Some Recommendations for Improving Educational Environment: A Case of Vietnam Context

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Abstract: The rapid increase in school violence partly reflects the serious deterioration of social ethical values. It's time to pay more attention to this issue and enhance positive values in the pedagogical environment. School bullying is the use of physical and mental violence in a school environment from individuals to collectives caused by students as well as the teachers. This problem is a worry for many countries and Vietnam is not an exception. Bullying at school is a difficult problem for the education sector in particular and the whole society in general. This problem leads many bad influences to students, family, school and society. The causes of school bullying incidents often occur from many sides; from the students themselves, from the irresponsibility of the school and even their families. This paper study found out causes of this problem and mentioned e few solutions, thereby limiting as much as possible the consequences of the school violence. The paper was written with the support of 50 respondents who are secondary school students and some are university students who have experienced school violence. The article uses direct interviews and surveys; the results reflect that school violence has a number of causes and requires special cares from school, family and society.

1 INTRODUCTION

According to Phuong Thao (2018), school bullying is defined by the Centers for Disease Control and Prevention as "aggressive, unwanted behavior of school-age children related to an imbalance of strength. That behavior is repeated or likely to be repeated over time". Sometimes bullying crosses the boundaries of harassment, which is based on racism, ethnicity, sex, disability, sexual orientation, national origin or other background (Phuong, 2018). According to Tran Duc et al. (2018), violence is defined as the behavior of a person or group of people intentionally inflicting injury on those who cannot protect themselves. This behavior is repeated many times, possibly in the form of: physical violence (punching, kicking, taking items from the victim); verbal violence (ridicule, insult); social violence (discrimination, isolation, boycotts) and indirect violence (spreading rumors) (Tran and Shukri, 2018). Therefore, bullying at school becomes one of the serious problems and is the prerequisite in the current youth education, especially for adolescents. Moreover, this problem is becoming more and more sophisticated and it not only occurs in school environment but also on social media. It is becoming a rather common phenomenon in Vietnam.

According to Van Cong et al (2018), the rate of cyberbullying in Vietnam has been reported in a number of studies in recent years. Results of a study of 736 middle and high school students in Hanoi, Ha Nam and Hai Duong province showed that 24% of participants were victims of at least one form of cyberbullying. Another study performed on 493 students in 3 high schools in Hanoi, Ha Nam and Hai Duong showed that 35.7% were victims of cyberbullying (Van Cong et al., 2018). Its causes include both objective and subjective causes, then clearly analyze the details of each cause and then give subtle and suitable measures to solve this problem in a moderating way so that we can minimize negative outcomes.

It should be confirmed that school violence existed many years ago, but over time there has been a negative change in severity. Some of us might have witnessed a friend being abused by other students and that made the victim feel frightened and the results dropped dramatically.

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2 RESEARCH CONTENT

2.1 The Concept of Bullying at School

According to Machová et al. (2014), bullying is an extremely dangerous form of violence that threatens the implementation of the principles and goals of school education. It leads to a loss of aversion to student safety and negatively affects the harmonious development of a student's personality and academic performance. Bullying is dangerous, especially because it is often hidden, and even low intensity can lead to severe psychological trauma with long-term consequences in a student being bullied (Machová and Boledovičová, 2014). In the simplest sense, school bullying is physical and health-damaging behaviors such as the use of force, and acts that are offensive to the spirit, honor and dignity such as cursing and insults.

2.2 Research History

School bullying in the world in general and in Vietnam, in particular is always being noticed and discussed. The problem is so widespread that experts assume that most students experience bullying at school for a period of time, be it bullies, victims, or witnesses. Many children show fear of going to school due to bullying or witnessing things. Many parents today are very concerned about the recent increase in school violence. Verbal insults are the most common, but "cyber threats" (which often happen outside of school) are becoming more common (Tran and Shukri, 2018). With the growth of social media, school bullying is moving to a new form, although it is not happening on campus, maybe when students are home. Bullying happens not only between students, but also between teachers and students and vice versa. Many children feel scared, or ashamed, when teachers use violence or humiliation. Many victims of this problem dare not report them to teachers. That reinforces the bullying behavior of students who frequently make trouble with others. At the same time, many children are bullied but cannot confide in adults, leading to fear, depression, and declining academic performance. More dangerous is that when students are bullied, students witness a tendency to follow and bully other victims, making the problem even more common (Nguyen et al., 2020).

