



**TRAFFIC SAFETY EDUCATION ACTIVITIES FOR UNIVERSITIES STUDENTS  
IN HO CHI MINH CITY**

***ATIVIDADES DE EDUCAÇÃO DE SEGURANÇA NO TRÂNSITO PARA  
ESTUDANTES UNIVERSITÁRIOS NA CIDADE DE HO CHI MINH***

***ACTIVIDADES DE EDUCACIÓN EN SEGURIDAD DE TRÁFICO PARA  
ESTUDIANTES UNIVERSITARIOS EN LA CIUDAD DE HO CHI MINH***

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**ABSTRACT:** Over the years, traffic safety education has been included in many educational programs of many universities. However, the actual survey shows that the awareness of managers, teachers, and students about this activity is still not high; the planning of traffic safety education activities at schools is not consistent with the overall and comprehensive educational plan of schools; the strengthening of direction and implementation of traffic safety education through educational activities outside of class time has not been continuous, there is a lack of supervision; there has not been close coordination with forces inside and outside the school in traffic safety education activities. Therefore, the educational effectiveness is still not high and has not achieved the desired results. On the basis of the actual survey, analyze the collected data to assess the actual situation; studying state documents on traffic safety education, this study proposes solutions to improve the quality of traffic safety education in a number of universities in Ho Chi Minh City today.

**KEYWORDS:** Traffic Safety. Education activities. Universities students. Ho Chi Minh City. Vietnam.

**RESUMO:** Ao longo dos anos, o ensino de segurança no trânsito foi incluído em muitos programas educacionais de muitas universidades. Contudo, a pesquisa atual mostra que a conscientização de gestores, professores e alunos sobre essa atividade ainda não é alta; o planejamento das atividades de educação para a segurança no trânsito nas escolas não é consistente com o plano educacional global e abrangente das escolas; o fortalecimento da direção e implementação da educação em segurança no trânsito por meio de atividades educativas fora do horário de aula não tem sido contínuo, há falta de fiscalização; não houve coordenação estreita com as forças dentro e fora da escola nas atividades de educação de segurança no trânsito. Portanto, a eficácia educacional ainda não é alta e não alcançou os resultados desejados. Com base no levantamento real, analisar-se-á os dados coletados para avaliar a situação real; estudando documentos estaduais sobre educação em segurança no trânsito, este estudo propõe soluções para melhorar a qualidade da educação em segurança no trânsito em várias universidades na cidade de Ho Chi Minh hoje.

**PALAVRAS-CHAVE:** Segurança no trânsito. Atividades educacionais. Estudantes universitários. Cidade de Ho Chi Minh. Vietnã.

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**RESUMEN:** *A lo largo de los años, la educación en seguridad vial se ha incluido en muchos programas educativos de muchas universidades. Sin embargo, la encuesta actual muestra que la conciencia de los gerentes, profesores y estudiantes sobre esta actividad aún no es alta; la planificación de las actividades de educación vial en las escuelas no es consistente con el plan educativo general e integral de las escuelas; el fortalecimiento de la dirección e implementación de la educación vial a través de actividades educativas fuera del horario de clases no ha sido continuo, falta supervisión; no ha habido una estrecha coordinación con las fuerzas dentro y fuera de la escuela en las actividades de educación vial. Por lo tanto, la eficacia educativa aún no es alta y no ha logrado los resultados deseados. Sobre la base de la encuesta real, analice los datos recopilados para evaluar la situación real; Al estudiar documentos estatales sobre educación en seguridad vial, este estudio propone soluciones para mejorar la calidad de la educación en seguridad vial en varias universidades de la ciudad de Ho Chi Minh en la actualidad.*

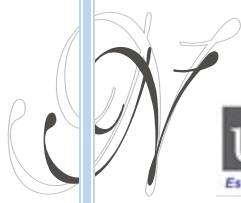
**PALABRAS-CLAVE:** *Seguridad vial. Actividades educativas. Estudiantes de universidades. Ciudad de Ho Chi Minh. Vietnam.*

## Introduction

In social life, law plays a particularly important role as an indispensable means to ensure the existence and development of society. The education of a sense of responsibility towards oneself, family, society, the natural world, or a sense of law observance is extremely important, vital to the existence and development of society. Educating the sense of obeying the law on traffic safety is part of educating each person's sense of responsibility towards themselves, their families, and society.

