

UNDERSTANDING COPING RESPONSES TO DATING VIOLENCE AMONG UNIVERSITY STUDENTS IN HANOI

Nguyen Thi Mai Huong, Nguyen Le Hoai Anh* and Pham Ha Linh

Faculty of Social Work, Hanoi National University of Education, Hanoi city, Vietnam

*Corresponding author: Nguyen Le Hoai Anh, e-mail: anhnlh@hnue.edu.vn

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Abstract. This study explores the factors influencing preschool teachers' behavioral intentions to use artificial intelligence (AI) to support children with speech delays. Grounded in the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT), the research analyzes factors such as performance expectancy, effort expectancy, social influence, facilitating conditions, attitude toward technology, and difficulty in adapting to new technology. To this end, 355 preschool teachers were surveyed. The findings reveal that social influence, effort expectancy, and concerns about losing direct interaction have the most significant impact on teachers' behavioral intentions. In contrast, performance expectancy does not have a significant effect on the intention to use AI. This study sheds light on the drivers and barriers to AI adoption in early childhood education, with implications for supporting children with speech delays.

Keywords: artificial intelligence in education, preschool teacher behavioral intention, speech delay intervention, technology acceptance model (TAM), unified theory of acceptance and use of technology (UTAUT), inclusive education support.

1. Introduction

Dating violence (DV) is a pervasive issue among university students [1]-[2]. Dating violence refers to any physical, psychological, emotional, or sexual abuse that occurs within a non-married dating relationship, including stalking [3]. It also involves personal information stored on technological devices (such as smartphones, computers, and social media platforms like Facebook), as well as economic abuse [1]-[5]. DV can affect anyone regardless of race, age, social class, occupation, religion, gender, or gender identity, spanning women, men, young adults, and members of the LGBTQI+ community [4][6]. The consequences of DV are severe, including but not limited to depression, substance abuse, and unhealthy eating behaviors [2], [6], [7]. A nationally representative study of 85,071 university students in the United States found that 20% had experienced at least one form of intimate partner violence, including emotional, physical, sexual abuse, or stalking [2]. Additionally, 29% of the respondents reported physically abusing their partner, and 20% reported being abused by their dating partner; 25–60% of the male students reported verbal aggression, of which 60% involved severe behaviors such as yelling, insulting, or threatening; 54% reported committing psychological violence, while 52% experienced psychological violence in the preceding year; and 35% had been raped or sexually assaulted by a dating partner at least once [2], [7], [8].

Research on DV in Vietnam remains limited [7]. In 2016, a study by the Y. Change group (a group of young people working on gender issues in Hanoi) surveyed 569 female students aged 18-30. The results showed that 64% of the participants had experienced at least one of six types of violence caused by their lovers, of which 23% had been harassed and abused online [7], [9]. Another research in 2022 from Nguyen Khanh Huyen found that 12.3% of young people forced partners into unwanted sexual activity, and 12.7% experienced technology-facilitated violence. Emotional violence affected 22–33%, economic and relationship violence ranged from 20% to nearly 50%, and sexual and physical violence involved 20–30% [7].

Students respond differently when they experience dating violence. Many students choose to remain silent or keep it private, without seeking formal school support. Only about 20–25% of DV victims report the incident to anyone in the school system (police, counseling, health services). About 50–70% of victims confide in friends, partners, or family members, without seeking professional support. Reasons for not reporting include: Feelings of shame, fear of blame, or judgment; Lack of trust in the system – many believe the school is ineffective or biased; Not recognizing the behavior they experience as violence, especially with controlling, jealous, or coercive behaviors; or fear of retaliation or loss of privacy [10]. The rate of using support services is very low: Only 15–20% of victims seek psychological counseling or medical care after the incident, and 3–5% access legal support or litigation services. Approximately one-quarter of victims are unaware that their school has a support center or hotline. Therefore, in the above study, the author proposes four main directions to improve the effectiveness of students and school systems in responding to dating violence, specifically: raising awareness and response skills, increasing access to services, training professional support teams, and building a “safe and trustworthy” environment [10].

The article examines the current situation of coping with DV among students, highlighting existing challenges and proposing measures to enhance awareness and improve coping skills. Ultimately, it aims to improve learning efficiency and foster a safe and equitable university environment.

