
Activities Of School Violence Prevention In Viet Nam: A Case Of Thai Nguyen City Junior High Schools, Thai Nguyen Province, Vietnam

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Abstract: The age of middle school students is the age that is forming personality values. This is the transition period from children to adults, is the period of formation of personality values, rich in dreams, like to explore and explore, but lack of social understanding, lack of life experience, easy being manipulated and easily provoked, etc. Especially in the context of international integration, the market mechanism along with the explosion of information, the young generation is often affected by mixed positive and negative factors always placed in the situation of choosing values, coping with difficulties, challenges, and negative pressures, making the young generation show many signs of misconceptions and live away from prices. traditional ethical treatment, can be attracted to negative behaviors, violence, selfish lifestyle, hybrid, pragmatic, easy to develop personality deviation. The article researches and gives some solutions to limit current school violence and bring a better environment.

Keywords: violence, secondary school, sttudents, teachers

INTRODUCTION

In recent years, school violence has tended to increase both in number and complexity, causing frustration in public opinion. Author Khanh Linh in the article "More than 1,000 cases of school violence / year: Where is the scientist published on the Education newspaper of Ho Chi Minh City online on April 3, 2019, the issue: According to statistics of In the police sector, the number of cases related to school violence was more than 2,000, of which more than 53% happened in schools. That means, last school year (2017-2018) more than 1,000 cases of violence occurred [1]. And yet, from 2011 to 2018, according to the interministerial report of Education and Training and the Public Security, there were more than 18,000 cases of law violation and school violence against related subjects as officials, teachers, students and students; more than 11,000 injuries, more than 200 cases of sexual assault, 900 mental intimidation. Worth mentioning, of these, nearly 10,000 cases took place in the school. In the article "Explaining the increasing school violence" published on baomoi.com on April 13, 2019 by Van Thanh, the author explained: Mr. Phan Hong Nguyen, Deputy Director of the Department of Education Dissemination Legal education, Ministry of Justice, definitely Definitely, school violence is a reality in many countries, including countries with good education or good school psychology counseling. Currently, school violence tends to be complicated and increasing in number. According to the police's statistics in the first quarter of 2019, there were 310 cases of school violence nationwide, mainly among the middle and high school age groups. It is true that many cases of school violence go beyond the limit of the usual clashes between students and become illegal cases.

Currently, school violence becomes a concern of parents, education industry and society as a whole. Nowadays, with the development of information technology, smart phones have become more popular, when there is school violence, they often take pictures with videos, watch, cheer and then circulate on the internet. Social to praise, sentences like, etc. create mixed public opinion flows. School violence has also become a hot topic on the mass media such as newspapers, online newspapers, radio and television stations. School violence is one of the major obstacles to educational practice, adversely affecting the school environment and unsafe in schools. When school violence occurs along with the current development of information technology, it can easily lead to

negative effects in students, causing confusion for parents. Not only that, school violence also causes obsession for witnesses, insiders and the pain of the decline of a part of young people who are still in the school age. Researchers on school violence predict that without effective solutions, school violence will increase even more. In the face of the above situation, there are many proposed solutions to prevent school violence and sexual abuse, but from an educational perspective, the most effective solution is to educate students to have prevention skills. Avoid school violence. Thus, in the current period, it is essential to have research on educational activities on prevention of school violence for junior high school students in Vietnam [2].

When studying school violence and school violence prevention education for middle school students, there are many different perspectives, but we think:

School violence prevention education for junior high school students is a process of intentional, planned impact on students through school violence prevention programs. students in dealing with issues of violence that take place within the school or equivalent educational setting [3].

The educational activities to prevent school violence include the following structural elements: Operational objectives, operational contents, methods of organization, method of organization, operation, results of preventive education activities. against school violence for students.

METHODOLOGY

The topic surveyed 35 management staff (principal, vice principal, professional group leader), 100 teachers; 190 students in grades 6,7,8,9 belong to the junior high school in the study area: Phuc Triu Junior High School, Phuc Xuan Middle School, Quang Trung Junior High School, High School Quang Vinh Campus, Quyet Thang Junior High School, Son Cam 1 Junior High School, Son Cam 2 Middle School, Tan Cuong Junior High School, Tan Lap Junior High School, High School Tan Long Campus, Tan Thanh Junior High School, Tan Thinh Junior High School, Thinh Duc Junior High School, Tich Luong Junior High School, Trung Vuong Junior High School, Junior High School Nha Trang.

