

---

## Model of Solutions to Violence at High Schools in Can Tho – Viet Nam

Associate Professor PhD Huynh Van Son<sup>1</sup>

<sup>1</sup>Ho Chi Minh City University of Education, Ho Chi Minh city, Viet Nam

---

### ABSTRACT

Solutions to violence at high schools are reached by access from the viewpoint of schools, families and society. A survey of 311 primary school and 751 high school students in Can Tho City - Vietnam showed that these solutions are quite appropriate and feasible.

**Keywords:** solutions, violence at schools, solutions to violence at schools, Can Tho, Vietnam

---

### INTRODUCTION

The lack of culture taking place at schools is no longer isolated but has become fairly common situation in many places. At some schools, teacher-student relationship is unhealthy, somewhat rough, uncultured that did not exist before has also appeared (Huynh, 2015). School culture is severely compromised. In past times, the school environment in some places had been "contaminated" by the social evils, by violence etc. This has a negative impact on educational activities of schools, especially on moral education. This is an alarming situation that must quickly be addressed in many countries.

To overcome violence at schools becomes a priority that should be carried out. This makes the school environment safer; students are more confident to attend schools as well as to ensure the harmonious development and comprehensive. However, the study of causes of violence at schools shows that many causes are due to students, schools and society (Huynh, 2015). So synchronous solutions are to be reached in a comprehensive manner to be effective.

### MEASURES AND PARTICIPANTS

Solutions to violence at secondary schools are reached by access from viewpoint of schools, families and society- education forces directly affecting educational subjects: students.

#### Measures Taken By Schools to Overcome Violence at High Schools

*Apply strict discipline to violence cases at schools*

- Target: Help students realize violence at schools is a prohibited behavior so that they easily control their behavior.
- The contents and how to proceed

Dealing strictly with students or groups of students who commit acts of violence on a friend or friends publicly accordance with the process, with public education.

Positive interaction with individuals, groups or collectives to ensure that educational requirements with attached measures to deter students where necessary to prevent acts of violence

*Provide psychological counseling at schools with the emphasis on the advice of violence at schools*

- Target

Help students relieve their psychological problems of individuals, especially conflicts, internal conflicts or contradictions, conflicts in communication leading to violence at schools

- The contents and how to proceed

+ Professionals with personal consulting for students who are in need

---

*\*Address for correspondence:*

diemmytgd@gmail.com

## Huynh Van Son “Model of Solutions to Violence at High Schools in Can Tho – Viet Nam”

+ Professionals with personal consulting for students with the risk related to violence at schools to give necessary instructions

- Number of sessions

+ 5 sessions in a school year at each experimental secondary school.

+ 6 sessions in a school year at each experimental high school

*Organize clubs, extracurricular lessons on life skills with content focused on violence at schools*

- Target

Help equip students with knowledge on practical life skills and life skills related to violence at schools, how to handle internal conflicts or contradictions, conflicts in communications to avoid violence at schools

- The contents and how to proceed

Instructions are given to students, providing them with the knowledge and skills in the form of club activities, extra-curricular life skills as thematic training. The topics include:

For secondary school students

- Self-protect skills

- Polite behavior skills

- Skills in managing emotions

- Conflict resolution skills.

For high school students

- Self-protect skills

- Polite behavior skills

- Skills to manage emotions and stress responses

- Conflict resolution skills.

*Provide students with knowledge about violence at schools and violence prevention through thematic system*

- Target

Help equip students with knowledge related to violence at schools, how to deal with violence risk actively or passively in order to prevent violence at schools

- The contents and how to proceed

Instructions are given to students for their knowledge of violence through specialized training to the entire school. The theme namely: Skills to prevent violence at schools

*Building friendly atmosphere at schools to contribute to limit violence at schools*

- Target

Building friendly atmosphere at schools to create psychological comfort in the school environment for students

- The contents and how to proceed

Launch a movement to build friendly atmosphere at schools to collectives and classes

Sign for building a friendly atmosphere at schools to collectives and classes- Schools, classes without violence

*Monitoring and managing students in many different forms in order to understand and limit violence at schools*

