School violence and its psychological impacts: A comparative analysis in the context of Vietnam.

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Abstract

Globally, school violence affects kids' academic performance, mental health, and social development. International research uses varied methods to study school violence, but Vietnamese studies are mostly quantitative and lack methodological rigor and psychological analysis. Synthesizing global and Vietnamese school violence literature to identify trends, research constraints, and intervention techniques attempts to fill these gaps. This systematic literature analysis investigated empirical studies from Google Scholar, UNESCO, UNICEF, and WHO databases from 2000 to 2024. Relevant studies were chosen for school violence prevalence, causes, psychological effects, and interventions. A thematic analysis categorized findings by methodological approach and study emphasis, followed by a comparative analysis of international and Vietnamese studies. Physical, psychological, social, and cyber school violence exists, with psychological violence being more common. International studies use standardized instruments and mixed-method approaches, while Vietnamese research uses self-constructed assessment tools with inadequate validation. Family environment, peer dynamics, school atmosphere, and media influence are important. Life skills education and punishment dominate Vietnamese intervention efforts, while international programs emphasize social-emotional learning, teacher training, and community involvement. Qualitative research in Vietnam needs better methods and established measurement tools. Effective prevention should move from punitive to evidence-based, multi-stakeholder interventions. Future school violence intervention program evaluations should use mixed-method approaches and longitudinal assessments. This review helps Vietnamese policymakers and educators create more comprehensive school violence prevention strategies.

Keywords: Intervention Strategies, Prevention Programs, Psychological Impact, School Violence, Vietnam, Qualitative Methods.

1. Introduction

School violence is a pressing global issue that affects students' academic performance, psychological well-being, and social development. Many studies have highlighted the widespread nature of school violence and its long-term consequences on both victims and perpetrators. International organizations such as UNESCO, UNICEF, and WHO have conducted extensive research to classify school violence into different forms, including physical, psychological, social, and cyber violence. These studies employ various methodologies, from large-scale surveys with standardized psychometric instruments to in-depth qualitative analyses, to explore the underlying causes, prevalence, and impacts of school violence. In Vietnam, school violence has garnered increasing attention from researchers, policymakers, and educators. However, existing studies primarily rely on quantitative methods with smaller sample sizes and self-constructed measurement tools that lack rigorous validation. Furthermore, while international research provides comprehensive frameworks to analyze the role of gender, social context, and intervention strategies in mitigating school violence, Vietnamese studies often focus on statistical prevalence without deeply examining the behavioral and psychological dimensions of the issue.

Numerous studies have documented the prevalence of school violence, highlighting both physical and psychological manifestations. Pham [1] reported 1,598 cases of student violence during the 2009-2010 school year, emphasizing that secondary and high school students were the most affected group. Similarly, Tran and Tran [2] found that mental violence constituted 25-36.2% of incidents, while physical violence ranged from 11.3% to 22.5% among students in Hanoi high schools. More recently, Phong [3] highlighted that nearly 1,600 cases of student fights occur annually, with an emerging trend of recording violent acts to humiliate victims, exacerbating psychological distress.

Several factors contributing to school violence have been identified. Nguyen, et al. [4] found that family environment, peer relationships, and risky behaviors such as smoking and alcohol consumption are strongly correlated with violent behaviors among students. Similarly, Bhatla, et al. [5] explored gender-based school violence (SRGBV) across five Asian countries, revealing that unfair gender attitudes and the lack of response mechanisms perpetuate such behaviors. Moreover, Nguyen [6] investigated emotional suppression as a coping mechanism for school violence victims, demonstrating that students' perceptions of violence, parental interaction, and teacher-student relationships significantly impact their coping strategies. Intervention strategies have been widely discussed across the reviewed studies. Tran Thanh Tu and Tran Binh Nguyen [7] recommended preventive measures such as stricter school management, enhanced penalties, and improved health education. Phong [8] emphasized the necessity of monitoring the implementation of child protection policies, advocating for stricter enforcement of children's rights under the 2016 Child Law. Additionally, Bhatla, et al. [5] proposed gender-sensitive education programs and teacher training to address gender-based school violence effectively.