The formation of a sense of law observance in general and a sense of traffic safety law observance for each person in particular starts from the initial awareness through observation, exposure, along gradually formed education. The goal of traffic safety education for students is to achieve two basic requirements: to have the basic understanding to prevent and avoid accidents and to have a sense of obeying the law when participating in traffic (DEPARTMENT OF PUBLIC SAFETY, MINISTRY OF EDUCATION AND TRAINING, 2020).

Currently, traffic safety is one of the issues that are deeply concern by the whole society. That is because the traffic accident situation has become more and more serious with the increase of deaths and injuries due to traffic insecurity, an estimated daily average of 30 to 35 people die due to traffic accidents. Traffic accidents are mainly road traffic accidents (NATIONAL TRAFFIC SAFETY COMMITTEE, 2020).



In Vietnam, along with the economic development, the people's living standards have been improved, which has pushed the number of road motor vehicles to increase rapidly. Meanwhile, the transport infrastructure in recent years has been invested by the state to develop, especially at national highways, arterial roads, with a high density of people to participate in traffic (MINISTRY OF TRANSPORT, 2021).

Ho Chi Minh City is the largest and leading economic city in Vietnam. Over the years, along with economic development, infrastructure is increasingly developed. Along with that development, traffic accidents occur frequently and cause many serious consequences. To ensure traffic safety, Ho Chi Minh City is aware of the importance of traffic safety education for people. The City People's Committee issued Directive No. 03/CT-UBND, dated January 29, 2019 on strengthening the implementation of solutions to ensure traffic order and safety in 2019; Plan No: 17/KH-BATGT dated January 21, 2021, of the City Traffic Safety Board on implementing traffic safety assurance work in 2021 in the city. However, the current implementation of traffic safety still faces many difficulties and challenges such as limited propagation and education of traffic awareness.

From the above situation, it can be seen that one of the most important issues to contribute to the implementation of traffic safety is educating road users in the sense of awareness right from the time they are still in school. Teaching students road safety rules is a “great” way to ensure that traffic information is ingrained in students (LUONG; VAN, 2021). The knowledge will equip students with an understanding of traffic safety in general and common dangerous situations, helping students to confidently participate in traffic.

However, the biggest challenge today is the organization and management of traffic safety education in schools. In other words, traffic safety education still has many problems, making traffic safety education activities not yet achieve the desired results. In fact, traffic safety education is the basic factor leading to increasing traffic awareness among students. So, the appropriate educational measures will help educational activities go into order and develop in the right direction.

The ultimate aim of traffic safety education is to socialize traffic safety issues, that is, to create citizens who are aware, responsible for traffic activities, know how to live for these traffic safety issues; reduce the loss to family and society. Recognizing that importance, the authors embarked on research on the topic "Traffic safety education for university students in Ho Chi Minh City" as the author's research topic.

## Methodology

To survey the current status of traffic safety education activities for students at universities in Ho Chi Minh City, the author builds a poll form for administrators, teachers and students at universities in Ho Chi Minh City,

Interview method: To supplement the survey research results, we interviewed the opinions of administrators, teachers, and some students about the current status of traffic safety education activities for students at the school. universities in Ho Chi Minh City.

In addition, we also observe and attend traffic safety education activities for students at universities in Ho Chi Minh City.

**Table 1** – Standard scoring for each rating level:

1 point	2 point	3 point	4 point
Unnecessary	Less necessary	Necessary	Very necessary
No affect	Wondering	Affect	Very influential

Source: Elaborated by the author

The processing of the results of the polls is based on the quantitative statistical method of the research results. The topic uses two assessment methods: the quantitative method and the scoring method, specifically:

The assessment standard with questions has 4 levels of answer questions as follows: Question 4 answer levels, rated according to the following levels:

Level 4: Good (Very influential; Very necessary):  $3.26 \leq \bar{X} \leq 4.00$ .