To survey the current situation of school violence prevention activities for junior high school students in Thai Nguyen City, Thai Nguyen Province, the author of the project proceeds to develop a sample ballot form for managers, teachers, and students at junior high schools in Thai Nguyen City. The questionnaire includes 4 questions: Question 1: Including 6 items surveying the real situation of implementing school violence prevention education objectives for students in secondary schools in Thai Nguyen city; Question 2 includes 7 items surveying the content of school violence prevention educational activities for students at secondary schools in Thai Nguyen city; Question 3 includes 6 items of survey on educational methods of school violence prevention for students in secondary schools in Thai Nguyen city; Question 4 includes 6 items that survey the status of the form of school violence prevention education for students at secondary schools in Thai Nguyen city.

Before conducting the survey, we conducted a test survey of 85 teachers and 85 students, with a total sample of 170. Conduct a pilot survey with questionnaires, processing reliability, price. value of the investigation tool. Collected data were processed using SPSS software program version 16.0 with Alpha Cronbach's reliability coefficient analysis technique. After processing the data, the items to investigate perceptions, attitudes and actions are sufficiently reliable and valid: Cronbach's Alpha = 0.91; Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.92.

When using the questionnaire survey method, the convention of scores for the questionnaire is shown as follows: Each item has options and is defined by different scores: 1 point: Not important; Not performed, infrequently, unnecessary, unfeasible or weak / poorly performed; 2 points: Implementation is not regular, not necessary, not feasible or done at an average level; 3 points: Important, done regularly, necessary, feasible, or done at a good level [4].

Rating level (by score range):

+ Level 1: $1.00 \leq \text{GPA} \leq 1.66$: Not important; Not performed, infrequently, unnecessary, unfeasible, or weak / poorly performed.

+ Level 2: $1.67 < \text{GPA} \leq 2.33$: Implementation is not regular, not necessary, not feasible or done at an average rate.

+ Level 3: $2.34 < \text{GPA} \leq 3.00$: Important, done regularly, necessary, feasible or done at a good level.

DISCUSSION

The real situation of implementing the educational targets on school violence prevention for students in the middle schools in Thai Nguyen city

To find out the real situation of implementing school violence prevention education goals for students at secondary schools in Thai Nguyen city, we use questionnaire survey method combined with in-depth interview method to opinion survey of managers, teachers, results in the table shown in table 1.

Table 1. The real situation of implementing the educational targets on school violence prevention for students in the middle schools in Thai Nguyen city

No	Content	Critical level						Average	Level
		Good		Fair		Weak			
		Quantity	%	Quantity	%	Quantity	%		
1	Preventing the attitudes and behaviors that deviate from social standards of junior high school students, keeping a safe and friendly environment in the school for students	115	85.2	20	14.8	0	0.0	2.85	3
2	Forming attitudes for students: listening, empathy, respect, self-love and others	90	66.7	22	16.3	23	17.0	2.50	6
3	Support students to solve problems they encounter and promote their healthy development	119	88.1	11	8.1	5	3.7	2.84	4
4	Contributing to educating students to show the harmful effects of school violence and actively fight against wrong behaviors.	130	96.3	5	3.7	0	0.0	2.96	1
5	Contributing to strengthening discipline and discipline in schools	123	91.1	2	1.5	10	7.4	2.83	5
6	Helping students with standard deviation behaviors have a sense of self-discipline to adjust their behaviors, form awareness, and standard attitudes	125	92.6	9	6.7	1	0.7	2.92	2

Through the above survey, we realize that a number of goals evaluated by administrators and teachers have performed well: “Contributing to education for students to show the harmful effects of violent and positive behaviors at school. fight against wrong behaviors”(2.96 points, 1st rank); Helping students with standard deviation behaviors have a sense of self-discipline to adjust their behaviors, form awareness, and appropriate attitudes (2.92 points, 2nd order); prevent the attitudes and behaviors that deviate from social standards of junior high school students, keep a safe and friendly environment in the school for students (2.85 points, 3rd place)