Despite the growing body of literature on school violence in both global and Vietnamese contexts, several key research gaps remain. First, qualitative methods are rarely used in Vietnamese studies, which limits the understanding of students' personal experiences and emotional responses to school violence. While international research incorporates in-depth interviews and case studies, Vietnamese studies rely heavily on surveys and statistical reports. Second, measurement tools in Vietnam often lack proper validation, as many studies use self-developed or translated instruments without rigorous testing, whereas international studies employ standardized, culturally adapted tools that ensure higher reliability. Third, there is a lack of gender and contextual analysis in Vietnamese research, despite international findings showing significant gender differences in how school violence is experienced and managed. Fourth, intervention and prevention studies in Vietnam remain scarce, with most research focusing on prevalence rather than evaluating the effectiveness of school-based violence prevention programs. Finally, Vietnamese studies tend to emphasize individual and family-related factors while neglecting broader environmental influences such as school climate, peer interactions, and media exposure, which are widely explored in international research.

This study seeks to provide a more comprehensive understanding of school violence in Vietnam by addressing these research gaps. Specifically, it aims to analyze the prevalence and manifestations of school violence in Vietnam and compare them with international findings to identify contextual differences. It also aims to explore the psychological and social experiences of students involved in school violence through qualitative methods, offering deeper insights into their emotions, motivations, and coping mechanisms. Additionally, the study seeks to assess the reliability and validity of existing measurement tools used in Vietnamese research and propose standardized instruments for future studies. Another objective is to examine the influence of gender, age, and socio-cultural factors on school violence, providing a more nuanced understanding of how different groups experience and engage in violent behaviors. Lastly, this research aims to evaluate existing intervention and prevention programs in Vietnamese schools, identifying their strengths and limitations while offering recommendations for more effective violence prevention strategies. By addressing these objectives, the study aims to contribute to the development of evidence-based policies and intervention programs that foster safer and more inclusive school environments in Vietnam.

2. Methods

This literature review employed a systematic approach to identify relevant studies on school violence. The search was conducted using Google Scholar, focusing on peer-reviewed journal articles, institutional reports from organizations such as UNESCO, WHO, and UNICEF, and empirical studies published between 2000 and 2024. The search terms included combinations of "school violence," "bullying," "aggression in schools," "psychological impact of school violence," "school safety policies," and "gender-based violence in education," with Boolean operators applied to refine the results. Studies were included if they provided empirical evidence using quantitative, qualitative, or mixed methods to examine school violence, reported on its prevalence, contributing factors, psychosocial impacts, or intervention strategies, and covered either international or Vietnamese contexts to allow for comparative analysis. Reports from reputable organizations were also

considered. Studies were excluded if they were non-peer-reviewed, opinion-based, or theoretical papers without empirical validation, or if they focused on general youth violence outside of school settings. Data extraction was performed using a structured framework, categorizing studies based on author and year, scope and focus, methodology, key findings, and limitations. Thematic analysis was applied to synthesize findings, grouping studies by methodological approach and research focus. Comparative analysis between international and Vietnamese research highlighted differences in study designs, intervention strategies, and policy recommendations. Additionally, descriptive statistical trends from large-scale surveys, such as those conducted by Plan International and UNESCO, were examined to provide an overarching perspective on the prevalence of school violence. This structured methodology ensured a comprehensive, evidence-based synthesis of existing research, identifying trends, gaps, and directions for future studies.

3. Results

As shown in Table 1, studies on school violence worldwide tend to adopt a comprehensive and diverse approach, integrating both quantitative and qualitative methodologies.

Table 1.
Research Directions on Methods and Measurement Tools for School Violence.

Author(s) & Year	Scope & Focus	Methodology	Key Findings	Limitations
Plan International & ICRW	Large-scale study on school violence across five Asian countries	Quantitative (Survey of 9,000 students)	Provided statistical insights on prevalence and factors contributing to school violence	Focused on quantitative analysis, lacking in-depth qualitative insights
UNESCO & UNICEF Reports	Global school violence and its effects on children	Quantitative (Reports, statistical data)	Millions of children affected; highlighted policy gaps and intervention needs	Generalized data, limited to macro-level analysis
Research Program "Young Lives"	School violence among children under 16	Mixed Methods (Quantitative and Qualitative)	Identified deeper socio-emotional impacts of school violence	Limited cultural specificity in findings
Tran [9]; Nguyen [10]; Nguyen and Cao [11]	School violence in Vietnam	Quantitative (Adaptation of Chen [12] andAndo, et al. [13] scales)	Assessed violence prevalence and impact factors	Measurement tools not thoroughly validated in Vietnamese context
Nguyen and Nguyen [14]	Assessment of school violence in Vietnam	Quantitative (Survey)	Identified common patterns of violence among students	Limited sample size, lacks qualitative depth
Tran and Tran [2]	Psychological violence in Hanoi high schools	Quantitative (Survey)	Identified common patterns of violence among students	Focused on one geographic area, limiting generalizability
Nguyen [6]	School violence in Ho Chi Minh City	Mixed Methods (Survey, in-depth interviews, case studies; 452 students)	Provided both statistical and experiential perspectives on school violence	Limited nationwide applicability