- Target

Monitoring and management of students in various ways to create intimacy, mutual understanding and building two-way good relationships so as to limit the feeling of uncertainty, psychological stress that may lead to violence committed by students

- The contents and how to proceed

Create a close relationship with the students to bond and understand them more

Management of students by many ways students: to get their timetable, to support their activities and counseling on individual and group's work plans

Monitoring of students by ingenious manner, getting closer to students, exchange on psychological, individual problems on the respect, empathy, security- basis

*Timely intervention, timely and practical effects in case of violence at schools*

- Target

Help students understand the violence at schools is a prohibited behavior and that can not exist in the school environment. Acts of violence at schools that negatively affects the school environment should not be continued or imitated.

- The contents and how to proceed

Timely intervention, in the right time in case of violence at schools, to be settled early and not letting it spread or create rumors, negative public opinion.

Practical interventions shall adequately address early in case of violence at schools. No hiding, not trying to cover any clue but treatment ultimately, thoroughly, in a concrete and decisive manner

### **Measures Taken By Family to Overcome Violence at Schools**

*Parents shall change and pay attention, sharing with their children to get close and find out their change*

- Target

In order to create the friendliness, to get closer for mutual understanding, building good two-way relationships to avoid psychological restrictions, stress or conflict that may lead to violence at schools of students

- The contents and how to proceed

Parents adjust relations with the children, respecting them for friendship and children are treated in communications, talking.

Changing the giving and receiving- relationship in psychological interactions with children in everyday communications as well as in handling differences in perception, orientation

*Learn and get used to children's schedule to prevent violence at schools*

- Target

Learn and get used to children's schedule to understand domestic schedule to work closely with children in different activities, encouraging, getting closer to children in order to avoid children being drawn into acts of violence or the risk of violent behavior

- The contents and how to proceed

Talking to children about their timetable and schedule of daily, weekly activities of fixed nature

To agree with timetable and forms of living and going to school, basic activities in learning and living

*Guidance on some essential life skills (communications, behavior ...) to contribute to limit violence at schools in the lives of children*

- Target

Guidance on some essential life skills that are necessary to provide some information and skills to help children learn and deal with violence at schools to be truly active and effective

- The contents and how to proceed

Conduct training topics for children's life skills in skills training model

Perform special training talks for students of schools on the topic: Skills to prevent violence at schools.

## **Huynh Van Son “Model of Solutions to Violence at High Schools in Can Tho – Viet Nam”**

*Learn and know the information about friends and relationships of children to detect signs of violence at schools among children*

- Target

To create closeness, mutual understanding and building good two-way relationships with children to understand the friends they made or their expression in exchange with friends to "control" aggressive behavior at schools - The contents and how to proceed

Proactively establish intimate relationships with children and their friends by organizing activities such as meeting, dining and living activities

Exchanging and sharing on sympathetic basis about the relationship with friends and friends of children, the concept of children about friends, their concept and basic activities of their friends.

*Encouragement and making proper comments around the cognitive problems, to deal with violence at schools*

- Target

To guide students have proper awareness about violence at schools, a positive attitude to prevent or overcome the violence at schools and conduct in case of violence to be actually proactively, effective.

- The contents and how to proceed

Exchanging proactively with children about violence at schools or a situation of violence at schools based on attitudes or beliefs of children to analyze, adjust frankly: do not take joy from violence against others, no passive response, but do not participate actively, proactively in any violence at schools.

Orientation of human behavior through situations related to violence at schools that children in that situation are active or passive

*Monitoring and management of children with various ways to prevent manifestations of violence at schools*

- Target

Monitoring and managing children in different ways to understand and work closely with children in different activities, being attached to children to restrict their passivity or dependence on the acts of violence or threats of violence

- The contents and how to proceed

Talking to children about the basic operations of the day, week and joining children in allowed ability

Agree and be together with children in oriented activities as well as supervising children skillfully and actively avoid the risk of violence at schools.

