



Overview of Research Studies on the Management of School Violence Prevention Activities for High School Students

Le Minh Thien

Master's student at An Giang University – VNUHCM, Vietnam;

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Summary

Understanding the current situation and research trends: It helps to grasp the extent, causes, and consequences of school violence, as well as the management methods that have been previously studied. Learning from previous research: Studies from both domestic and international sources provide theoretical foundations, effective management models, and practical solutions that can be adapted to local contexts. Identifying research gaps: A comprehensive review helps recognize unresolved issues, paving the way for new research directions and scientific contributions. Enhancing accuracy and comprehensiveness: By building on existing theoretical and practical knowledge, research can propose feasible and well-grounded management models. Supporting the proposal of improved solutions: Summarizing past studies aids in developing highly applicable solutions for preventing school violence, ultimately improving management effectiveness in the education system. In summary, conducting a literature review is a crucial step in ensuring that research is well-founded, scientifically sound, and practically applicable.

Keywords: management, activities, school violence, students, High school

I. Introduction to the Research

In modern society, school violence has emerged as a pressing issue that not only affects the physical and mental safety of students but also has a negative impact on the educational environment and the quality of teaching in high schools. Violent behaviors—including bullying, psychological abuse, and physical aggression—cause immediate harm such as physical injuries and emotional distress, and may also lead to long-term consequences in shaping students' character and overall development.

Against this backdrop, managing and implementing school violence prevention initiatives play a crucial role in establishing a safe, healthy, and conducive learning environment for students. However, despite numerous intervention programs

and prevention measures being implemented, school violence continues to persist in complex forms. Factors such as the coordination among stakeholders (schools, families, communities), management policies, and the application of monitoring and early warning technologies have yet to achieve optimal effectiveness.

Both domestic and international research indicates that reducing school violence effectively requires an integrated management system that not only focuses on addressing the aftermath of incidents but also emphasizes proactive prevention through education, psychological guidance, and fostering a culture of respectful behavior in the learning environment. Active participation from teachers, parents, and students is essential to raise awareness and shift attitudes toward violence in schools.

The aim of this research is not only to provide a deeper understanding of the causes and consequences of school violence but also to offer solutions and strategic improvements for creating a safe educational environment that supports the comprehensive development of students. Ultimately, this study is expected to contribute to the enhancement of the educational management system, providing policymakers, educators, and parents with a solid theoretical basis for building effective and sustainable school violence prevention programs in the future.

II. Foreign Research Studies

This is one of the pioneering studies on school bullying. Dan Olweus conducted in-depth research in Norway and Sweden, which led to the development of the Olweus Bullying Prevention Program (OBPP). The book not only explains the causes and consequences of school violence but also provides practical methods to help teachers, education administrators, and parents reduce bullying in the school environment (Dan Olweus 1993).

This book focuses on evaluating the effectiveness of intervention programs designed to counter bullying in schools around the world. The



authors analyze intervention strategies across multiple countries, compare various models, and propose an optimal approach to minimize bullying behaviors in schools (Peter K. Smith, Debra Pepler & Ken Rigby 2004).

This work is a meta-analysis on the effectiveness of school-based bullying prevention programs. The authors review more than 44 studies from around the world and conclude that programs involving teachers, parents, and students are the most effective in reducing bullying (Maria M. Ttofi & David P. Farrington 2011).

This study focuses on covert bullying, which includes verbal bullying, online harassment, and social exclusion in Australian schools. The report provides detailed statistical data and effective prevention solutions, particularly emphasizing the use of technology for early monitoring and intervention (Donna Cross & cs. 2009).

This comprehensive resource on school bullying provides an international perspective. The book compiles research from various countries and analyzes the causes, consequences, and intervention measures. It particularly emphasizes the role of educational policies and legal frameworks in controlling school violence (Shane R. & cs, 2010).

This handbook from the World Health Organization (WHO) provides a practical set of tools to help schools implement strategies for preventing school violence. The recommended methods are evidence-based and include approaches to creating a safe school environment as well as enhancing the roles of teachers and the community in protecting students (World Health Organization (WHO) 2019).

This study evaluates the effectiveness of the KiVa bullying prevention program in Finland, one of the most successful programs worldwide. The results show a significant reduction in bullying behaviors in schools participating in the program, thanks to a combination of psychological education, close monitoring, and timely intervention (Anat Kärnä, & cs, 2011).

This article analyzes 53 studies on intervention programs aimed at countering bullying globally. The authors point out that programs focusing on changing school culture and students' attitudes toward bullying are the most effective in reducing its occurrence (David P. Farrington & Maria M. Ttofi 2009).

This work applies a social-ecological model to analyze school bullying in the United States. The authors emphasize the roles of the family, school, and society in shaping and sustaining violent behaviors in schools, and propose

intervention measures appropriate for each level (Dorothy L. Espelage & Susan M. Swearer 2004).