The study relating to school bullying in Hanoi city, Vietnam was carried out using a survey method on 392 students. The study results showed that, within 6 months prior to the study time, the proportion of students who had ever participated in acts of bullying / physical violence was 17.1%. Boys are more likely to engage in this behavior than girls. Factors related to bullying / physical violence are not living with or lacking parental support, poor family relationships, no friends, close friends involved in bullying / physical violence substances, having risky behaviors such as smoking, drinking alcohol, carrying weapons. The advice in the study is that we should pay more attention about family-school coordination in school (Nguyen et al., 2020).

2.3 The Current Situation of School Bullying in Vietnam

According to the most recent data released by the Ministry of Education and Training (Education and Training), in one school year, there were nearly 1,600 cases of student fighting inside and outside of school (about 5 cases / day).). For about 5,200 students (students), there is a fight; one out of 11,000 students was forced out of school because of a fight; one out of every nine schools has students fighting.

More worrying, according to statistics from the Ministry of Public Security, more than 1,000 teenagers commit crimes each month. Previously, crimes between the ages of 30 and under 45 accounted for the highest number. Now, it is about 34% when comparing with 41% of the age group 18 to under 30 (the age from 14 to under 18 accounts for 17%). These figures really become alarm bells for families, schools and society, and we need to pay attention and take appropriate measures to reverse this problem. Therefore, the propaganda about the alarming situation of school violence is very necessary and practical (Phuong, 2018).

2.4 The Causes of School Bullying

Students who are bullied are usually those who are psychologically weak, have limited social skills, have a self-protective ability, and have a different appearance from others in the class. They might have a good academic record or have a rich or well-off family background (Linh et al., 2020).

Students who bully others tend to be psychologically aggressive and violent, have poor anger control, lack of sympathy for others, are intolerant or unacceptable (Le et al., 2017). Parents commit violent acts in the family that cause psychological impact on their children. The family lacks interest or creates a relationship with their children; Non-homogeneous family education measures such as extreme relaxation or violence.

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Students are abused, mistreated, intimidated, or humiliated by teachers or school staff; spurned or bullied by friends; the teacher does not care about the psychological and emotional life of the students; Strict managements by teachers and schools are inconsistent, too permissive, or harsh (Linh et al., 2020).

Lack of attention by schools and teachers to student's leads to students being bored and unwilling to learn. One more reason is that schools have no positive contacts with students' families. The issue of ethical education for students has not been given adequate attention, and there is a lack of close coordination between family and school (Seda Donat Bacıoğlu and Oya Onat Kocabıyık. 2019).

2.4.1 Causes from the Students Themselves

The first reason can be said is the psychological change of the students from 12-17 years old, this is the stage of character formation in human, along with the unstable psychology. During this period, only the bad stimuli from the outside world will cause the children to follow. Due to the incomplete development, lack of personality, lack of self-ability and immaturity in life skills, wrong attitude in life leads to wrong attitudes in perception and action. They have not yet formed an ideal for themselves, so they are easily depressed (Le et al., 2019).

2.4.2 Causes from the Home Environment

Humans are born, but their personalities, qualities, and religions are formed by education. The first setting each child comes into contact with is the family. Grandparents and parents are the first and most important influences on the formation of children's character, personality and direction. Therefore, the way of education and living environment in each family plays a decisive role, affecting how the child grows up and how to live (Levent Var and Bekir Barış Cihan. 2019). Therefore, shortcomings in the home environment are considered to be a part affecting modern retail. Students witnessing fathers being alcohol or drunk and yelling at others in the family for "domestic violence", physical abuse of children, and child sexual abuse teaches children that acts of violence is acceptable, here domestic violence is almost a bridge for violence.