Interviewing the PHM manager of Phuc Xuan junior high school, we know: “Currently, most of the students in the school see the harmful effects of school violence and actively fight against wrong behaviors. . Some students whose behaviors are out of standard have a sense of self-adjusting their behaviors, forming awareness, and proper attitudes, thus keeping a safe and friendly environment in the school. ”

In addition to the well-evaluated goals, there are a number of goals that have not been highly appreciated: Supporting students to solve the problems they encounter and promoting their healthy development (2.84). points, 4th order); Contributing to strengthening the discipline and discipline in the school (2.83 points, 5th rank); Forming attitudes for students: listening, empathy, respect, self-love and others (2.50 points, 6th)

Interviewing the MVH teacher of Son Cam 1 middle school, we learned: “In fact, the school has focused on educating discipline and discipline in the school, forming a living attitude for students: listening, empathy, respect, self-love and love for everyone and helping students solve the problems they are facing, but the results are not high, reflected in their thinking and lifestyle. born. Some children have not shown discipline, responsibility and sharing in relationships, so sometimes conflicts still arise. When a conflict occurs, some children cannot control their negative emotions, do not know how to put themselves in your position to resolve, so sometimes violence occurs inside and outside of school. This is a limitation in the current school violence prevention educational activities for middle school students [5].

Current status of the contents of school violence prevention education for pupils in secondary schools in Thai Nguyen city

In order to find out the current status of the content of school violence prevention education for students in secondary schools in Thai Nguyen City, we use questionnaire survey method combined with in-depth interviews. The results obtained in the figure 1.

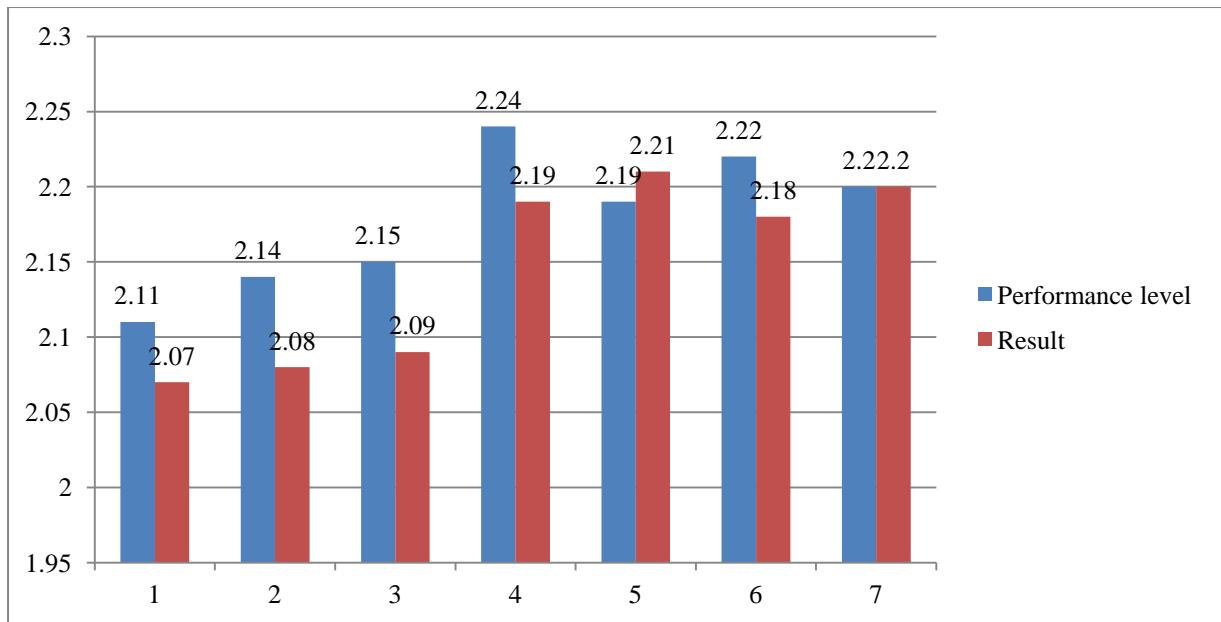


Fig.1:Current status of the contents of school violence prevention education for pupils in secondary schools in Thai Nguyen city

Note:

1. Struggling with manifestations of school violence
2. Skills to prevent school violence
3. Skills to cope with school violence
4. Educate the sense of obeying the rules of the school and class
5. Education behavioral culture
6. Provide theoretical knowledge about school violence: the concepts, manifestations, causes, consequences, etc.of school violence
7. Legal documents on school violence prevention

Comment: Looking at the chart above, we can see that some of the contents regularly performed by middle schools with good results are: Educating the sense of observing the rules of the school, class; Education behavioral culture; Provide theoretical knowledge about school violence: the concepts, manifestations, causes, consequences, etc. of school violence; Legal documents on school violence prevention [6].