Level 3: Fair (Affect; Necessary):  $2.51 \leq \bar{X} \leq 3.25$ .

Level 2: Moderate (Less necessary; Wondering):  $1.76 \leq \bar{X} \leq 2.50$ .

Level 1: Weak (Not affect; Not necessary):  $1.00 \leq \bar{X} \leq 1.75$ .

Use mean  $\bar{X}$ :

The average score in statistics represents the degree of representation according to a certain quantity criterion of a homogeneous population consisting of many units of the same type. The average score reflects the average level of the phenomenon and compares two (or more) populations of the same type of phenomenon, which are not of the same size.

$$\bar{X} = \frac{\sum_{i=1}^k X_i K_i}{n}$$

Use the formula to calculate the average score:



$\bar{X}$  : Medium score;

$X_i$ : Score at level  $i$ ;

$K_i$ : Number of participants rated at  $X_i$  level;

$n$ : Number of people participating in the assessment.

## Literature Review

Research on traffic safety and traffic safety education has long been interested in many researchers Vietnam and international organizations including some typical foreign projects as follows:

By Hugh J. Ault and Mary Ann Glendon (2005), in “The Importance of Comparative Law in Legal Education: United States Goals and Methods of Legal Comparisons”, *Journal of Legal Education*, 27 clearly discussed educational methods. The authors compared the law courses in law school curricula that have emerged in an attempt to inspire students to think creatively about legal issues by providing new insights about the legal system. To illustrate their support for this approach, the authors discuss their experience creating and teaching a comparative law course at Boston College School of Law. The essay provides support for the existing literature surrounding comparative law in legal education while illustrating its importance to law school curricula across the United States.

By Colucci, Meléndez and Señeriz, (2013), in the article “Innovative Programs and Action Plan to Raise Road User Awareness in the Commonwealth of Puerto Rico Supporting the Decade of Action for Road Safety”, *Second Traffic Forum*, 4(6), pointed out: The need to renew programs and action plans to increase awareness among road users, for road safety. In it, the authors emphasized the role of managers as well as difficulties in organizing educational activities. From the analysis of the current situation of educational activities, the authors point out the need to change the current traffic safety education measures.

In the article “Traffic education”, *Fact Sheet* (2018) highly appreciated the role of parents and the community in traffic safety education. According to the author, traffic education here is defined as any form of formal or informal education for the purpose of learning and enhancing the knowledge, insight, skills, and attitudes necessary to participate in traffic safely, including the desire to join the traffic safely. The providers of traffic education can be schools (traffic education is a legally required part of the curriculum in elementary schools), but can also be road safety organizations and parents. Traffic education is essentially meant for all road users in all traffic roles. Therefore, it is not only for children but also for



new drivers, older drivers, newbies to drive peddles, and so on. Continuity of Traffic Education aims to provide traffic education in all life stages and roles in traffic.

Development of a national road traffic safety education program in Iran by the authors Fatemeh Bakhtari Aghdam, Homayoun Sadeghi-Bazargani, Saber Azami-Aghdash, Alireza Esmaeili, Haneieh Panahi, Maryam Khazae-Pool., and Mina Golestani (2020) said that: Education is a focus including the Decade of Action for Road Safety initiative, which aims to reduce accident deaths in developed countries. Given the circumstances of each country, an appropriate educational program is needed. Therefore, the objective of this study is to develop the National Road Traffic Safety Education Program (NRTSEP) and reduce road traffic injuries (RTIs). In particular, focus on target groups such as the target group that includes children, young people, parents, teachers, the elderly, motorcyclists, cyclists, pedestrians, drivers, people license applicants, instructors and administrators of driving schools, and specific groups such as people with disabilities, administrators at all levels and policymakers.

