

SOCIAL SOLIDARITY OF HIGH SCHOOL STUDENTS IN HA TINH PROVINCE, VIETNAM

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Abstract: *social solidarity plays a very important role, especially for students of all ages, in order to enhance cohesion and achieve goals in study and life. The study uses qualitative and quantitative methods to assess the status of social solidarity of high school students in Ha Tinh province. Research results show that the social solidarity of high school students in Ha Tinh province is at an average level - good (M=2.49). Existing envy and jealousy (M=2.89, SD=0.978) as well as division, playing in small groups (M=2.75, SD=0.802) are the clearest manifestations of the level of union. Social cohesion of high school students in Ha Tinh province. The study also proposes some recommendations related to individual students, schools and families to enhance social solidarity in the school environment of students.*

Keyword: *social solidarity, students, high school, Ha Tinh, Vietnam.*

1. Introduction

Solidarity includes all thoughts and actions for society. Solidarity is often based on our thinking like altruism, sympathy, concern, or Christian charity, so it is different from antisocial egoism, "self-centered" center (Richard, 1989) [3]. The basis of solidarity is the similarity and mutual support of the members of the group [6].

Social solidarity is the togetherness of individuals or groups that arise from moral feelings and shared beliefs that are reinforced by shared emotional experiences. That organic social solidarity was quite prominent in students. In the process of student social interaction, organic solidarity is more prominent. This is seen through one of the student activities in the learning process such as the division of study groups. The behavior of choosing friends according to liking, emotional closeness is very prominent. While the division of student roles is going well, but individuality or competition in groups and competition with other groups of students is inevitable [5]. Building students' social solidarity in the learning environment is important, helping students learn better and it is necessary to have a strategy to build this value (Suwidiyanti, 2021) [4]. Research by Laili et al (2019) has emphasized the values of social solidarity in the Islamic school environment and measures to enhance the social solidarity of students in this environment [1]. Through the subject of History, research by Mujiyati et al. (2017) has also suggested strategies to enhance social solidarity for high school students [2].

Currently, in the current social situation, the collective relationship in the educational environment is becoming more and more complicated, the conflicts and quarrels in the above environments are becoming more and more common, appearing with frequency. With high frequency and occurring in all groups, especially high school students, these divisions are becoming more and more acute and almost impossible to resolve. In the overall picture of this situation, it can be seen that the problem of division and factionalism is the biggest and most common cause of disunity. In the long run, not only affecting those collectives, developing in such environments will create a future class of people who are always oriented towards personal interests, seeking to create factions to achieve their goals. This is shown quite clearly in high school students in Ha Tinh province. The study was conducted to assess the status of social solidarity of high school students in Ha Tinh province and propose measures to strengthen the social solidarity of students.

2. Methodology

Research using the following methods

- Survey method by questionnaire: The study was conducted with 396 students in 4 high schools: 102 students from Ha Tinh High School for the Gifted – student representative in the city, 97 students from Nguyen Dinh Lien High School – representative students in the coastal plain, 98 students from Cam Binh High School represent students in rural areas near the city, 99 students from Huong Son High School – represent students in mountainous areas.

- In-depth interview method: Conduct interviews with 20 students, 20 teachers of 4 schools: 5 students, 5 teachers of Ha Tinh High School for the Gifted; 5 students, 5 teachers of Nguyen Dinh Lien High School; 5 students, 5 teachers of Cam Binh High School, 5 students, 5 teachers of Huong Son High School.

- Group of methods of mathematical statistics: The project uses the statistical software SPSS 23. to process data and research results.

3. Results and Discussion

Table 1. Overall assessment of students' level of social solidarity.

Degree of social solidarity	N	%	M
Very united	0	0	2.49
Unite	219	55.3	
Less unity	152	38.4	
Not union	25	6.3	
Total	396	100	

The results are shown in Table 1. shows that, most students believe that in the learning and living environment there is a level of unity (average score of 2.49). That is shown very clearly when no student thinks that the environment in which they are studying is very united, while more than 50% of students think that they are united and nearly 40% of students think that their bodies are less united. Thus, the social solidarity in the school environment of students at high schools in Ha Tinh province is still limited and not high. This significantly affects the connection between students in learning activities as well as collective activities at school. This is even more evident when looking at the level of solidarity among students among the surveyed schools (table 2).

Table 2.2 The degree of social solidarity of students among schools.

Schools	M	SD	p
Ha Tinh Specialized High School	2.31	0.617	0,000
Huong Son High School	2.42	0.608	
Nguyen Dinh Lien High School	2.61	0.652	
Cam Binh High School	2.62	0.529	
Total	2.49	0.614	

p<0,05

The data from Table 2 shows that, students from Nguyen Dinh Lien High School and Cam Binh High School have the highest level of social solidarity (average score is greater than 2.60), followed by students from Huong Son High School (GPA is higher than 2.60). average score more than 2.42). However, the level of social solidarity among Ha Tinh gifted students is the lowest (average score of 2.31).

Looking at the difference in the level of social solidarity of students among grades also shows that students in grade 12 have the lowest level of social solidarity (average score: 2.36), while studying 10th graders has a higher level of social solidarity (GPA: 2.58), followed by 11th graders (GPA: 2.54). On the other hand, there exists a statistically significant difference (p=0.008) among grades in the level of social solidarity in the school environment.

In summary, the level of social solidarity among high school students in Ha Tinh province is not high. On the other hand, there exists a statistically significant difference in the level of students' social solidarity among schools (representatives of regions as well as between different grades).