From the ways of teaching a child through harsh parental discipline, the child's character becomes more aggressive. Children's exposure to a violent cultural environment such as movies, books and violent games has a negative impact on many students, fosters an increase in their aggressiveness and student (Machová and Boledovičová, 2014). Parental imposition and children's adverse reactions to coercive behaviors also affect the development of aggressive behavior in young children such as shouting, fighting, starving, confinement, the family has limitations, lack of social cognitive skills that affect how to teach children.

2.4.3 Causes from the School Environment

Educational content must ensure basic, comprehensive, practical, modern and systematic; attach importance to education ideological and civic consciousness; inherit and promote good traditions, national cultural identity, absorb the cultural essence of humanity; consistent with the development of learners' psycho-physiology and age. Thus, for all teachers, who are in charge of educational management, their responsibility not only impart professional knowledge but also educate ethics, lifestyles, formation and development of learners' personality qualities, and literacy must go hand in hand with teach people. As for the class leader, they must grasp the comprehensive quality on all aspects, not only learning but also the cultivation and training of the students.

2.4.4 Causes from the Social Environment

The social environment or the neighboring environment and the residential community where the families of the teenagers live are also many causes of modern retail. Most modern retail cases usually happen to young people living in residential communities with poor living environment, low literacy, poverty, and shabby houses, etc. Many students who dropped out of school early wandered around and played; where there are many social evils, the crime rate is high, there are many drug addicts, football betting, gambling, violent games on the Internet". When exposed to those bad objects. many times had a negative impact on them, gradually introduced into the school environment and interacted with other students in the school.

Through the above analysis, it shows that modern retail space occurs with many different reasons. Due to the age-prone psychological physical development of students and students; moral degradation; not equipped and trained in life skills; the indifference, indifference and irresponsibility of many parents towards their children; family's false education methods; educational methods, management, school education environment; weaknesses in the economic, cultural and social development process; the legal

system of modern retail in our country is still incomplete; the negative effects of modern media such as violent games, websites with violent content, and the media; Negative influence from the reverse side of international integration all the problems that have been posed to the whole society must have effective measures to promptly prevent and prevent this situation.

2.5 The Consequences of Bullying in Schools

Bullying at school has many serious consequences. This problem has negative effects on the person being bullied, the person bullied, the family, the school and society.

Negative effects on psychology: School bullying negatively affects relationships of victimized students. The psychology of fear, anxiety, insecurity, resentment and obsession are common conditions that most of the students experienced. Students who are victims often show behavior disturbances, loss of confidence, fear of going to school leading to being taciturn, quiet, always in a state of anxiety, fear of contact with people, reluctance to go to school, even developing neurological problems. In some cases, students become depressed, have low self-esteem, fear, and lead to students committing suicide to free themselves (Van Cong et al., 2018).

Bullying students themselves also suffer the negative health, psychological, personality development, and academic consequences of their work. Students who commit violence will also become objects of hatred and hate by the victims and their classmates. Besides, there is also the worry of retaliation from the victim, the victim's family and friends (Le et al., 2017).

Negative effects on learning: Students who are victims of school bullying often tend to neglect their studies and cannot attend class.

2.6 Research Method

The method used in in the research is survey method in which some questions were designed so that some respondent (teachers) can complete via internet. The scope of the survey is in some primary and secondary schools in Vietnam with the support of 50 students. Most of the students answered the questions which were designed with the paper forms.

2.7 Results and Discussion

School violence directly threatens the safety of young people in very familiar settings. The current situation of school violence tends to increase and it is very complicated. The problem of school violence has become a pain in the education sector and the whole society (Phuong, 2018). Current school violence is becoming a hot spot that deserves attention of many parents, teachers and schools, the concern of the whole society.
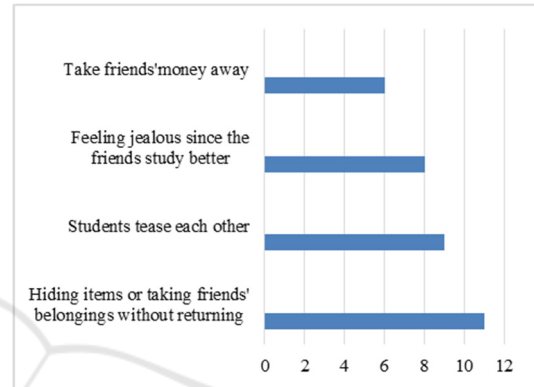

Figure 1: Bullying behavior in school when witnessed by survey participants.

