

Conduct of High School Students Being Aware of Risk of Violence at Schools

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Abstract: *The article is addressing the behavior of students being aware that they have been subject to violence at schools. The study results showed that behavior "Notify teachers" and "Let parents know" option is always in higher positions. However, there are still some students still confused when choosing alternatives as they are not really behaving in a positive or proactive manner*

Keywords: *behavior, students, violence at schools, risk*

1. 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. School culture is severely compromised. Education in our country has reached the target relative to literacy but unsatisfactory about education and vocational training. "Educational environment is an environment in norms of relationships and behaviors. In that environment, the traditional "education in high respect" was featured, in which students must respect the teachers who must respect their students; buddies are in relations of equality, love, they must help each other for progress. To comply with such requirements, schools became a favorable environment for students' training and personal development. However, 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 resolved.

Can Tho City is a centrally-governed city, the center of the Southwest region and is growing in all fields, including the field of education. The Resolution No. 45-NQ / TW dated February 17, 2005, by the Politburo "On the building and development of Can Tho city in the period of industrialization and modernization of the country has been identified" to strive to build and develop Can Tho city to become national plain, a civilized, modern, clean and green city that deserves the gateway of the Mekong River Basin; it is the center of industry, Trade and service tourist center; education and training center, science and technology, health and cultural center, an important clue about local and international transport; it is a key area as the strategic position for the defense and security of the Mekong Delta and the whole country ". To achieve that goal, the task of education is crucial

However, in recent times, violence at schools is most seen at schools in Can Tho in many forms and different expression levels. As reported by Can Tho Department of Education - Training, in school year 2009 - 2010, there are 252 fights, 195 students disciplined, 28 students reprimanded, 5 students warned, 08 determined- term expelled students. Moreover, the investigation results of Can Tho City Party Committee Propaganda Department showed that violence at schools in Can Tho City is now serious. The study also pointed out the causes of violence at schools is due to a lack of students' cultivation or of ethical or lifestyle training; by enticement, provocation of bad friends; lack of life skills, peaceful behavior in relationships ... Therefore, understanding the behavior of students, knowing their risk of violence at schools as a liability for a quite specific and practical research

2. MEASURES AND PARTICIPANTS

To learn about the behavior of students, knowing they are at risk of violence at schools, a survey method using questionnaires as the main research method in this article. The questionnaire was designed specifically for each object: primary school students, high school students, parents,

educators. The study surveyed 311 primary school students, 751 high school students, 379 parents and 293 educators in Can Tho City from February 2014 to December 2014.

3. RESULT

It was fairly complex to notice the behavior of the students knowing they are at risk of violence at schools. The results were as follows:

3.1. Assessment of students about their behavior, knowing to be or being about subject to violence at schools

Table1. Evaluation of students about their behavior, knowing or being about to be subject to violence at schools

№	Items	Primary school students		High school students	
		GPA	Rank	GPA	Rank
1	Let parents know about	4,36	2	4,36	2
2	Notify teacher	4,38	1	4,37	1
3	Speak to friends and propose them to help	3,86	3	3,46	3
4	Find ways to protect by force	3,41	4	2,61	6
5	Ready to confront in the same aggressive manner	2,64	7	1,93	7
6	Keep silent and suffering	2,38	8	2,72	5
7	Seeking to escape when being attacked	2,84	5	1,75	8
8	Leaving classes when being subject to violence	1,98	10	1,61	9
9	Begging and pleading for non-violence	2,83	6	2,90	4
10	Satisfy classmate's request to avoid repeated violence	2,00	9	1,54	10

Findings from primary school students showed that the GPA ranging 1.98- 4.38, the "disagree" rate to "completely agree" demonstrates the divergence quite clearly. The reaction of the students being aware they are or being about to be subject to violence at schools was their total agreement with the behavior "Notice to teachers" (GPA = 4.38); followed by the scheme "Let parents know about" (GPA = 4.36). These are positive actions to prevent violence at schools that demonstrates the students' understanding in this issue. Statistical results also showed behavior rated "agree" that is "Talking with friends and suggesting their help" (GPA = 3.86). Obviously the help from friends around is also a rational behavior in order to prevent violence at schools. Next is the act of "Finding ways to protect themselves by force" (GPA = 3.41, corresponding to the "agree"). This is considered a psychological behavior quite common in today's society. In fact, in case of violence among students, many people around watched, discussed but seldom dissuaded as their mentality was "not our problem" thus they should not care. The indifference, insensitivity of people around makes the violence continue. When unable to find the help from everyone, students will seek to protect themselves by force, of course. It also shows that when violence occurs between students, they need help and the intervention of the people around. Some students are still "confused" in the selection of behaviors "Find ways to escape when under attack" (GPA = 2.84); "Begging and pleading for non-violence" (GPA = 2.83) and "Ready to run away from violence" (GPA = 2.64). The negative behavior such as "Keep silent and suffering"; " Satisfy classmate's request to avoid repeated violence" and " Leaving classes when being subject to violence" are rated by them as "not agree" to perform this behavior. This fact is also confirmed, somewhat Primary school students were aware of the selection of appropriate behavior. The best solution is to tell teachers, parents and friends about to find their support.