2. Content

2.1. Research method

The article employs a mixed-methods approach, combining a literature review and quantitative results from data collected from the Ministry of Education and Training's scientific and technological project, “Social work in preventing and intervening in DV of students in Vietnam”. A quantitative survey was conducted with 563 university students who reported having coping responses to experiences of dating violence at six universities in Hanoi in 2024. The demographic characteristics of the participants are presented in the table below.

Table 1. Demographic characteristics of surveyed students

No	Number of participants (N = 563)	Percentage (%)	Universities
A	<i>Universities</i>		
1	Hanoi National University of Education	170	
2	Academy of Journalism and Communication	81	
3	Vietnam Youth Academy	190	
4	Hanoi University of Science and Technology	6	
5	National Economics University	40	

6	University of Theatre and Cinema	76	
B	Academic year		
1	First year	218	38.7
2	Second year	186	33.0
3	Third year	100	17.8
4	Fourth year	55	9.8
5	Fifth year	1	0.2
6	Others	3	0.5
C	Sex		
1	Male	144	25.6
2	Female	415	73.7
3	Intersex	4	0.7
D	Sexual orientation and gender identity		
1	Heterosexual and cisgender		
2	LGBT+	98	17.4
Total		563	100%

Data on coping with dating violence were collected through a questionnaire designed based on internationally validated dating violence measurement instruments. The Coping Expression Scale consists of 34 items, including positive coping expressions (problem-solving, positive thinking, emotional regulation, seeking social support, and detachment) and negative coping expressions (inaction, avoidance, self-harm, self-blame and blaming others, isolation, and negative thinking). Specifically, there are 10 items on emotion, 10 on cognition, and 14 on behavior. Coping responses are assessed using a five-point Likert scale (1 = completely untrue to 5 = entirely accurate).

To assess the reliability of the measurement, SPSS software was employed to compute item-total correlation coefficients and Cronbach's alpha for each subscale. The overall Cronbach's alpha coefficient was 0.817, indicating a relatively high level of reliability. The study adhered to ethical research principles, ensured participants' confidentiality and privacy, and obtained approval from the Institutional Review Board (IRB) of Hanoi National University of Education.

2.2. Concepts and manifestations of responding to dating violence

2.2.1. The concept of "coping"

According to Lazarus and Folkman (1984), coping refers to an individual's ongoing cognitive and behavioral efforts to deal with specific demands that they perceive as threatening, challenging, or exceeding their resources, whether these demands exist within the individual or in the environment. Snyder and Dinoff (1999) have provided a definition that synthesizes many previous views: "Coping is a response to reduce the physical, emotional, and psychological burden associated with stressful and complex daily life events"[11]. Phan Thi Mai Huong and colleagues (2007) identify coping with coping behavior. They argue that coping behavior is the way in which individuals express their interactions with circumstances in accordance with their own logic, the meaning in human life, and their psychological abilities [12]. Nguyen Thi Hue (2012) also determined that "the direct meaning of coping is to confront and face unusual and difficult situations and circumstances. In a broad sense, coping includes all forms of interaction of the subject with the demands of the external and internal world - grasping, mastering or reducing, getting used to or avoiding the demands of problematic circumstances" [13]. From the

above perspectives, it can be understood that “coping” is a conscious reaction, in accordance with the purpose and psychological characteristics of each individual, expressed through thoughts, emotions and actions when the individual encounters a dangerous situation.

2.2.2. Manifestations of response

According to Dinh Thi Hong Van (2014), coping is the specific reactions that individuals perform to resolve the demands that exist within the individual and/or the environment that the individual perceives as threatening, challenging, or beyond their resources. The author proposes a model and coping strategies for adolescents including three basic groups: (1) Positive coping methods (problem solving, positive thinking, emotional regulation, seeking social support, separating oneself from the problem); (2) Negative coping methods (inaction, avoidance, self-harm, blaming oneself and others, isolating oneself, negative thinking); (3) Neutral coping methods (expressing emotions, acceptance) [14]. Phan Thi Mai Huong and colleagues (2007) in their study of children's coping with life's difficulties divide children's coping into three types: (1) Coping focused on emotions/feelings (inner feelings, externally expressed feelings, seeking emotional support); (2) Coping focused on cognition/thoughts (denial, acceptance, positive explanations, blaming the situation, avoidance); (3) Coping focused on actions/behaviors (self-restraint, replacing negative behaviors, replacing positive behaviors, seeking advice, planning) [12]. Based on the authors' research, it can be understood that coping has a psychological structure comprising three components: thoughts, emotions, and actions. This article analyzes the current manifestations of coping of students who have experience with DV in terms of thoughts, emotions, and behaviors.