This book provides a comprehensive look at school bullying, from why students bully each other to effective prevention strategies. Rigby offers practical methods for teachers, education administrators, and parents to minimize the negative impacts of bullying (Ken Rigby 2007).

III. Vietnam Research Studies

This study surveys the current situation of school violence in high schools across several key provinces. The research uses a mixed-methods approach (both qualitative and quantitative) to assess the level of violence and analyze both internal factors (such as the relationships among students and the role of teachers) and external factors (such as the influence of family and friends) that contribute to violent behavior. Based on the findings, the authors propose several specific solutions, such as strengthening moral education, organizing thematic workshops, and developing an early warning system to minimize school violence (Pham Thi Lan & Nguyen Van Hung 2017).

This study focuses on evaluating the effectiveness of various intervention programs and measures that have been implemented in high schools across several provinces. Based on statistical data collected through surveys and in-depth interviews with students, teachers, and administrative staff, the article analyzes changes in violent behavior after the implementation of measures such as life skills training, psychological counseling, and positive extracurricular activities. The results indicate that measures combining education, supervision, and psychological support significantly reduce violent behaviors, thereby contributing to the creation of a safe and healthy school environment (Tran Thi Mai & Le Van Minh 2018).

This study proposes an integrated management model for preventing school violence in high schools. The model is built on three main components: management by the school administration, the role of teachers, and the involvement of parents. Through surveys and interviews at selected schools, the author identifies key factors such as close coordination among stakeholders, the establishment of clear regulations on violent behavior, and the application of information technology for monitoring and early warning. The results suggest that if applied systematically and sustainably, this model has the potential to enhance the effectiveness of school



violence prevention efforts (Nguyen Thi Hanh 2019).

This study analyzes the relationship between the roles of teachers and parents in the process of preventing school violence. Through case studies at several high schools, the authors indicate that training and guiding teachers to recognize early signs of violence, as well as establishing close ties with parents, contribute to reducing the incidence of violent behaviors. The study also offers recommendations for establishing periodic training programs, thematic workshops, and a communication system between schools and families to ensure effective coordination (Le Thi Ngoc & Nguyen Van Tam 2020).

Vu Van Quang's study focuses on developing assessment indicators and monitoring methods for effective school violence prevention activities. The research proposes a set of evaluation tools that include criteria related to behavior, the school environment, and the participation of stakeholders. Through pilot implementation in several high schools, the author collected data to analyze the correlation between the implementation of intervention measures and changes in the level of school violence. The study's findings provide a valuable basis for school administrators and policy makers to design and improve monitoring programs, leading to more effective violence prevention measures (Vu Van Quang 2021).

This study focuses on analyzing the role of the school environment in the development and escalation of violent behavior within schools. Based on surveys and data analysis collected from 10 high schools in major cities, the authors point out that factors such as physical facilities, relationships between students and teaching staff, and school management policies have a direct impact on the level of school violence. Consequently, the research proposes specific solutions such as improving physical conditions, enhancing teacher training in supervision and early intervention, and building a friendly, open, and mutually supportive school environment (Nguyen Van Hoang & Tran Thi Hoa 2022).

This study emphasizes the importance of active student participation in the process of preventing school violence. Through surveys and interviews conducted in various high schools, the authors found that when students are actively involved in designing and implementing intervention programs, they become more aware of the harms of violent behavior and work together to create a positive learning environment. The study also recommends organizing extracurricular

activities, establishing dedicated student clubs, and creating discussion forums to provide students with opportunities to share and address issues related to school violence (Le Thi Minh & Nguyen Van Binh 2022).

This study proposes an integrated strategy to enhance the coordination among schools, families, and community organizations in the prevention of school violence. Based on field research conducted in several schools across both the North and South regions, the authors conclude that synchronized collaboration among all stakeholders not only aids in the early detection of signs of violence but also facilitates timely and effective intervention. The research highlights the importance of having a rapid communication system between families and schools, and recommends strengthening public awareness and educational campaigns to elevate the understanding of the detrimental effects of school violence, thereby fostering a safe environment for students (Tran Quang Huy & Pham Thi Lan Anh 2023).

IV. Conclusion

These works provide important research on managing and preventing school violence in high schools. They not only offer detailed insights into the causes and consequences of school violence but also propose evidence-based intervention strategies. These studies serve as valuable resources for policymakers, teachers, and parents in building safer school environments for students.

These additional research studies provide new insights and practical solutions for managing, monitoring, and intervening in school violence prevention. They help clarify the influencing factors, the roles of various stakeholders, and propose effective collaborative models that support school administrators, teachers, and parents in building a safer and healthier learning environment for the overall development of students.

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