A large-scale survey have been conducted with thousands of students, such as the research by Plan International and the International Center for Research on Women (ICRW), which surveyed 9,000 students across five Asian countries. Additionally, reports from UNESCO and UNICEF highlight the impact of school violence on millions of children. These studies employ standardized tools, including questionnaires, psychometric tests, and complex statistical methods, to determine the prevalence, frequency, and associated factors of school violence. Furthermore, international researchers emphasize the experiences, emotions, and social contexts of participants through qualitative methods such as in-depth interviews, focus group discussions, and document analysis. For example, the Research Program "Young Lives", conducted by the Center for Analysis and Forecasting, Vietnam Academy of Social Sciences, in collaboration with the Royal Norwegian Embassy, utilizes both quantitative and qualitative evidence to analyze the state of school violence among children under 16 years old. This research highlights a deeper understanding of the issue. Mixed-method studies, combining both quantitative and qualitative approaches, as well as intervention studies assessing the effectiveness of prevention programs, are widely utilized.

Conversely, research in Vietnam primarily employs quantitative methods, with surveys conducted on smaller samples, often concentrated in specific localities. Measurement tools are either self-developed or translated from foreign sources but lack rigorous validation. For example, studies by Tran [9]; Nguyen [10]; Nguyen and Cao [11] and the research group of Nguyen and Cao [11] utilized measurement scales developed by Chen [12] and Ando, et al. [13] including scales for violent behaviors and impact factor groups. Research by Nguyen and Nguyen [14] primarily focused on assessing the state of school

violence in Vietnam. Studies by Tran and Tran [2] employed surveys to calculate the prevalence of psychological violence, revealing rates between 25% and 36.2% in several high schools in Hanoi. The study by Nguyen [6] combined both qualitative and quantitative methods, including questionnaires, in-depth interviews, and case studies, with a total sample of approximately 452 secondary school students in Ho Chi Minh City. The primary survey instruments used in these studies were self-constructed questionnaires.

Overall, qualitative research on school violence in Vietnam remains limited, lacking in-depth exploration of participants' experiences and emotions. Intervention studies have also received minimal attention. Regarding measurement tools, while international studies typically use standardized instruments with multiple culturally adapted versions, measurement tools in Vietnam remain rudimentary, unvalidated, and less focused on cultural factors. This disparity results in differences in research reliability, validity, and the ability to comprehensively assess school violence. Vietnamese studies need to adopt more diverse methodologies, develop standardized measurement tools, and pay greater attention to cultural contexts to gain deeper insights into this issue.

Table 2.
Research Directions on Behavioral Characteristics of School Violence.

Author(s) & Year	Scope & Focus	Methodology	Key Findings	Limitations
World Health Organization [15]	Classification of school violence behaviors	Theoretical Framework	Identified four types of school violence: physical, psychological, social, and cyber violence	Lacks empirical validation across different cultural contexts
UNICEF [16]	Gender differences in school violence	Quantitative (Statistical Reports)	Girls are more likely to be victims of psychological bullying, while boys are at higher risk of physical violence	Does not explore contextual and individual factors influencing gender differences
Tran and Tran [2]	Prevalence of school violence in Hanoi high schools	Quantitative (Survey)	Psychological violence accounts for 25-36.2%, while physical violence ranges from 11.3-22.5%	Focuses on prevalence rates without in-depth behavioral analysis
Nguyen [6]	School violence among lower secondary students in Ho Chi Minh City	Mixed Methods (Survey, Interviews, Case Studies)	Identified three main types of school violence: psychological, physical, and material; psychological violence was the most prevalent	Lacks comprehensive analysis on the interrelation between violence types
Nguyen [7]	Roles in school violence (perpetrator, victim, or both)	Quantitative (Survey)	Psychological violence was the most common form; sexual violence was rarely reported	Does not examine the psychological impact on different roles
Dang [17]	School violence in special education for hearing-impaired students	Qualitative (Interviews, Case Studies)	Identified verbal insults, psychological manipulation, and physical aggression as common forms of school violence	Focused on a specific demographic, limiting generalizability