Talking about this issue, teacher N.B.M of Nha Trang Middle School said: “Currently the school is paying special attention to school violence prevention education for students. During flag-raising hours, class activities, or in each teacher, students increase the sense of observing the rules of the school; educate students to communicate culturally and behave appropriately with their teachers, friends and other forces. In general, the majority of students obey the rules well, live in harmony with their teachers and friends. However, there are still a part of students who violate ethical standards. The most common violations are: swearing, cursing; quarrelsome, fighting; skipping school, skipping time and cheating on exams, "said BVV of Tan Lap middle school." There are many objective reasons such as the impact of the internet, smart phones, social networks, and movies. photos, music,... and the cause comes from home and school”.

In addition to the contents regularly and effectively implemented, some contents directly related to the prevention of school violence have not been regularly implemented, so the results are not high: manifestations of school violence; Skills to prevent school violence; Skills for coping with school violence [7].

Interviewed with the student's student in Son Cam 2 middle school, she said: “There are still a number of students who lack awareness and are indifferent to violent acts, not discouraging, but also use mobile phones to record videos. clip and posted on the internet, so the behavior is not cultural ". According to the BKA Management Officer of Son Cam 2 Middle School: “The reason is that students are not fully educated about ethics, personality, lifestyle, not enough skills to respond and deal with situations that occur. daily; Psychophysiological changes in age, always trying to assert themselves, can also lead to misguided behaviors, lack of control, lack of control. Part of the reason is from family education, some parents lack interest in their children, do not regularly monitor, grasp their children's thoughts and desires, psychological and emotional developments of their children to promptly rectify their children. deviations, directing children in a good way”. The Tan Lap middle school manager B.K.V said: The reason is from the school when a part of the management staff, the teacher has not paid attention to the content of educating the skills of preventing violence at school for students. On the other hand, the content of the ethics-citizenship education program is somewhat theoretical, has little connection to reality and the response to specific situations, teaching methods are still slow to be reformed. attracts students, so the achievement is not high [8].

Talking with students at Quang Trung middle school, we learned that: We have not actively struggled with manifestations of school violence because of fear of retaliation leading to daring. Speaking up the struggle, NBK students said that: It is not my job to ignore, this makes violence at school still happening.

The result of this content is not good because the psycho-physiological stage of junior high school students is the stage of formation and personality development of adolescents, said Quang Trung junior high school teacher. , especially developing psychophysiological features: Likes to show personality, likes to be cared about, by people, the most basic characteristic: begins to realize that he is no longer a child, wants to be independent , wanting to be respected, interested in appearance, curious to explore, experiment, especially at this stage, there are experimental and impulsive behaviors, so they have not shared the difficulties of me with teachers, parents. On the other hand, a part of students 'parents lacks attention to their children's learning and training, so students have not shared them with their parents' difficulties at school [9].

This is a limitation in the education of school violence prevention for students in secondary schools in Thai Nguyen city.

3.3. Situation of educational methods to prevent school violence in secondary schools in Thai Nguyen city

To find out the current situation of the method of school violence prevention in middle schools in Thai Nguyen city, we use a questionnaire survey method combined with in-depth interviews, the obtained results are shown. in figure 2.