The phenomenon of violence is not a new phenomenon, but recently it occurs more continuously in schools that show a more dangerous and serious nature (Van Cong et al., 2018). It is worrisome that the reasons for violence are sometimes as simple as collisions while playing, on the way to school, contradictions on each other on forums, social networks. From the figure, we can see that the opinions of respondents when they witnessed bullying at school, the behaviors are rather minor and unimportant (Figure 1).
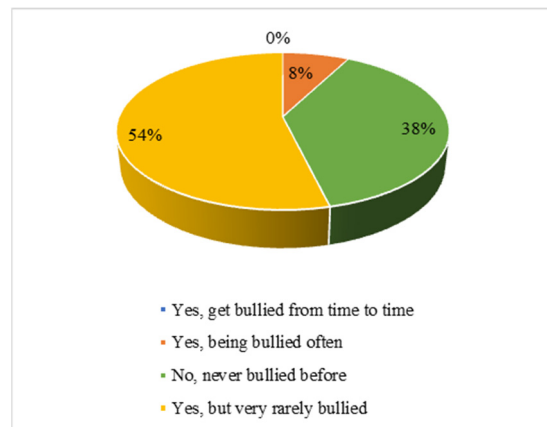

Figure 2: Victims' frequency of being bullied at school.

The chart shows that bullying is a common phenomenon among students. Two-thirds of the students surveyed experienced this act of violence in the position of being bullied. Bullying at school takes many different forms: from emotional violence such as insults to physical violence such as beating and sexual harassment. There was also the case of being robbed of money by a classmate (Figure 2).
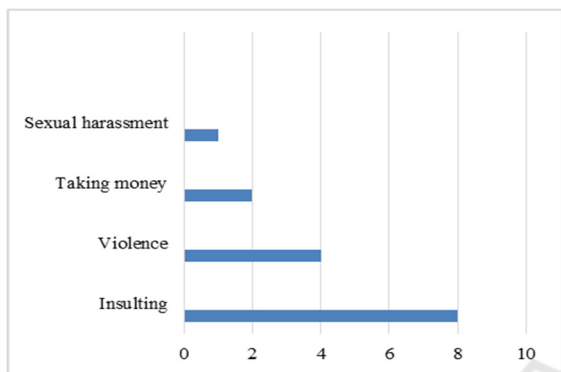

Figure 3: Respondent's opinion on form of bullying.

The above chart shows the survey respondents' opinions about the form of bullying, most of which is abusive and at least sexual harassment. Violence in schools has been and is happening often around the world at all different levels of education and classrooms. School violence not only occurs among boys but also among girls; not only student-student violence, but also student-teacher violence, and teacher-student violence. The consequences (in any forms) cause both physically or mentally, directly affect students' work and future if there is no timely intervention. (Figure 3).
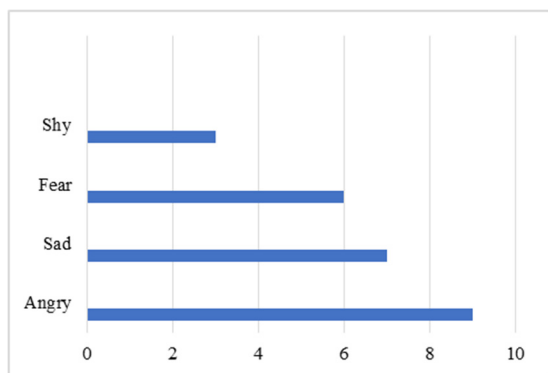

Figure 4: Respondent's mood about being bullied.