2.3. Prevalence of coping mechanisms among university students experiencing dating violence at universities in Hanoi

The findings revealed that among 1,130 university students in Hanoi who were currently in dating relationships, 563 individuals (49.8%) reported having experienced at least one form of dating violence at varying frequencies, ranging from rare to occasional or frequent. This prevalence is lower than that reported by YChange (2016), in which 64% of students indicated exposure to at least one of six types of violence perpetrated by their partners. Nevertheless, the proportion of nearly half of students in relationships reporting victimization remains alarmingly high, underscoring an urgent need for preventive measures and targeted interventions to address this issue [9].

2.3.1 Students' coping responses to dating violence

The survey results indicate that students adopt diverse coping strategies when confronted with DV, encompassing both adaptive and maladaptive responses, as summarized in Table 2.

Table 2. Coping responses of university students to experiences with dating violence

No	Respond	Average	Standard deviation	Ranking
1	Responding with positive thinking	2.97	1.24	2
2	Responding with negative thinking	2.41	0.84	6
3	Positive emotional coping	3.22	1.22	1
4	Coping with negative emotions	2.68	1.02	4
5	Active response	2.74	1.04	3
6	Responding through negative actions	2.27	0.86	5

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

Comparison of the coping responses of university students who have experienced DV in Table 1 shows that students have higher positive coping expressions than negative ones, in which positive emotional coping is ranked the highest (Average = 3.22), followed by positive thinking coping (Average = 2.97) and positive action coping (Average = 2.74). Negative coping expressions in three aspects are lower, specifically negative thinking is the lowest (Average = 2.01), followed by negative actions (Average = 2.27) and negative emotional coping (Average = 2.68). This is also a positive result concerning students' reactions to violent acts; however, there are still some students who have less positive responses.