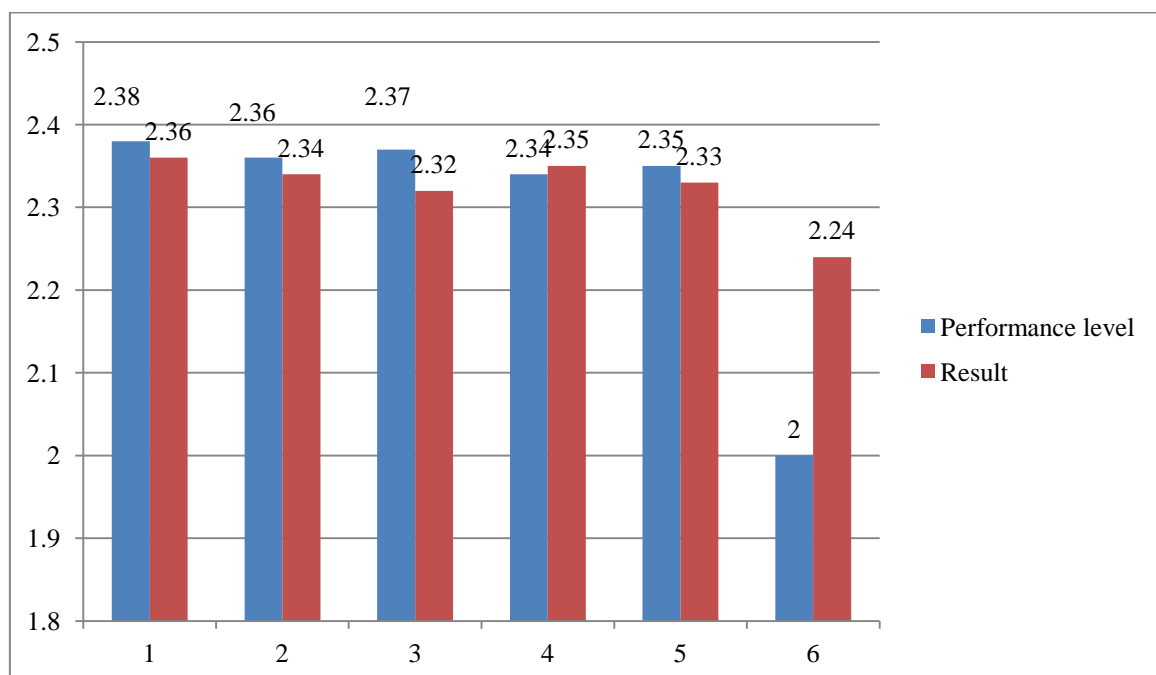


Fig.2: Situation of educational methods to prevent school violence in secondary schools in Thai Nguyen city

Note:

1. Method of persuasion
2. The method of setting an example
3. Method of reward, encouragement and encouragement
4. Disciplinary, reprimand method
5. Brainstorming method
6. Role playing method, handling situations

Comment: Looking at the above chart, we can see that some methods that teachers have implemented regularly and with high efficiency are: methods of persuasion, example, rewarding, responsible discipline and brainstorming.

Talking with the teachers of Nha Trang Secondary School, we know that: homeroom teachers and subject teachers through the subjects they teach or through after-school activities, extracurricular activities, students classroom activities, etc. using convincing methods to help students become aware of school violent behaviors, helping students to raise awareness about violent behaviors at school, overcoming limitations due to personality trends bring and change attitudes in a positive way. Chat with student N.B.M of Nha Trang Middle School: Teachers used persuasive methods to help us avoid insensitivity, bad guys, video games, stimulants, violence, etc.

In the activities under the flag and class activities, middle school administrators and teachers used exemplary methods to adopt the examples of adults, the example of typical students to form standard behaviors. ink for students, a positive attitude to students [10].

Teachers have regularly used the aroma of rewarding, encouraging and encouraging students to promote students' positivity. Teacher of BKL Gia Sang junior high school said: Do teachers listen, share and are willing to help students solve their school's difficulties, students share with their teachers when facing difficulties. Teachers, encourage and motivate students, from which students take active action to prevent modern modern science, raise awareness of the consequences of modern retail.

For students with behavior of modern retail, management staff, teachers use the method of discipline and punishment (the frequency of 2.35 points, the results achieve the good level of 2.36 points). Human Resources Management at Gia Sang junior high school knows: We use this method based on the principle of respect, because of the students' progress, being persuaded, persuaded is key, especially does not damage their reputation. attendance, spirit, and health of students and consistent with psycho-physiological characteristics of middle school students.

However, the method for students to play the role to solve modern modern retail situations is evaluated not often performed and achieved average results. The reason is that the method of organizing extra-curricular activities, extracurricular activities are not appropriate, there are not many experience activities, no contests / contests on modern retail for students to play the role modern retail, meanwhile, if you are interested in doing this activity will help students practice, experience the actual roles from the situations so that they can feel more easily without the theory. lessons about the values of compassion, tolerance, the value of self-respect and responsibility, identifying and condemning acts of violence, etc.