Author To Nhi A (2012) with the study "Traffic participation behavior of students in some universities in Ho Chi Minh City" has conducted a survey on the behavior of participating in traffic of 05 selected universities. On that basis, the author has pointed out that the bad habits of students when participating in traffic have affected their health safety not only for students but also for other road users. On the basis of analyzing and pointing out the causes of those bad habits, the author recommends solutions to limit bad habits and form good habits for students when participating in traffic.

Author Nguyen Thi Lan Anh (2017), research on "Traffic safety education management in elementary schools in Hai Ba Trung District, Hanoi". On the basis of theoretical analysis, theoretical framework; the current situation of traffic safety education management in primary schools in Hai Ba Trung District, Hanoi city; the author has pointed out the role and importance of this activity; thereby recommending solutions to improve the quality of traffic safety education management in accordance with the conditions of elementary schools in Hai Ba Trung District, Hanoi.

Author Vu Thi Thao (2017), research on "Traffic safety education management for students in primary schools in Ngo Quyen District, Hai Phong city". The author has pointed out the role of administrators in traffic safety education for students in primary schools in Ngo Quyen District, Hai Phong city; difficult problems posed; thereby recommending measures to improve the quality of traffic safety education management in accordance with the conditions of primary schools in Ngo Quyen District, Hai Phong city.





On August 20, 2019, in Ho Chi Minh City, the Ministry of Education and Training in collaboration with the National Traffic Safety Committee, and Danang Center for Housing Management and Exploitation organized the "Program to propagate and educate the law on road traffic and technology. Safe motorbike driving skills for students in 2019". According to the Ministry of Education and Training, the causes of traffic accidents are many, from the cause due to state management, to the cause of traffic infrastructure. However, the main reason leading to the above alarming situation is still the low awareness of the road users to comply with the state laws on traffic order and safety traffic, vehicle control skills to participate in traffic safely.

Through researching and reviewing domestic research works related to the topic, the author found that the works have focused on research methods and methods of education about the sense and responsibility to participate in the study about traffic safety. However, the research works still have some shortcomings that need to be further clarified. That is the reason for the author to continue researching this topic.

## **Results**

### **The actual situation of organizing content traffic safety education activities for university students in Ho Chi Minh City**

To educate traffic safety for students of universities in Ho Chi Minh City, the educational content of the school in general and traffic safety education, in particular, must be appropriate and practical. To evaluate the implementation of traffic safety education contents that have been implemented in the process of traffic safety education for university students in Ho Chi Minh City, we conduct an investigation by votes for 84 managers, teachers, and officials in charge. The results are as follows (Table 2):



**Table 2** – The actual situation of the organization content of traffic safety education activities for university students in Ho Chi Minh City

Organize the implementation of traffic safety education	Awareness level				X	Level	Performance level				X	Level
	Unnecessary	Less Necessary	Necessary	Very necessary			Unnecessary	Less Necessary	Necessary	Very necessary		
To impart to students the common and necessary knowledge about road traffic laws and regulations on railway and waterway traffic.	1 4	2 6	12	3 2	<b>2.7</b> <b>4</b>	2	5	38	3	38	<b>2.88</b>	1
Improve basic legal knowledge about practical legal documents for students; information on the implementation of the law in the field of traffic safety; information guiding specific legal behavior of citizens.	5	2 6	11. 3	4 2	<b>3.0</b> <b>8</b>	1	20	14	9	41	<b>2.85</b>	2
Guide students to know how to avoid traffic accidents when traveling on the street with complicated situations, know how to choose a safe path, and have a civilized attitude when participating in traffic.	1 8	3 2	21. 1	1 3	<b>2.3</b> <b>5</b>	4	4	40	22	18	<b>2.65</b>	4
Organizations to disseminate and educate the current law on traffic safety include Law on Road Traffic 2008, Decree 34/2010/ND-CP dated April 2, 2010, of the Government on penalties for violations. administration in the field of road traffic; Decree 100.	1 6	2 0	30	1 8	<b>2.6</b> <b>0</b>	3	3	49	8	24	<b>2.63</b>	3
Develop and implement educational activities on traffic safety topics for students.	2 7	3 6	5	1 6	<b>2.1</b> <b>2</b>	8	21	45	3	15	<b>2.14</b>	5