Cognitive coping behaviors of university students with experiences of DV

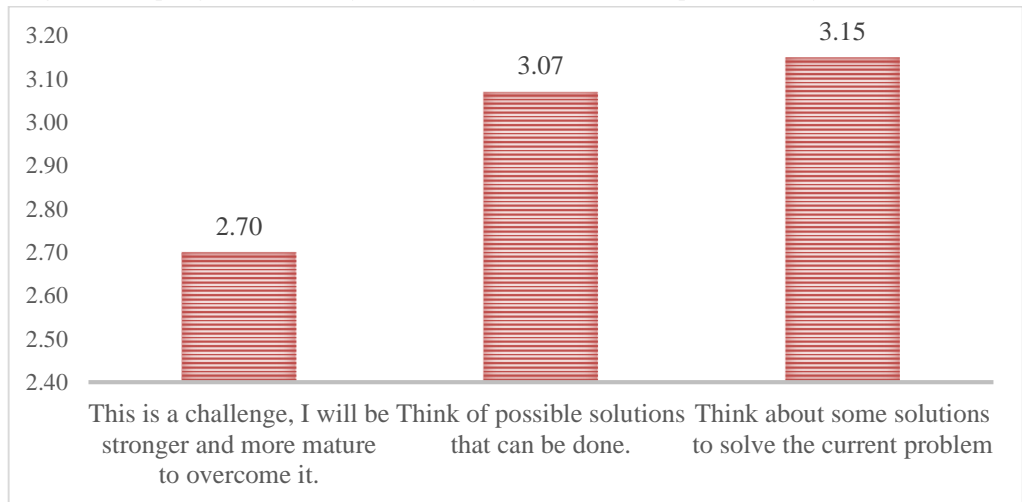


Figure 1. Positive thoughts of students exposed to DV

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

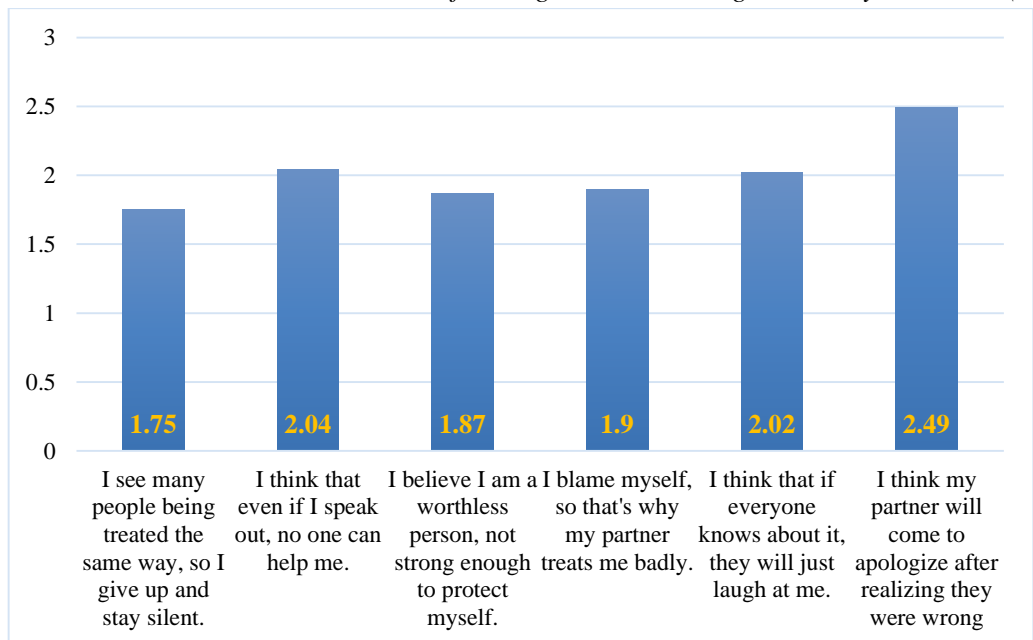


Figure 2. Negative thoughts of students who experienced DV

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

According to Nguyen Van Tuong (2019), when high school students experience bullying, they exhibit subjective thoughts such as “accepting the problem” or “overthinking the problem”. These thoughts often include self-blame, underestimating their abilities, or focusing solely on the negative aspects of the situation. [15]. These coping methods, in the long run, do not help students positively resolve their problems but complicate their issues and negatively impact their mental health, friendships, and learning activities. Alternatively, in YChange's research, it was also shown that many students expressed a lack of trust in the system, as many people think that the school does not handle it effectively, or is biased” [9]. The survey results on coping thoughts of students who have experienced DV are shown in Figures 1 and 2.

The results show that when the surveyed students experienced DV, they responded with positive thoughts more than negative thoughts, such as: “Think of some solutions to solve the problem” (Average = 3.15), “Think of possible solutions” (Average = 3.07), “This is a challenge that helps students grow and become stronger.” (Average = 2.74). These are positive thoughts that entail students’ positive actions and emotions. However, the chart also reveals that some students still had negative thoughts such as “My lover will come to apologize and I will forgive.” (Average = 2.49), “I think that if everyone knows about the violence, they will laugh at me” (Average = 2.02), “I think that no one can help me even if I speak out”, “I blame or think I am incompetent...” These are wrong and distorted thoughts about themselves that prevent students from stopping the violent behavior and place them at risk of being bullied again.

2.3.2. Expressing emotional responses

Positive emotional coping

Figure 3 presents the results regarding the students with positive emotional coping responses.