3.4. Reality of forms of school violence prevention education in junior high schools in Thai Nguyen city

To find out the current state of the organization of school violence prevention education in Thai Nguyen secondary schools, we use questionnaire survey method combined with in-depth interviews. The results shown in the figure 3.

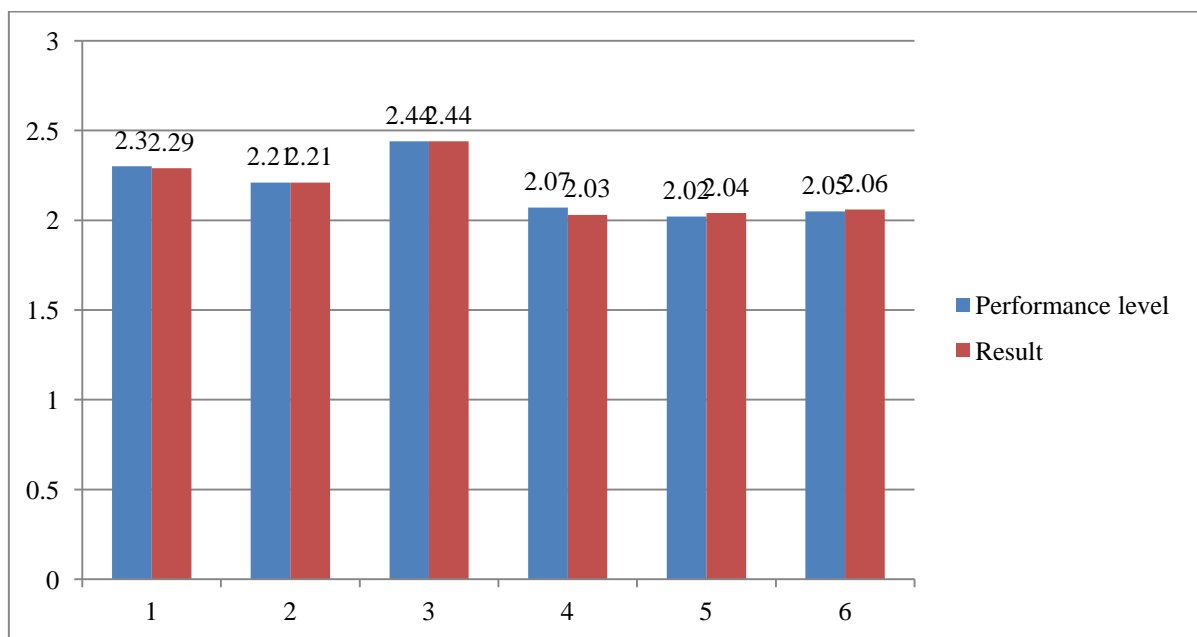


Fig.3:Current status of forms of school violence prevention education in Thai Nguyen lower secondary schools

Notes:

1. Through school culture building.
2. Through school counseling
3. Through class time
4. Through extracurricular activities
5. Through teaching activities, some dominant subjects
6. Through the path of self-cultivation, self-training, and self-education.

The situation of organizing education to prevent school violence at secondary schools in Thai Nguyen city shows that the form of regular implementation includes: "Through class activities, activities under the flag". This is a popular and highly effective form. Through practical observation, we realize that administrators and teachers regularly integrate many contents of prevention of school violence in class time and educate to the majority of

students in activities under the flag. This path has great effects in detecting and preventing modern writing for students.

Some forms have not been implemented regularly and with average results are: Through building school culture; Through school consultation; Through extracurricular activities; Through the path of self-cultivation and self-training of students; Through teaching activities.

Understanding the current situation of this issue, we know that: Currently, the contingent of teachers who work in school counseling at the junior high schools today are part-time, so they have no expertise in school counseling, yet have the capacity to school counseling. Trung Vuong junior high school's DTK teacher said: We lack school counseling skills and knowledge, so when educating to prevent modern retail for students, it is still embarrassing, not timely preventing and intervening in time. school violence [5].