Source: Elaborated by the author

The current situation of traffic safety teaching activities for students at the university in Ho Chi Minh City is surveyed through 5 criteria, the opinions are surveyed and evaluated at a frequency of up to 5 days. Regular is with training from 2.14 to 2.88

The most appreciated criterion is "Infusing students with the common and necessary knowledge about road traffic laws and regulations on railway and waterway traffic" with a GPA of 2.88, standing first. The second criterion with an average score of 2.85 is "Improve



basic legal knowledge about practical legal documents for students; information on the implementation of the law in the field of traffic safety; information guiding specific legal behavior of citizens” was accounting for 26.4%. Ranked 4th and 5th is the lowest criterion with an average score from 2.14 to 2.63 which is “Building and educating traffic safety education topics for students; Guide students to know how to avoid traffic accidents when traveling on the street with complicated situations, know how to choose a safe path and have a civilized attitude when participating in traffic; develop and educate traffic safety education topics for students”.

In fact, currently, at primary schools, students' sense of compliance with traffic safety regulations is strictly enforced only within the school premises, and on the roads from home to school. At school, students violate traffic orders and safety such as: carrying too many people, riding electric scooters without helmets, walking in a horizontal line, obstructing traffic, etc. is still quite common and there is no really effective remedy.

In general, the content of traffic safety education for elementary school students plays an extremely important role. Through education from awareness, sense of implementation, to knowledge and skills to participate in traffic, to prevent traffic accidents. However, the actual implementation of traffic safety education content is still fuzzy. Therefore, in the coming time, schools will develop traffic safety education content that covers skills when participating in traffic for students and is suitable for the traffic situation of the area.

### **The actual situation of organizing traffic safety education activities for students at the university in Ho Chi Minh City**

Over the years, many universities in Ho Chi Minh City have organized various traffic safety education activities for students. The results were obtained (Table 3).

**Table 3** – The actual situation of organizing traffic safety education activities for students at universities in Ho Chi Minh City

Factors affecting	Performance level								$\bar{X}$	Level
	No affect		Wondering		Affect		Very influential			
	Quantity	%	Quantity	%	Quantity	%	Quantity	%		
Integrating content of traffic safety education activities through contests and events.	0	0	28	33.3	11	13.5	45	53.6	<b>3.2</b> <b>2</b>	3
Integrating the content of traffic safety education activities through physical training and sports activities, club and team	0	0	36	42.9	12	14.5	36	42.9	<b>3.0</b> <b>0</b>	5

Factors affecting	Performance level								$\bar{X}$	Level
	No affect		Wondering		Affect		Very influential			
	Quantity	%	Quantity	%	Quantity	%	Quantity	%		
activities.										
Integrating traffic safety education content through organizing games, forums, interactive stages (drama, poetry, singing, dancing, staging skits, etc.).	0	0	12	14.3	10	11.5	62	73.8	<b>3.57</b>	1
Integrating traffic safety education content through sightseeing, picnic, and fact-finding activities.	0	0	22	26.2	14	16.4	48	57.1	<b>3.30</b>	2
Integrating traffic safety education content through exchange and collective activities.	0	0	15	17.9	34	40.5	35	41.7	<b>3.24</b>	3
Integrating the content of traffic safety education activities through teaching activities in the classroom.	0	11.9	11	13.1	34	40.5	29	34.5	<b>2.98</b>	6

Source: Elaborated by the author

With some of the main forms that we mentioned in the survey, the evaluations of teachers and administrators scored on average from 2.98 to 3.57/4 (less often and often).