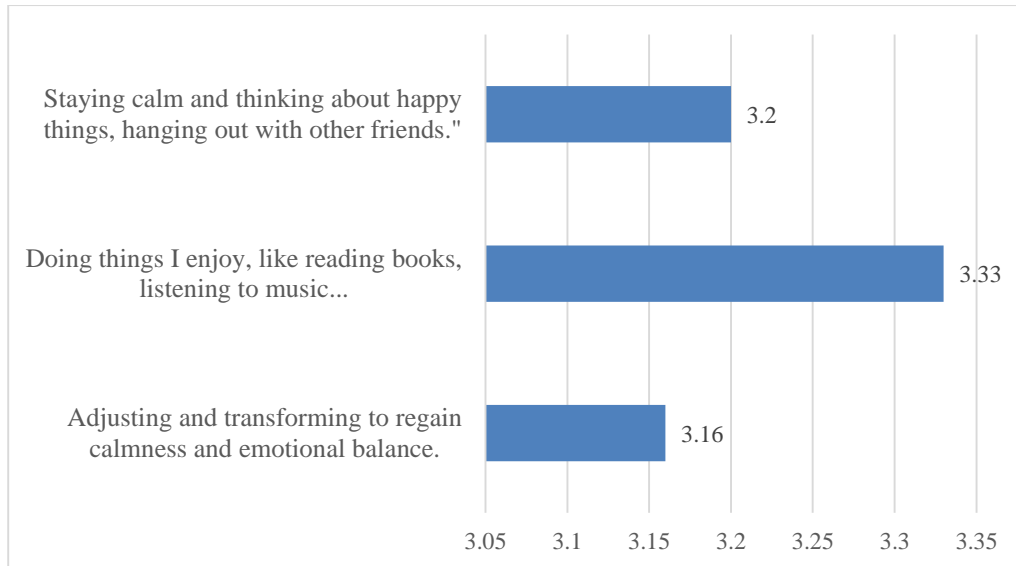


Figure 3. Positive emotional expressions of students experienced with DV

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

Figure 3 shows three forms of positive emotional coping that the students often used when faced with DV experiences. “Doing favorite things like reading books, listening to music...” is the most chosen method ($M = 3.33$); “Calm down and think about fun things, play with other friends” ($M = 3.20$), “Adjusting and transforming emotions to regain calm and emotional balance” ($M = 3.16$). This suggests that students tend to seek positive activities that help them relax and reduce stress, as they often seek comfort and emotional balance through social relationships and friendships.

Negative emotional coping:

Negative emotional coping is shown in Figure 4, which shows the extent of adverse emotional reactions that university students experience when faced with dating violence.

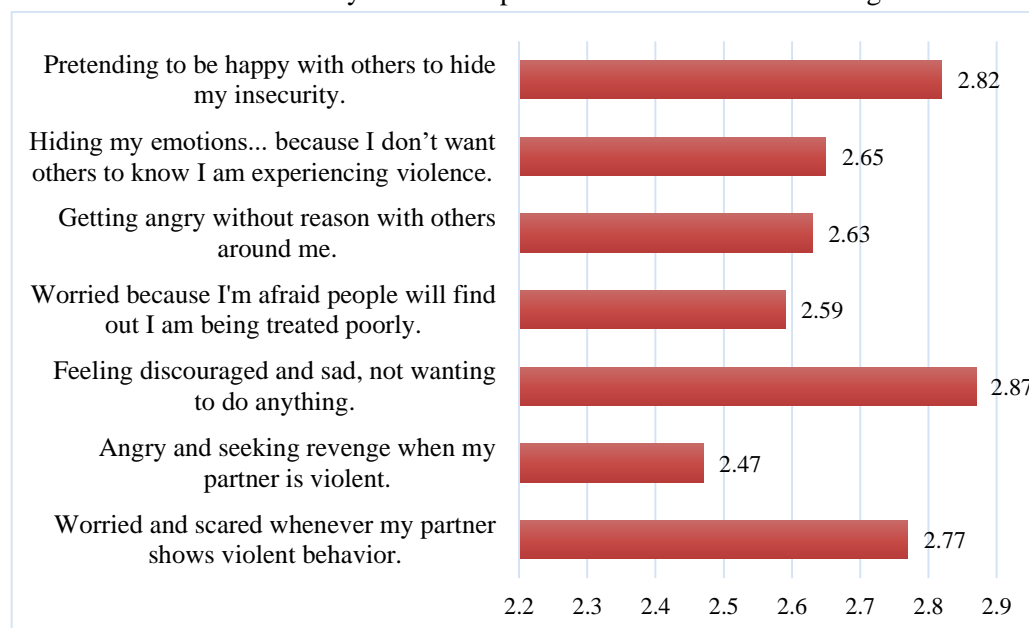


Figure 4. Negative emotional expressions of students experienced with DV

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

The mean scores of these responses ranged from 2.47 to 2.87, indicating that negative coping behaviors were still relatively common. “Feeling depressed, sad, not wanting to do anything” was the most common negative response ($M = 2.87$), reflecting the severe psychological impact of DV on students’ mental health, causing them to fall into a state of loss of motivation and depression. “Pretending to be happy with everyone to hide insecurities” ($M = 2.82$) and “being worried and scared every time my lover commits violence” ($M = 2.77$) also had relatively high mean scores, indicating a tendency to avoid and hide genuine emotions. Other forms, such as “Hiding emotions because I do not want others to know I am being abused” ($M = 2.65$) or “getting angry with others for no reason” ($M = 2.63$), reflect unhealthy emotional defense mechanisms that can lead to conflict in other relationships. These responses show that students who experience DV do not have positive emotional coping skills, and often fall into depression, fear, or hide their experiences instead of seeking help. This highlights the urgent need for psychological counseling programs, emotional skills education, and support for victims of violence in the university environment, helping students recognize and respond more healthily to negative relationships.