### **Measures Taken By the Community to Overcome Violence at Schools**

*Propaganda about the consequences of violence at schools*

- Target

Help students, parents be more aware of the consequences of violence at high schools

- The contents and how to proceed

Propaganda about the consequences of violence at schools to students, parents, in the form of: special talks, skills training, advocacy by bulletins etc

Exchange, information sharing, distribution of propaganda handbook for students, parents, to increase the efficiency of communication on the consequences of violence at schools

*Support students with aggressive behavior at schools or the victims of violence at schools.*

- Target: Helping students with violence at schools behave positively, to adjust in order to minimize repetition of such behavior or risk of recurrent acts. Helping students with violence at schools quickly balance and get rid of negative emotions, obsessions to accommodate new school environment as well as minimize violence at schools as a defensive reaction.

- The contents and how to proceed

Support for students who commit acts of violence at schools with friends in the form of advisory group for detection and screening. Conduct in-depth personal consultation.

Continue the access, consulting and calling for the forces supporting students subject to violence at schools in various forms in terms of interactivity.

*Organize free propaganda sessions as a preventing measures against violence at schools for parents, students*

- Target: To guide students and parents in having the right perception and relative systematic of violence at schools, a positive attitude to prevent or redress the violence at schools and to behave effectively

- The contents and how to proceed

Conducting propaganda about violence at schools, prevention of violence at schools for students in various forms: special talks, skills training, exchange, sharing of information

*The prevention of violent video games and films help prevent manifestations of violence of students at schools*

- Target: The prevention of violent video games and films help prevent manifestations of violence of passive students

- The contents and how to proceed

Agree unilaterally with schools about the control of students with access to violent video games and movies which are considered not allowed to students

Exchange with families about how to manage violent video games and movies- related children today.

*Construction of useful playgrounds for students to prevent manifestations of violence at schools*

- Target: Construction of useful playgrounds for students to help students have a chance to interact, play, recreate; to have a balanced spiritual life that helps prevent manifestations of violence at schools.

- The contents and how to proceed

Advising localities to build entertainment plans, organize for students to help them have reasonable playgrounds.

Talking to parents in order to create maximum support for mental and related conditions that help students participate actively and positively to the playground in a reasonable manner

*Support for students in special circumstances to limit, prevent violence at schools*

- Target: Support for students in special circumstances - who are regarded as vulnerable to passive violence at schools or violence at schools to restrict and prevent manifestations of violence at schools.

- The contents and how to proceed

Exchange and agree with schools on the academic activities of students and attention to be paid to students with the personality or and support for students in special circumstances

To examine the feasibility of the proposed measures, the method of investigation by questionnaire as research methods applied in this article. The questionnaire was designed for each object: primary school students, high school students (including secondary and high school). The study applied to 311 primary school students, 751 to high school students in Can Tho City from February 2014 to December 2014 as representatives

## **RESULTS ABOUT ASSESSMENT OF STUDENTS ABOUT THE REMEDIAL MEASURES TO DEAL WITH VIOLENCE AT SCHOOLS**

### **Assessment of Students about the Remedial Measures to Deal with Violence at Schools**

The noteworthy point in the evaluation of Primary school students on the measures proposed, two measures received the restrictive appreciation than other measures that are "strict discipline" and "

Psychological counseling ", with a GPA of 3.24 and 3.38, respectively, for the" wonders "of the standard scale. Interview results show that primary school students said they did not want too strict discipline and they also do not know the psychological counseling is about what content as they do not have the subject at school. This suggests that the two measures taken to practical may need certain considerations to apply effectively. The remaining measures were assessed as "acceptable" in the scale including: "Monitoring and managing the student in different ways" (GPA = 3.89), "Providing knowledge on violence at schools "(GPA = 3.75)," Organize clubs, extracurricular lessons on life skills"(GPA = 3.51). Overall, these measures have also been supported quite well.