As shown in Table 2, studies on school violence worldwide and in Vietnam indicate the diverse manifestations of violent behavior. However, there are notable differences in classification, prevalence, and research focus. Internationally, school violence behaviors are classified into multiple forms based on criteria such as impact type, means of violence, and affected individuals. The World Health Organization (WHO) categorizes school violence into four types: physical violence, psychological violence, social violence, and cyber violence [15]. These studies provide detailed descriptions of each type: physical violence includes acts such as beating and physical assault; psychological violence involves bullying, threats, isolation, and insults; social violence encompasses exclusion and ostracism; and cyber violence consists of online bullying, threats, and harassment through digital platforms. Additionally, international research highlights gender differences in school violence manifestations. According to a report by UNICEF [16] "girls are more likely to be victims of psychological bullying, whereas boys are at higher risk of physical violence and threats." Furthermore, studies indicate that school violence can occur in various locations, including classrooms, schoolyards, and online environments.

In Vietnam, research has also identified similar forms of school violence; however, the prevalence and manifestations may differ. Studies commonly distinguish between student-to-student violence and teacher-to-student violence, though mainstream research primarily addresses student-to-student violence. Tran and Tran [2] conducted a survey on the prevalence of school violence in several high schools in Hanoi, revealing that "psychological violence accounts for 25-36.2%" while "physical violence ranges from 11.3% to 22.5%," indicating that psychological violence is the most prevalent form. Other studies also report behaviors such as fighting, facial slashing, forced undressing, filming physical assaults, and other acts of aggression (according to statistics from the National Library and the Ministry of Education and Training), highlighting the

diversity and severity of school violence incidents. Nguyen [6] study on secondary school students identified three primary forms of school violence: psychological, physical, and material violence, with psychological violence being the most prevalent. This includes behaviors such as verbal insults, social exclusion, and neglect. However, research in Vietnam lacks detailed analyses of school violence manifestations by gender, age group, geographical area, and the interconnections between different forms of violence.

Nguyen [7] found that students engage in school violence in multiple roles (as victims, perpetrators, and in some cases, both), with psychological violence being the most common form, while sexual violence occurs very rarely. Dang [17] investigated school violence in specialized schools for hearing-impaired students in Ho Chi Minh City, identifying behaviors such as verbal and gestural insults, using images for mockery and discrimination, psychological manipulation through slander and isolation, and physical violence, including hitting and punching. Overall, international research tends to classify and describe school violence behaviors in greater detail and explores factors influencing behavioral differences in school violence. In contrast, studies in Vietnam primarily focus on statistical prevalence without delving deeply into the specific behavioral aspects of school violence.

Table 3.
Research Directions on the Causes of School Violence.