The moods of the surveyed students included feelings of anger, fear, grief, and shame. In which the feeling of anger and anger is most experienced by students (chart 4). As a result, students are unable to study with the best possible results. Then, excessive psychological stress can force a student to end his or her studies and their future will not be positive.
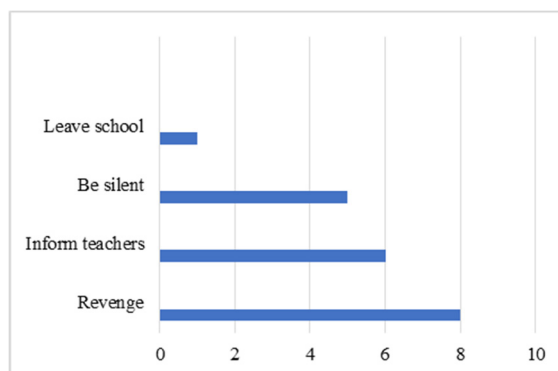

Figure 5: Respondents' responses to being victims of school bullying.

In the survey about the actions of students who are victims of this problem, most of them choose to retaliate and then report to the teacher or the school, quietly accepting bullying and dropping out of school (figure 5). School must be a safe place but in the eyes of many students, this is still far away. When being abused, students often endured silently because they thought that if they told the teacher they would be beaten more. They thought they weren't strong enough to say that, therefore they endured it silently.

3 PROPOSED SOLUTION

Firstly, for pupils and students, it is necessary to raise awareness, awareness of actions and consequences of such violent impact. In the classroom, it is necessary to organize companionship groups such as configuring mutual improvement partners to raise awareness, increase understanding, and increase regular communication and study together, if there are bad students, it is necessary to create a playground for children to gently, comfortably analyze and find suitable solutions. We need to organize lots of useful playgrounds to create intimacy among children (Nguyen et al., 2010).

Second, we need to take a look at how some families educate their children. For a long time, we have only focused on children's academic results, but overlooked what they think they need to deal with their friends. Instead of children having material life, being companions in the whole human working path, we should not give children a too rigid cover that will make the mind depend on and enjoy. We need to take

the right responses to set an example for others (Hoi, 2020).

Thirdly, the school needs to actively exchange information with students' families and local authorities in order to promptly take measures to manage and educate students. The homeroom teacher needs to actively grasp the situation of students' ideological developments, not let negative or violent behaviors occur (Hoi, 2020).. With the motto of precautionary operation, along with teaching, the school should pay attention to teaching public education subjects, moral education, life skills, and building a friendly pedagogical environment, page is got out the true life for learning for you have an action beautiful and love each other (Berna Özkut and Saibe Özlem Kaya, 2019).

Schools work with relevant forces to mobilize the masses to directly combat active school violence, and whenever, wherever there is school violence, we need to promptly stop and notify them go to school, family to take measures to help limit harmful consequences.

Fourth, local authorities, mass organizations and local police forces, Youth Union groups, Women's Union, etc. It is necessary to ensure top leadership, raise responsible opinions, and promote all their roles in the school violence room. We need to make good use of communication methods to prevent school violence from occurring.

We need to have the right awareness of school violence, a high determination of the entire education sector, of the related sectors, and more effective family-school coordination.

4 CONCLUSION

School bullying is quickly becoming one of the most painful problems in the education industry today and tends to become more serious. On the side of teachers and schools, the lack of responsibility for such serious incidents makes this situation even more widespread, in addition, the lack of attention in the family and proper education of their children makes children become be negative and mentally and physically damaged. However, the greatest responsibility must be with the families of the students, the indifference, lack of interest and understanding of the changes in psychology and physiology of the children, leaving the teaching of children to the school and as a result, they are lack of family love fostering. Once there is a problem with the link between family - school - society, it is the students who are most affected. Family education should be seen as the foundation. Parents must pay more attention to their children;

equip them with full knowledge, ethics, and bravery to integrate in the community environment, school. Besides, the education sector needs a real reform, reducing the lack of theoretical subjects and focusing on fostering more ethics and life skills. Not only that, students also need to improve their self-esteem, have a sense of protecting themselves and those around them as well as equip themselves with positive life skills to have the courage to say no to violence.

ACKNOWLEDGMENTS

LIMITATIONS

Hopefully in the future, the future studies will be done on a wider scale and richer subjects of research.

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