**Table1.** Evaluation of the students about the measures taken to overcome violence at schools

№	Items	Primary school students			High school students		
		DLC	GPA	Rank	DLC	GPA	Rank
1	Strict discipline	1,56	3,24	7	0,91	4,18	6
2	Psychological counseling	1,47	3,38	6	0,74	4,39	3
3	Organize clubs, extracurricular lessons on life skills	1,47	3,51	5	0,79	4,28	5
4	Provide knowledge about violence at schools	1,15	3,75	4	0,76	4,36	4
5	Create a friendly atmosphere at schools	0,98	4,13	1	0,73	4,49	1
6	Monitoring and managing students in different ways	1,01	3,89	3	0,97	3,84	7
7	Intervention in time in case of violence at schools	0,98	4,09	2	1,95	4,40	2

High school students have certain similarities in the ranking of the two measures "create friendly atmosphere at schools" and "Intervention in time in case of violence at schools ". Featured above all measures is "create friendly atmosphere at schools" with GPA = 4.49. The measures are in proximity of the "totally agree" based on GPA thus measures were taken to overcome violence at schools- that was seen as quite a major for students. Psychological counseling is particularly important location for students to relieve the conflict, the burning of their relationship. Therefore, "psychological counseling" is selected by students as the third highest, with GPA = 4.39 also showed the support of this group

Similar to the evaluation of Primary school students about measures "to provide knowledge about violence at schools" with GPA = 4.36, appreciated to be at fourth place. For the education at schools is literacy coupled with education, that is in addition to the knowledge is the discipline for the children, that is also combined with moral education, style of citizen. It is expressed most clearly in subjects such as ethics, Vietnamese, history etc being integrated, incorporated ti the knowledge of schools, school behavior, .... According to students, the role of providing knowledge about violence at schools is extremely important for the perception, attitude and behavior of the children.

Ranked the last in the table of high school students is a measure "Supervision and management of students in different ways" with GPA = 3.84. Although GPA is somewhat more restrictive than other measures but is still reached GPA "agree" in the standard scale. This is understandable as they are specially influenced by the ego, they like to assert themselves, freedom and their acts are directed by the ego

**Assessment of Students about the Measures Taken By Families to Overcome Violence at Schools**

From observing the statistics in Table 2, the evaluation of both primary and secondary students about all the proposed measures taken by families to overcome violence at schools with a GPA of above 3.5. In other words, both groups might have appreciated the measures proposed by families to overcome violence at schools.

Specifically for Primary school students, GPA of measures is ranging from 3.74 to 4.29 and for secondary school students, GPA ranging from 3.74 to 4.49. GPA in both groups reached "agree" in the standard scale. This allows confirmation that the corrective measures against violence at schools by families had a certain understanding from students.

Specific analysis in Primary school students showed, "Caring, sharing with children as friends" is the highest measure with 4.29 GPA. Obviously through the evaluation of primary pupils, this is a measure to be considered first priority by families. As Caring, sharing with children as friends may help parents get closer, understand and be aware of situation of children, and have a reasonable impact, to

timely help children with a psychological stability for life development. This is not just a measure but also the genuine desire of students in the relationship of parents and children.

**Table2.** Evaluation of students on the measures taken by families to overcome violence at schools

№	Items	Primary school students			High school students		
		DLC	GPA	Rank	DLC	GPA	Rank
1	Caring, sharing with children as friends	0,93	4,29	1	0,78	4,33	3
2	Aware of children’s timetable	1,02	3,91	6	0,81	4,09	5
3	Guide the necessary life skills (to communicate, behave etc)	0,91	4,24	4	0,69	4,49	1
4	Learn and get information about friends of children and their relationship	1,05	4,11	5	0,86	4,06	6
5	Create a safe, warm, affectionate atmosphere in family	0,91	4,25	2	0,69	4,49	1
6	Encouragement and proper comments made to children	0,94	4,25	2	0,69	4,31	4
7	Monitoring and managing children in different ways	1,06	3,89	7	1,02	3,74	7

At the same location are two measures: "To create a safe, warm, affectionate atmosphere by families" and "Encouragement and proper comments made to children" with GPA = 4.25. This GPA with disparities of negligible scores with the highest measures (0.04). This is because family is the first educational environment, most often, it has profound influence in the development of personality, is a solid moral support as they make a certain decision. Therefore, the family atmosphere and the proper education provided is the second option. Two measures with lower GPA than other methods but “agreed” that is "Aware of children’s timetable" (GPA = 3.91) and "Monitoring and managing children in many ways "(GPA = 3.89).