The psychological atmosphere of the student body is important and affects the level of social solidarity of the students.

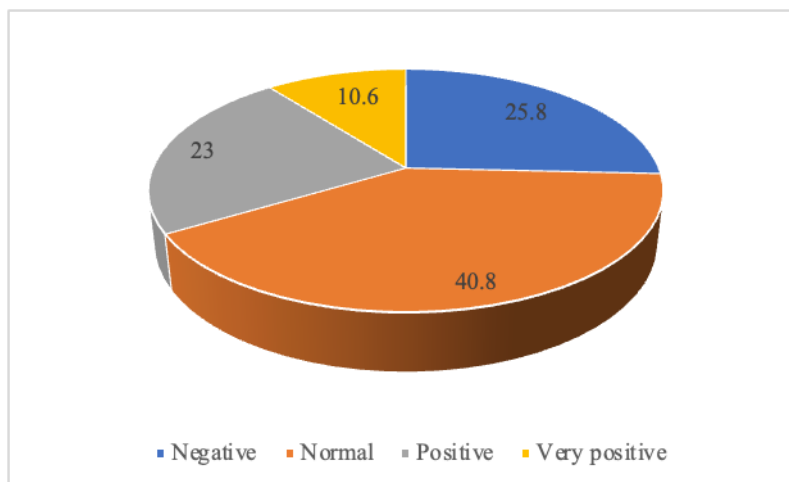


Chart 1. Situation of the psychological atmosphere of the student group.

Chart 1. shows that the psychological atmosphere of high school students in Ha Tinh province is at a normal level, accounting for 40.7% of the surveyed students. Furthermore, only 23% of students consider the psychological atmosphere to be positive and 25.8% positive. On the other hand, the results of correlation analysis from Table 2.5 show that, there is a positive correlation between the psychological atmosphere of the student body, which has a positive and strong correlation with the level of social solidarity of students ($p= 0.047$, $r=0.96$). That is to say, the more positive the collective psychology atmosphere, the higher the student's level of social solidarity.

The level of social solidarity of students is also shown in different aspects (table 3).

Table 3. Manifestations of students' level of social solidarity.

Manifestations	M	SD	Level
There is mutual support in doing group exercises in class	2.38	.877	4
Interact, do homework together	1.67	.851	6
Support each other in participating in sports and cultural activities	3.09	.952	1
There is division, play in small groups	2.75	.802	3
Existence of envy and jealousy	2.89	.978	2
There is discrimination and discrimination among members (family background, academic background, region, ...)	2.35	.877	5

Research data from Table 3 shows that students highly appreciate the level of mutual support in participating in sports and cultural activities (average score: 3.09). However, interaction, doing homework together was at the lowest level (GPA: 1.67). On the other hand, the behaviors about the seeds of social disunity of students were assessed to perform at a fairly high level, such as: envy, jealousy, division, playing in small groups (middle score). average more than 2.7). The results of the in-depth interview also confirmed the students' expressions of social solidarity, showing that, "Currently, most of our classmates have cooperation in movement activities such as culture, culture, etc. technology or contests, competitions are collective, but only a few of you participate. Other students in the class also rarely go to cheer for these activities if the teacher does not take attendance or record, assess and classify behavior, they will not participate" (Interview with student code 07). On the other hand, the teacher also pointed out that "the children mainly participate in movement activities together, while in learning activities such as studying in groups, there are only small groups of 2-3 children together. In addition, they also tend to play in groups, such as groups in the same area or groups of the same academic background" (Interview with teacher code 04).

In addition, the results of analyzing the relationship between schools and grades in terms of students' social solidarity expressions did not have a statistically significant difference ($p>0.05$). That is, students in any area and any grade have the same symptoms.

Table 4. Student behavior when conflicts arise.

Behaviors	N	%
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Quietly, no comments at all	189	47.7
Straightforwardly defend their opinions, but not fiercely to the end	97	24.5
Firmly defend your opinion, argue to the end	64	16.2
There are always words and actions to reconcile (reduce conflicts).	29	7.3
Another idea	17	4.3
Total	396	100.0

The data results from Table 4 show that most students choose to be quiet and have no opinion at all when there is a conflict in the group (47.7%). On the other hand, only 7.3% of students always have words and actions to mediate (reduce conflicts). This proves that the students' solidarity to solve and resolve conflicts is still low. In-depth interview data also shows that “when there is conflict, quarrel, “silence is golden”, so I do not attend” (Student Interview Code 12).

4. Conclusion and Recommendations

Most of the surveyed class groups in Ha Tinh area have a low level of social solidarity. In particular, most of the members have an indifferent attitude, avoiding responsibility when problems occur, leading to widespread disunity.

The problem of disunity often comes from many different reasons, but most of the formation of groups comes from differences in thinking and thinking and mostly comes from students' perception of their peers when forming dislikes towards other individuals in the class.

Groups are created for many purposes, most of which stem from shared interests and family backgrounds. Students with similar backgrounds will often find each other and form a group. Therefore, it is necessary to combine appropriate, feasible and effective measures to promote the positive impact and overcome the negative consequences of disunity behavior for high school students in Ha Tinh province. To strengthen social solidarity for students, the school organizes awareness raising activities for students about the role and meaning of social solidarity, the negative consequences of social disunity among students; organize activities to practice conflict handling skills, activities to increase solidarity for students; strengthen the coordination of families and schools in educating children as well as training solidarity for children.

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