The most advantageous form is Integrating traffic safety education content through organizing games, forums, interactive stages (drama, poetry, singing, dancing, staging skits, etc.) "with an average score of 3.57. To clarify the situation, the author conducted interviews with some lecturers at a number of universities known". In order to equip students with knowledge about traffic safety, in early 2021, the university has cooperated with the Traffic Police Department of Ho Chi Minh City to turn the traffic safety lesson into an extra-curricular subject of classes, bringing a lot of useful traffic knowledge. Different from the silent atmosphere in the main classes, universities have organized extra-curricular activities on traffic safety of the class which is quite lively. In those extracurricular activities, students have the opportunity to actively ask and answer questions about the unknown knowledge on traffic rules to know the importance of obeying road traffic rules. Through those extracurricular sessions, students have traffic safety knowledge and are imparted a lot of useful knowledge about road traffic, which help them know what is not against the law, safe traffic, etc. In addition, some schools organize "traffic safety lessons" to become extra-curricular subject.

## Discussion

Traffic safety education activities have been documented and became an action program of all levels, stages, and disciplines. In particular, for universities, it is even more important.

Traffic safety education activities are fully supported by local authorities at all levels, creating all conditions for this activity to take place and achieve the best results. Whenever schools have requests for a team of reporters, experimental facilities, and practice locations, all conditions are created by the competent authorities.

The management staff of the schools are sufficient in number, have solid political qualities, have seniority as managers, master and perform management functions; implementing traffic safety education contents in primary schools. School administrators have gone through management training courses, trying to find out effective and dynamic management methods in their work, and have made many positive improvements in traffic safety education management.

The teaching staff of the schools meets the standards of professional qualifications and other requirements as prescribed.

The Rector attaches great importance to the implementation of documents of the Party, the State, and the industry on the innovation of program content, regulations, guidelines for the performance of school year tasks and traffic safety education, etc. So, teachers can perform their teaching duties well.

Some contents of traffic safety education management are implemented by schools. Principals and school administrators have paid attention to the performance of functions in traffic safety education management such as planning function, organizing function, directing, educational inspection, and evaluation function traffic safety.

## Conclusion

The majority of administrators, teachers, students, and other education-participating forces are properly aware of traffic safety education, but there is still a misconception about this activity. Therefore, proper investment has not been paid to the management and organization of this activity in universities. On the other hand, the part in charge of organizing this educational activity is the teacher, but this team has not fully promoted their directing and operating capacity. They have not yet perfected and promoted their role of directing



homeroom teachers and educational forces in choosing content, programs, and ways of organizing and managing traffic safety education in accordance with existing conditions.

The situations analyzed and presented above are both contradictory, can become difficulties and can represent inadequacies in the organization of traffic safety education activities for students at universities in Vietnam. Ho Chi Minh City.

Thus, it is necessary to have management methods to remove difficulties and overcome inadequacies to ensure effective traffic safety at universities in Ho Chi Minh City. These facts are the practical basis to be able to propose and improve traffic safety management measures for students at universities in Ho Chi Minh City for further research.

### **Limitations**

First: Some administrators and teachers are still not properly aware of the importance of traffic safety education. Some teachers only focus on imparting scientific knowledge and neglect to organize educational activities for students.

Second: The capacity of some teachers to organize traffic safety education is still limited. Currently, the characteristics of teachers are both subject teachers and homeroom teachers, plus many professional profiles.

In addition, capacity building for teachers and students has been overlooked and not yet invested. Therefore, teachers' organizational skills are limited, only sticking to the content according to the book does not create more ideas for activities.

Third: The coordination between educational forces inside and outside the school to effectively organize traffic safety education activities for students is still not timely, regular, synchronous, and inconsistent among schools and other social forces. Many social forces are not clearly aware of the goals, tasks, contents of traffic safety education, and educational measures to take responsibility with the community in the process of educating and perfecting the cultural personality of students.

Fourth: The form of activities is not rich, the content is poor, and it is not suitable for the aspirations, so it is not attractive to students. The university has not spent much money on the operation, afraid of the cost. The organization and management are not strict, the inspection and evaluation are not regular, the summarization and lessons learned have not been paid due attention.





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