Author(s) & Year	Scope & Focus	Methodology	Key Findings	Limitations
Emler and Reicher [18]; Baron and Byrne [19]; Carroll [20]; Evans, et al. [21] and Olweus [22]	Individual factors contributing to school violence	Psychological Studies	High aggression, lack of empathy, social dominance tendencies increase violent behavior risk	Focuses on individual traits, lacks broader socio-environmental context
Rodríguez [23] and Robinson [24]	Social acceptance and appearance as factors in school violence	Survey & Behavioral Studies	Students with high social recognition needs or physical differences (e.g., obesity) are more likely to engage in or become victims of violence	Limited to specific social variables, does not address systemic influences
Weiss, et al. [25]; Hirschi [26] and Lambert and Cashwell [27]	Parenting styles and family environment in school violence	Family Studies & Psychological Surveys	Authoritarian or neglectful parenting, lack of emotional bonding, and parental abuse contribute to school violence	Lacks cross-cultural comparisons
Henry [28]; Cava and Musitu [29] and Casteel, et al. [30]	School environment and teacher-student relationships	Mixed Methods	Weak supervision, lack of school rules, and negative student-teacher interactions increase violence risk	Focuses primarily on Western school systems
Federman [31]; Huesmann [32]; Kirsh [33]; Sheese and Graziano [34] and Donnerstein and Linz [35]	Media and violent content influence on student behavior	Experimental & Observational Studies	Exposure to violent media, video games, and glorification of violence in entertainment can desensitize students and promote aggression	Correlation-focused; causality remains debated
Nguyen [36]	Psychological development imbalances and school violence in Vietnam	Survey (Vietnamese students)	Lack of emotional regulation and psychological maturity increases aggression	Limited scope, lacks comparative international analysis
Do Ngoc [37] and Tran Hang [38]	Aggression, impulsivity, and emotional control among Vietnamese students	Survey (1,139 Vietnamese students)	Impulsivity, aggressive tendencies, and misperceptions about violence correlate with violent behavior	No qualitative insights into student experiences
Nguyen and Cao [11]	Role of past victimization in school violence participation	Quantitative Analysis	Students who have witnessed or experienced violence are more likely to perpetrate violence	Lacks long-term psychological impact analysis
Nguyen [39]	Family violence and its influence on student aggression	Family & Social Research	Violent home environments significantly increase the likelihood of student aggression	Focuses on family influence, does not explore peer and school dynamics
Dinh [40]	Influence of video games and violent media on student behavior	Survey & Behavioral Experiments	Violent media consumption correlates with reduced empathy and increased controlling behavior	Focuses on correlation, not direct causation

As shown in Table 3 both global and Vietnamese studies acknowledge that the causes of school violence (SV) are highly complex, resulting from the interaction of multiple factors, ranging from individual characteristics to environmental influences. However, there are significant differences in the approaches, focus on specific factors, and depth of analysis across studies.

Internationally, research on the causes of SV adopts a comprehensive and systematic approach, considering both individual and environmental factors. Individual factors, including personality traits and psychological issues, receive particular attention. Several studies have found that students who exhibit opposition to social norms, irritability, a desire for dominance, and a lack of empathy are at higher risk of engaging in violent behavior [18-22]. Additionally, students with an excessive need for social recognition Rodríguez [23] or those with distinct physical appearances (e.g., obesity) Robinson [24] may be more likely to become perpetrators or victims of violence. Mental health issues such as depression and anxiety are also considered risk factors.

Regarding environmental factors, international research highlights the role of family, school, and society. Studies on parent-child relationships indicate that authoritarian or overly permissive parenting, lack of family cohesion, and parental abuse increase the likelihood of violent behavior in children [25-27]. Control theory suggests that children who lack emotional attachment to family and school are at greater risk of developing violent behaviors [26]. Moreover, studies emphasize the influence of school environments, where weak supervision, lack of regulations, and poor teacher-student relationships can facilitate violence [28-30]. Additionally, the impact of peers, media, violent video games, and other social factors has drawn significant research interest Federman [31]; Huesmann [32]; Kirsh [33] and Sheese and Graziano [34]. Donnerstein and Linz [35] found that violent scenes on television influence viewers more when they are performed by famous actors, appear realistic, involve rewarded violence, or include the use of weapons.

In Vietnam, studies have explored similar factors; however, they tend to be less focused, lack in-depth analysis, and fail to establish strong interconnections between factors. Research identifies individual risk factors such as an imbalance in psychological and physiological development Nguyen [36] lack of emotional regulation skills, and aggressiveness [37, 38]. Misconceptions about violence, impulsivity control, non-compliance with school rules, perceptions of school environments, and past victimization or exposure to violence are also highlighted Nguyen and Cao [11]. Nguyen [36] analyzed the psychological imbalance in students as a risk factor for SV, while Do Ngoc [37] conducted a study on 1,139 Vietnamese students to validate findings from international research regarding subjective causes of SV, confirming correlations between aggression, gender, and students' perceptions of violence.

Regarding environmental factors, Vietnamese studies often focus on parent-child relationships Nguyen [39] suggesting that violent students often come from families with violent or aggressive behaviors [41]. Parenting styles, lack of family cohesion, and inadequate supervision are also considered significant factors [11]. Other environmental influences, such as changing school environments, lack of peer and teacher support, and exposure to violent online games and media, have also been discussed [40, 42-44]. However, Vietnamese research appears to focus more on individual and family factors while lacking deeper analysis of school, social, and cultural influences on SV and their interrelations.