At the same time, topics related to the education of prevention of modern retail through out-of-class educational activities, extracurricular activities, and experiential activities are rarely implemented by junior high school managers. For extracurricular activities, through the survey, there are Nha Trang junior high school, Trung Vuong junior high school in coordination with the traffic police department of Thai Nguyen city to implement "Extracurricular traffic safety, prevention of ghosts. Drugs and violence in the school year 2018 - 2019 "for students and staff throughout the school. This is an annual activity of the school to improve understanding and sense of responsibility of each student and staff about traffic safety, drug prevention and school violence, but the content is prevention of modern retail is only short in the extracurricular session. For out-of-class activities and experiential activities, there are currently no topics to educate students on the skills of recognizing modern modernity manifestations to provide the most necessary basic knowledge, helping students to have ability to correctly identify phenomena, distinguish different manifestations of modern retail, consider modern retail at different levels such as yelling, threatening to violate body, etc."

The cause of this form has not achieved good results due to the mental - physiological changes that make them appear the need to express themselves independently; want to act on their own, make decisions according to their own perception. It is the difficulties and obstacles of the mental-physiological development, the inexperience in life and especially the lack of understanding of the law that significantly affect their behavior, leading to their actions. to satisfy their own needs without careful consideration, not able to distinguish good from bad. When their families and schools lack attention and are not able to shape and orient themselves, they easily fall into the path of crimes and bully each other during their time at school [7].

Results of school violence prevention education for pupils in junior high schools in Thai Nguyen city

To evaluate the results of school violence prevention education for pupils of middle schools in Thai Nguyen city, we use a survey method with questionnaires combined with case studies, combined results 3 Perceptions, attitudes and actions towards acts of child sexual abuse are shown as follows:

18.97% of students achieved weak and poor results; 25.86% achieved average results; 55.17% achieved good results. There are correlations between the three aspects of perception, attitude and action.

Attitude is closely related to action and perception. Attitude was positively and statistically correlated with action ($r = 0.41 **$, $p < 0.01$), and perception ($r = 0.41 **$, $p < 0.01$). This shows that in the students with high attitudinal scores, the cognitive and action face scores were high, and vice versa.

Action has a strong and intimate relationship with attitude and perception. Action was positively and statistically correlated with attitude ($r = 0.61 **$, $p < 0.01$), and perception ($r = 0.4 **$, $p < 0.01$). This shows that in the students with high action face scores, the cognitive and attitudinal scores were also high, and vice versa.

Awareness is closely related to attitudes and actions. Perception was positively and statistically significantly correlated with attitude ($r = 0.4 **$, $p < 0.01$), and action ($r = 0.4 **$, $p < 0.01$). This shows that students with high cognitive facial scores score high on attitudes and actions, and vice versa [3].

This is a point to note in order to develop measures to improve the results of school violence prevention education for middle school students in Thai Nguyen city.

CONCLUSION

Education to prevent school violence in junior high schools has an important meaning to contribute to educating students about the harmful effects of school violence and actively fighting against wrong behaviors and helps students with standard deviant behaviors have a sense of self-discipline to adjust their behaviors, form awareness, and appropriate attitudes, thereby forming a living attitude for students: listening, empathy, respect, love yourself and everyone.

In order to carry out educational activities to prevent school violence in junior high schools, it is necessary to educate students about the sense of observing the rules of the school; Educate students about concepts, manifestations, causes, harms, types of school violence acts, etc.; Educate students about coping methods when encountering school violence, etc. Teachers need to coordinate using methods such as example, persuading, etc. to implement education to prevent modern modern violence. roads such as class activities, activities under the flag, through extracurricular activities, experiential activities, etc.

On the theoretical basis, we have surveyed the current situation and found that teachers at middle schools in Thai Nguyen city have regularly and effectively used the methods to set examples, persuade, etc. students awareness of acts of school violence through classroom activities, activities under the flag. However, the required capacity of the person doing the work of prevention education of modern retail for junior high school students is currently limited, so it has not yet promoted the role of forces to improve the quality of modern modern retail prevention education for students. The results of school violence prevention education for students are mainly average and good. However, there are still 18.97% of students achieving weak and weak levels. There is a correlation between 3 aspects: perception, attitude and action towards school violence acts in students. Therefore, in school violence prevention education, it is necessary to focus on educating all three aspects of awareness, attitudes and actions of students.

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