Analysis of the survey results with high school students showed that there is a correlation with the evaluation of Primary school students about measures "Monitoring and managing children in many ways " (GPA = 3, 74) was rated the lowest. This measure was ranked the lowest but reached the "agreed".

Two first- ranked measures with GPA = 4.49 is "Guidelines for necessary life skills (to communicate, behave ...)" and "Creating a safe, warm, affectionate atmosphere by families ". As analyzed above, creating a positive atmosphere by families is very important to be ranked the first or second in the assessment of both primary and secondary students. Besides, the guidance by families about the critical life skills to learn how to communicate, behave accordingly, to accept differences of friends, the unity, love, and support of each other in learning and life ... are appreciated by students. Specific evidence is the measure was rated "totally agree" with GPA up to 4.49

Two follow-up measures were also evaluated with a high GPA: "Caring, sharing with children as friends" (GPA = 4.33); "Encouragement and proper comments made to children" (GPA = 4.31).

**Assessment of Students of Social Measures to Overcome Violence at Schools**

Survey results in Table 3 showed, the proposed measures by the community to overcome violence at schools have similar results with results from evaluation of families, reaching the "agreed" in the scale. Specifically for Primary school students, GPA of measures ranging from 3.96 to 4.26 and for high school students, ranging from 4.23 to 4.49. Although both groups assessed to” agreed” with the measures proposed but it was clear that evaluation of high school students showed it is more remarkable than Primary school students relative to scores. This may be due to the perception of high school students was better than Primary school students or their attitude is clearly more specific.

As a specific analysis, for Primary school students, results and statistics showed the first position with GPA = 4.26 are the two measures "Building healthy playgrounds for students" and" Support for students in special circumstances ". For high school students, "Construction of healthy playgrounds for students" still in the first position with GPA = 4.49 (approaching the "totally agree"). Obviously to overcome violence at schools today, specific social work organizations are responsible for building healthy playgrounds for the children to play a tremendous role both theoretical and practical.

**Table3.** Evaluation of students of measures taken by the community to overcome violence at schools

№	Items	Primary school students			High school students		
		DLC	GPA	Rank	DLC	GPA	Rank
1	Propagation of the consequences of violence at schools	0,98	4,22	3	0,82	4,34	4
2	Support for students with aggressive behavior at schools or who are victims of violence at schools	1,21	3,96	6	0,84	4,28	5
3	Organize free sessions about preventing violence at schools for parents, students	0,99	4,08	4	0,74	4,43	3
4	Preventing from violent games and movies	1,11	4,06	5	0,84	4,23	6
5	Develop useful healthier playgrounds for students	0,95	4,26	1	0,77	4,49	1
6	Support for students in special circumstances	0,96	4,26	1	0,80	4,41	2

## CONCLUSION

The proposed Solutions to violence at schools are rated quite high by both primary and secondary students. This means that the proposed solutions can be applied in today's society in order to contribute to overcome violence at schools. This is an important basis for organizations and departments concerned to consider as a roadmap to perform their tasks. The said solutions are quite appropriate for each group and proved to be particularly suitable for high school students. It is important to use "flexibility" so as to let the above measures maximize its effectiveness. It's important request that needs to be complied with to overcome violence at schools in Vietnam today.

## REFERENCES

- Tran Thi Tu Anh (2012), aggressive behavior at schools of Hue City high schools students, 3rd psychological Conference Proceedings "Developing models and psychological operating skills at schools", Ho Chi Minh City
- Le Van Anh (2013), The solutions to prevent violence at schools for high school students, ministry-level scientific and technological theme, code B2010.01.25: Institute of Educational Sciences in Vietnam, Hanoi .
- Law on Domestic Violence Prevention (2007), Publishing House of Labor - Society Hanoi.
- Huynh Van Son (2015), aggressive behavior at schools in Can Tho city nowadays, province- level scientific theme. Social Education journal, in June
- Huynh Van Son (2015), Violence in HS School in Can Tho province today, the provincial science theme.
- Anderson, C. A., & Bushman, B. J. (2001), Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and pro-social behavior: A meta-analytic review of the scientific literature. *Psychological Science*, 12, 353-359