Many domestic researchers have also discussed the impact of media, violent video games, and television, with experimental studies suggesting that students who frequently engage in violent games may develop reduced empathy and a controlling personality due to hostile and distorted beliefs [33, 34]. Additionally, factors such as bystander apathy, the victim's response to the aggressor's demands, and perceived victim weakness can reinforce violent behavior [45].

Overall, global studies tend to approach the causes of SV comprehensively, examining diverse factors and their complex interrelations, while Vietnamese research primarily focuses on individual and family factors, with limited analysis of environmental and social influences.

Table 4.
Research Directions on Solutions and Prevention Programs for School Violence.

Author(s) & Year	Scope & Focus	Methodology	Key Findings	Limitations
Orpinas, et al. [46]	Teacher training programs for school violence prevention	Experimental & Training Programs	Focused on improving teacher awareness, classroom management skills, and conflict resolution strategies	Limited research on long-term impact
Sugai and Horner [47]	Comprehensive intervention programs for school violence	Systematic Review	Combined universal and selective prevention measures, targeting at-risk students	Requires significant institutional commitment
CASEL [48]	Social-emotional learning (SEL) programs	Meta-Analysis	SEL-based programs improve emotional regulation, reduce aggressive behavior, and promote positive school climates	Implementation challenges across different educational settings

Author(s) & Year	Scope & Focus	Methodology	Key Findings	Limitations
Nguyen [49]; To Lan [50]; Nguyen [51]; Nguyen [52] and Nguyen [53]	Life skills education for violence prevention in Vietnam	Survey & Educational Programs	Programs focused on emotional control, conflict resolution, and communication skills	Lack of systematic evaluation and longitudinal studies
Tanaka, et al. [54]	Moral education as a solution for school violence	Descriptive Research	Emphasized the role of ethical education in shaping student behavior	Does not measure behavioral outcomes objectively
Hoang [55]	Awareness campaigns on school violence consequences	Survey	Awareness-raising programs helped reduce acceptance of violent behavior	No empirical data on sustained behavioral changes
Le Van [56]	Multilateral collaboration in preventing school violence	Case Study	Highlighted the importance of school-family-community partnerships in intervention programs	Lacks scalability and quantitative impact assessment
Huynh [57]	Establishing cultural behavioral norms in schools	Experimental Program	Development of structured behavioral norms improved student interactions	Limited generalizability beyond specific school settings
Comparison: International vs. Vietnamese Research	International studies develop evidence-based, long-term, and multi-layered programs; Vietnamese research focuses on localized, short-term interventions	International: Experimental and longitudinal research; Vietnamese: Descriptive and case studies	International research systematically evaluates program effectiveness, whereas Vietnamese studies lack rigorous empirical assessments	Vietnamese programs need stronger experimental evaluation, longitudinal tracking, and institutional integration

As shown in Table 4, international research often adopts a comprehensive approach, developing diverse intervention programs that integrate multiple factors and are systematically designed based on scientific evidence [46-48]. These studies emphasize life skills education, the creation of a positive learning environment, and enhanced collaboration between schools, families, and communities. Teacher training programs Orpinas, et al. [46] are designed to raise awareness, equip educators with classroom management skills, conflict resolution techniques, and strategies for building positive relationships with students. Furthermore, intervention programs often combine universal prevention measures with selective interventions targeting high-risk groups. The effectiveness of these programs is rigorously evaluated through well-structured randomized controlled trials.

In contrast, studies in Vietnam also aim to develop solutions and programs for preventing school violence; however, they often have a narrower scope, lack systematic implementation, and do not conduct in-depth evaluations of effectiveness. Programs primarily focus on life skills education, emotional regulation training, conflict resolution, and communication skills for students [49-53]. Other solutions include strengthening moral education Tanaka, et al. [54] raising awareness of the consequences of school violence Hoang [55] enhancing cooperation among stakeholders Le Van [56] and establishing cultural behavioral guidelines [57]. However, the evaluation of program effectiveness in Vietnam is often limited due to the lack of experimental studies, long-term monitoring, and objective assessments.

Table 5.
Research Directions on Models for Preventing School Violence.

