibiting that behavior?

In "Gjergj Kastrioti" gymnasium, the reasons for exhibiting deviant behavior were:

- Consciously: 15% (7.5% girls, 7.5% boys)
- Unconsciously: 25% (15% girls, 10% boys)
- Peer pressure: 10% (2.5% girls, 7.5% boys)

In "Besnik Hidri" gymnasium, the reasons for exhibiting deviant behavior were:

- Consciously: 25% (7.5% girls, 17.5% boys)
- Unconsciously: 7.5% (5% girls, 2.5% boys)
- Peer pressure: 20% (7.5% girls, 12.5% boys)



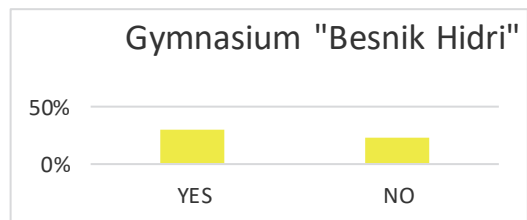
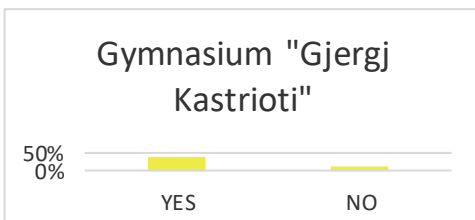
Graph 7: What was the teacher's reaction?

At "Gjergj Kasrioti" high school we have:

- Critical attitude: 22.5% of which; towards girls 15% - towards boys 7.5%
- Understanding attitude: 15% of which; towards girls 5% - towards boys 10%
- Judgmental attitude: 5% of which; towards girls 2.5% - towards boys 2.5%
- Indifferent attitude: 7.5% of which; towards girls 2.5% - towards boys 5%

At "Besnik Hidri" high school we have:

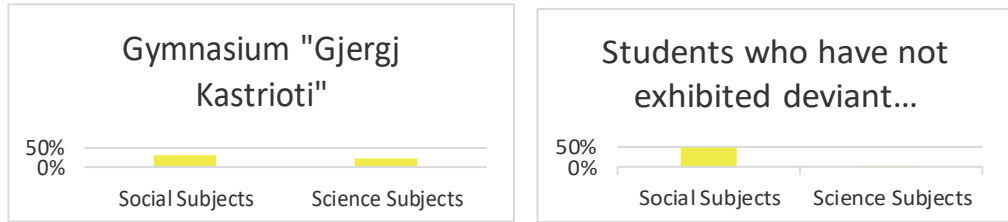
- Critical attitude: 15% of which; towards girls 7.5% - towards boys 7.5%
- Understanding attitude: 15% of which; towards girls 2.5% - towards boys 12.5%
- Judgmental attitude: 10% of which; towards girls 5% - towards boys 5%
- Indifferent attitude: 12.5% of which; towards girls 5% - towards boys 7.5%



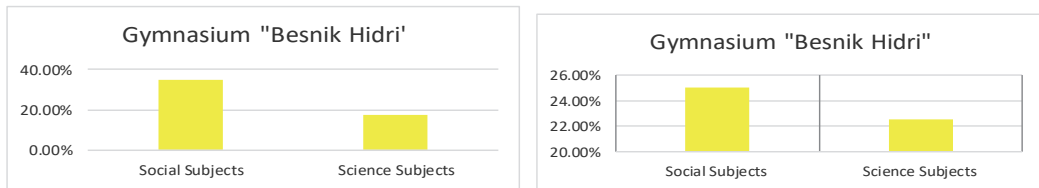
Graph 8: Did it contribute to the improvement of the situation?

At "Gjergj Kasrioti" high school, 37.5% of students who have exhibited deviant behavior confirm that the teacher's attitude helped improve the situation, while 12.5% say it did not improve the situation.

In contrast, at "Besnik Hidri" high school, 30% of students who have exhibited deviant behavior confirm that the teachers' attitude helped improve the situation, while 22.5% oppose this statement.



Graph 9: Which subjects do you think contribute the most to avoiding these behaviors?



At "Gjergj Kastrioti" high school, we observe that 30% of students who have exhibited deviant behavior confirm that social subjects help the most in avoiding these behaviors, while 40% confirm that scientific subjects are the most helpful in avoiding these behaviors.

- Among students who have not exhibited deviant behavior, 45% confirm that social subjects help the most in avoiding these behaviors, and 5% confirm the same for scientific subjects.

In contrast, at "Besnik Hidri" high school, 35% of students who have exhibited deviant behavior confirm that social subjects help the most in avoiding deviant behaviors, while 17.5% think that scientific subjects play the main role in avoiding these behaviors.

- Among students who have not exhibited deviant behavior, 25% believe that social subjects help the most in avoiding such behaviors, and 22.5% believe that scientific subjects are the most helpful.

To integrate references, you can support the hypothesis and its rationale by drawing on relevant research:

6. Conclusions

Based on the results of the literature review and the current study, several recommendations emerge: Addressing Deviant Behaviors in the Classroom: Teachers have a crucial role in regulating and minimizing deviant behaviors in the classroom. Educators are advised to engage in continuous professional development and training programs aimed at enhancing their understanding of adolescent behaviors and effective management strategies (Marzano et al., 2003). In the contemporary digital era, adolescents are significantly impacted by virtual realities and social media, potentially intensifying deviant behaviors (Livingstone, 2008). Training must incorporate strategies that effectively engage adolescents, fostering participation and minimizing feelings of alienation. Promoting a Collaborative Classroom Environment: Educators ought to engage students in the establishment of classroom rules and decision-making procedures. Students who experience empowerment and ownership in the classroom are more inclined to follow established norms (Emmer & Stough, 2001). Educators must receive training regarding the effects of labeling and its potential adverse influence on adolescents' self-perceptions and behaviors (Graham & Juvonen, 2002). Designating students as "complicated" or "deviant" can reinforce negative behavior patterns, thus highlighting the importance of a more positive and supportive approach.

Implementing Contemporary Behavioral Management Strategies: Teachers should utilize a range of contemporary behavioral management strategies to address deviant behaviors, including culturally responsive teaching practices, clearly defined classroom rules, and social-emotional learning (Wentzel, 2002; Gay, 2010; Zins et al., 2004). The establishment of a positive teacher-student relationship is essential, as a strong rapport may prevent behavioral issues and improve students' overall academic engagement and development.

Technology's Role: Considering the impact of technology and virtual environments on adolescent behavior, it is essential for schools to integrate media literacy into the curriculum. This integration will enable students to critically engage with online content and minimize exposure to harmful influences. Analyzing the role of social media and virtual interactions in promoting deviant behavior is essential for addressing the underlying causes of these phenomena in contemporary educational settings.

Integrating these recommendations into teaching practices enables educators to establish a supportive and structured environment, thereby reducing deviant behaviors and fostering positive academic and social outcomes for all students.

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