GPA in high school students ranging from 1.54 to 4.37, also corresponding to the "completely disagree" to "completely agree". Review of High School students have certain similarities with the Primary school students' in the "totally agree" with the behavior "Notice to teachers" (GPA = 4.37) and "Let parents know about"(GPA = 4.36). The two options are the most appropriate behaviors. This is because in the majority of aggressive behavior cases, students had witnessed or experienced mainly at schools so they can easily inform for the intervention. Moreover, parents love their children, being close to most students, so this is a resource that students can get help or ask for intervention when subject to violence. Students "agree" with the subsequent behavior that is "Talking with friends and suggest them for help" (GPA = 3.46). The analysis makes clear this selected behavior of two groups can have similitude. These negative behaviors about "disagree" and "totally disagree" to be "Ready to confront in the same aggressive manner" (GPA = 1.93); "Find a way to escape when under attack" (GPA = 1.75); "Leaving classes when being subject to violence" (GPA = 1.61) and "Satisfy

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classmate's request to avoid repeated violence" (GPA = 1.54). The remaining behavior showed that students are "wondering" in their choices and tend to accept violence as a passive personal choice.

From children's self-assessment of behavior, the study also conducted surveys of viewpoint of parents and educators to better illustrate the behavior of students knowing they have been subject to violence at schools. Results are shown in figures and statements below.

3.2. Review of parents and educators about the behavior of students, knowing to be or being about subject to violence schools

Table2. Evaluation of parents and educators about the behavior of students, knowing to be or being about subject to violence schools

№	Items	Parents		Educators	
		GPA	Rank	GPA	Rank
1	Let parents know about	3,98	2	3,87	2
2	Notify teacher	4,17	1	3,95	1
3	Speak to friends and propose them to help	3,37	3	3,27	4
4	Find ways to protect by force	2,73	4	2,71	6
5	Ready to confront in the same aggressive manner	2,25	6	2,41	7
6	Keep silent and suffering	2,24	7	2,33	9
7	Seeking to escape when being attacked	2,62	5	3,55	3
8	Leaving classes when being subject to violence	1,95	10	2,25	10
9	Begging and pleading for non-violence	2,18	8	3,19	5
10	Satisfy classmate's request to avoid repeated violence	2,06	9	2,38	8

GPA from the evaluation of educators and parents is ranging from 1.95 to 4.17, corresponding to "disagree" to "agree". Statistical results showed that both groups may have "agreed" where their children or their students knowing to be or being about subject to violence would "notify teachers" and "Let parents know about". These are two behaviors appreciated by the 4 groups although evaluation scores differ. Again it was shown that positive behavior will help students avoid the unnecessary violence. These two behaviors are very positive, worthy of promotion. Because students are at an age when the act was of elated nature; they do not control the behavior or emotions. So in case of conflict, not many students can calmly find ingenious workarounds; they often suffer or take "retaliatory measures". Therefore, notification to teachers, parents to have reasonable workarounds are behaviors appreciated by students, parents and educators

Detailed analysis of parents also showed that about most of the remaining behaviors, they think their children "do not agree" to choose how to behave. The two behaviors that they evaluate their children are "baffling" that is "Talking with friends and suggest them for help" and "Finding ways to protect themselves by force".

The statistics of educators showed that "Find ways to escape when under attack" (GPA = 3.55) is also selected by students agreeing, knowing to be or being about subject to violence at schools. When they are not looking for support, students often take "retaliatory measures"; "Resignation" or "escape". This is also the reality can be seen often

From the analysis of the results in Table 1 and Table 2, statistical data generally showed 10 behaviors surveyed have different scores but "Notify teachers" and "Let parents know about" always stand in a high position in the rankings. Students are somewhat awareness of how to behave when encountering violence at schools. However, there are still many cases in which wonder was seen, students do not agree with the stated behavior. This shows the need to take measures to educate students how to behave with friends, to limit violence that may occur. These solutions are considered as part of the fundamental solution to equip high school children with foundation skills to overcome violence at schools within the initial reaction of the children personally

From the behavior of high school students in Can Tho, Vietnam, knowing the risk of violence at schools to themselves, some solution for high school students to help them have skills and positive behavior more effectively to overcome violence at schools:

- Conduct training to overcome violence at schools for students
- Provide the basic knowledge about violence at schools and overcome violence at schools in the form of exchange with expertise and discussing the training program.
- Provide students with support measures to deal with situations related to violence at schools effectively: introduce the website and other tools as well as the counseling center, providing necessary manuals, the support address in case of violence at schools
- Share and provide students with some necessary information through handbooks or summaries to overcome violence at schools for current students
- Communication for work positively to overcome violence for high school students in the following forms: propaganda bulletins, conduct competition related to the violence at schools.
- Continue to develop the form of extracurricular education for students and effective advocacy to overcome violence for high school students in this form according to the newly oriented.

4. CONCLUSION

Findings from survey of behavior of students, knowing to be or being about subject to violence at schools showed students are somewhat well aware of how to behave when encountering violence at schools. However, there are still many cases in which students expressed wonder, they do not agree with the stated behavior. It is said this is the risk leading to violence at schools beyond of their control or no alternatives to solve the problem in an effective manner. The proposed measure aims to help schoolchildren with skills and positive behavior-for effective remedy of violence at schools- it should be performed in line with the education at schools. Thus overcoming violence at schools, a quite complicated task is taking place in some schools in Vietnam will partly be resolved.

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