Author(s) & Year	Scope & Focus	Methodology	Key Findings	Limitations
Orpinas, et al. [46]	Teacher-focused model for school violence prevention	Theoretical & Empirical Research	Emphasizes the role of teachers in identifying, intervening, and managing violent behaviors based on ecological and social cognitive theories	Lacks large-scale empirical validation in diverse educational contexts
Sugai and Horner [47]; CASEL [48] and Simons-Morton, et al. [58]	Student-centered violence prevention models	Mixed Methods	Focuses on developing social skills, conflict resolution, and active student participation	Implementation challenges in different

				educational systems
Johnson [59]	System-focused approach to school violence	Longitudinal Study	Highlights the need for school-wide cultural transformation, safe environments, and stakeholder collaboration	Resource-intensive, requiring long-term institutional commitment
Hirschi [26]	Social control theory in school violence prevention	Theoretical Analysis	Suggests that lack of emotional bonds with family and school increases violent tendencies	Does not account for modern societal influences on student behavior
Tanaka, et al. [54]	School counseling model for violence prevention in Vietnam	Case Study	Proposes a multi-tiered intervention system within schools	Lacks empirical evaluation and long-term effectiveness studies
Khanh, et al. [60]	Classroom management model to reduce school violence	Descriptive Research	Highlights the role of structured classroom environments in preventing violent incidents	Does not provide evidence of direct behavioral impact
Nguyen [52]	Behavioral education for cultural conduct among students	Qualitative Research	Suggests that teaching ethical behavior helps mitigate school violence	Lacks systematic evaluation through experimental studies
Nguyen [6]	Response protocol for school violence incidents	Policy Review	Proposes a structured response system to handle school violence cases	Limited research on practical application in different school settings
The Role of the Ho Chi Minh Communist Youth Union in School Violence Prevention	Youth organizations' involvement in school safety initiatives	Policy Review & Descriptive Research	Highlights the role of youth organizations in monitoring, intervention, and educational campaigns	Lacks academic research assessing the effectiveness of these interventions

As shown in Table 5, international studies have developed and evaluated various models for preventing school violence (SV) based on theoretical foundations and empirical evidence. A teacher-focused approach emphasizes the role of teachers in identifying, intervening in, and managing violent behaviors, drawing from ecological models and social cognitive theory [46]. A student-centered approach focuses on developing social skills, conflict resolution abilities, and student engagement [47, 48]. A system-focused approach aims to transform school culture, create a safe environment, and enhance coordination among stakeholders [59]. These intervention models are grounded in social control theory Hirschi [26] psychological and social development theories, and theories on environmental and societal influences.

Vietnamese research has also proposed various models for preventing SV; however, these models are often adapted from international frameworks and may not be fully adjusted to Vietnam's cultural context. Commonly studied models include school counseling programs with multi-level activities Tanaka, et al. [54] and effective classroom management models Do Ngoc [37] though they lack systematic evaluations of effectiveness. Other proposed models focus on educating students about cultural behaviors Nguyen [42] and response procedures to school violence incidents Lê and Nguyễn [61] but empirical evaluations remain limited.

Both international and Vietnamese policies on SV prevention aim to protect children's rights and establish a safe, healthy learning environment. At the international level, policies are typically based on the United Nations Convention on the Rights of the Child and UNESCO/UNICEF recommendations, which emphasize child rights, urge member states to implement preventive and intervention measures, and promote safe learning environments. In Vietnam, Decree 80/2017/ND-CP serves as a key policy document that mandates the establishment of a safe, healthy, and friendly educational environment while preventing school violence. Additionally, the "Program for Protecting and Supporting Children in a Safe and Creative Online Environment (2021-2025)," along with government and Ministry of Education and Training (MOET) directives, calls for enhanced cooperation among schools, families, and society to develop and implement specific school violence prevention measures (Decision No. 5886/QD-BGDDT, Decision No. 1235/QD-BGDDT, Official Letter No. 5812/BGDDT-

GDCTHSSV, Directive No. 993/CT-BGDDT, Plan No. 588/KH-BGDDT). While differing in scope and nature, these policies share the common goal of eliminating school violence.

In practice, numerous organizations in Vietnam actively engage in SV prevention and intervention efforts, notably the Ho Chi Minh Communist Youth Union (HCYU). The role of HCYU in SV prevention has been formalized through various governmental and MOET regulations. The Young Pioneer Organization, a branch of HCYU operating in primary and secondary schools, has several key responsibilities: (1) supervising, proposing, and addressing social issues related to children, ensuring the proactive engagement of youth leaders in preventing school violence, juvenile crime, and social vices; (2) fostering extracurricular activities that provide healthy entertainment for students, thereby reducing academic pressure and negative environmental influences; (3) promoting life skills education to raise awareness of laws, ethics, and responsible citizenship among students; (4) coordinating with relevant agencies and stakeholders to implement programs and initiatives for building a positive school culture and preventing school violence; (5) monitoring the enforcement of child protection laws; and (6) expanding awareness campaigns and replicating successful collaborative models between schools, families, and society in ethical education and SV prevention. However, despite these efforts, limited academic research has been conducted on the impact of these organizational initiatives.

4. Discussion

The findings of this study confirm that school violence is a significant issue in both international and Vietnamese contexts, with notable variations in its prevalence, manifestations, and contributing factors. Global research tends to adopt a comprehensive approach, integrating both quantitative and qualitative methodologies, while Vietnamese studies primarily rely on quantitative surveys with self-constructed measurement tools. The study highlights that school violence manifests in multiple forms, including physical, psychological, social, and cyber violence, with psychological violence being the most prevalent. Gender-based differences are also evident, with boys more likely to experience physical violence and girls more susceptible to psychological bullying, a trend consistent with international studies [16].

The causes of school violence are complex and multifaceted, involving individual, familial, school-related, and societal influences. International studies emphasize the interplay of psychological factors, social recognition needs, parenting styles, school climate, and media exposure in shaping violent behaviors. In contrast, Vietnamese research predominantly focuses on family and personal factors, often neglecting broader socio-environmental determinants. The lack of validated measurement tools in Vietnam further complicates efforts to draw meaningful comparisons with international findings.

Intervention strategies and prevention programs vary widely between international and Vietnamese contexts. While global studies promote comprehensive, evidence-based, and multi-tiered intervention models—such as social-emotional learning (SEL) programs, teacher training, and community-school collaborations—Vietnamese prevention efforts are often localized, short-term, and lack systematic evaluation. Life skills education and moral education are the most commonly implemented strategies in Vietnam, but their long-term effectiveness remains uncertain due to the absence of rigorous impact assessments.

The findings underscore the need for methodological improvements in Vietnamese research on school violence. The predominance of self-constructed measurement tools limits the reliability and comparability of results, emphasizing the importance of adopting standardized and culturally adapted instruments. Future research should incorporate mixed-methods approaches, combining large-scale surveys with qualitative techniques such as in-depth interviews and case studies to gain deeper insights into students' experiences and perceptions of violence. Furthermore, intervention strategies in Vietnam require more comprehensive and evidence-based frameworks. Instead of focusing solely on punitive measures and awareness campaigns, schools should implement structured programs that integrate social-emotional learning, conflict resolution training, and teacher professional development. The success of international prevention programs highlights the value of multi-stakeholder collaboration, involving educators, parents, policymakers, and community organizations in designing and implementing school violence prevention initiatives. Additionally, gender-sensitive approaches should be incorporated into research and policy development. Given the documented differences in how boys and girls experience school violence, intervention programs must be tailored to address their specific vulnerabilities. Schools should create safe spaces for students to report violence and access psychological support services, fostering a more supportive and inclusive learning environment.

Despite its comprehensive approach, this study has several limitations. First, as a literature review, it relies on secondary data, limiting its ability to offer new empirical insights or directly assess intervention program effectiveness. The reliance on existing studies also means that potential biases and limitations in the reviewed literature are carried over into this analysis. Second, the disparities in research methodologies between international and Vietnamese studies present challenges in making direct comparisons. The predominance of quantitative approaches in Vietnamese research restricts the exploration of students' lived experiences, psychological impacts, and coping mechanisms in response to school violence. Finally, while this study identifies gaps in research and policy, it does not provide primary data to evaluate the real-world applicability of recommended interventions. Future research should prioritize longitudinal studies and experimental evaluations of school violence prevention programs in Vietnam to establish their effectiveness and scalability.

5. Conclusion

This study highlights the urgent need for methodological improvements, standardized measurement tools, and evidence-based intervention strategies in addressing school violence in Vietnam. By adopting a multi-faceted approach that incorporates both quantitative and qualitative research, integrating social-emotional learning frameworks, and fostering cross-sector collaboration, Vietnamese schools can develop more effective prevention mechanisms. Future research should

focus on developing culturally sensitive, gender-responsive, and empirically validated solutions to mitigate school violence and create a safer learning environment for students.

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