Behavioral responses:

The mean scores for positive coping behaviors ranged from 2.49 to 3.11, indicating that most students tended to seek help and engage in dialogue rather than resorting to negative behaviors. “Confiding in close friends and asking for help” was the most chosen behavior ($M = 3.11$). “Proactively talking to your lover about bad behavior” ($M = 2.92$); “Sharing with parents or family members” ($M = 2.80$). However, sharing with teachers, school management, or psychological counselors had lower mean scores ($M = 2.49$ and 2.57), indicating that students were still hesitant, lacked confidence, or were not used to seeking formal support channels at school. Thus, students tended to prioritize informal support channels (friends and relatives) over

professional channels (psychological counselors and school staff). This reflects the need to increase access to psychological support services in schools.

Table 3. The expressions of positive and negative behavioural responses of students with DV experiences

Negative responses		Positive responses	
Avoid meeting or contacting my partner.	2.79	Proactively discuss my partner's negative behavior with them.	2.92
Hide from everyone the issues I am facing.	2.53	Share my story online or learn about the skills and knowledge to resolve it.	2.59
Avoid or switch to another topic when someone asks.	2.63	Confide in close friends and ask for their help.	3.11
Find ways and make plans for revenge.	2.29	Share with my parents and relatives to find ways to solve the problem.	2.8
Ask some people to help me fight back and take revenge.	2.1	Share with teachers or the school administration to get help.	2.49
Obey all of my partner's requests so they will not mistreat me.	1.91	Consult a school counselor or social worker for support.	2.57
Hurt myself (self-harm behavior).	1.99		
Use stimulant.	1.93		

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

Additionally, some students can communicate and engage in dialogue to resolve conflicts, which is a positive sign of practical relationship management skills. Responding with negative behaviors had an average score ranging from 1.91 to 2.79, showing that there were still many avoidance, concealment or self-harm reactions, reflecting the difficulty in directly confronting the issue of dating violence, such as: “Avoiding meeting and contacting the lover (M = 2.79)” and “avoiding, changing the topic when asked” (M = 2.63) were the two most common negative behaviors, showing a tendency to avoid conflict and lack of safe dialogue skills. Next comes “Hiding the problem from everyone” (M = 2.53), indicating that shame and fear of judgment were still prevalent among students, making them hesitant to disclose their experiences publicly. Retaliatory or dependent behaviors such as “planning revenge” (M = 2.29), “asking others to fight in retaliation” (M = 2.10), “obeying all requests to avoid being abused” (M = 2.63), and “doing everything to avoid being abused” (M = 2.63). “Using drugs” (M = 1.91) or “self-harming” (M = 1.99) showed a profound negative impact on mental health and self-worth. “Using drugs” (M = 1.93) was a low score but a concerning behavior, as it showed that some students were seeking temporary relief that could cause long-term harm. These negative student behaviors demonstrated a lack of emotional control and problem-solving skills, and reflected silence and a lack of trust in formal support systems within the university environment.

The relationship between the three aspects of coping: Thoughts, emotions, and behavior.

To better understand the coping responses of students with DV experience, the study analyzed the correlation between positive and negative coping expressions and obtained the results shown in Table 4 below.

Table 4. Correlations between positive thinking, positive emotion, and positive behaviors of students with DV experience

		Positive thinking	Positive emotion	Positive behaviour
Positive thinking	Pearson Correlation	1	.555 **	.423 **
	Sig. (2-tailed)		.000	.000
	N	563	563	563
Positive emotion	Pearson Correlation	.555 **	1	.526 **
	Sig. (2-tailed)	.000		.000
	N	563	563	563
Positive Behavior	Pearson Correlation	.423 **	.526 **	1
	Sig. (2-tailed)	.000	.000	
	N	563	563	563

**. Correlation is significant at the 0.01 level (2-tailed).

(Note : * $p < .05$, ** $p < .01$, *** $p < .001$,.)

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

All correlations are statistically significant at $p < .01$, indicating positive reciprocal relationships among the factors. The results also show a strong relationship between emotional coping and positive behavioral responses. This shows that students who know how to share their emotions and seek help are often also the ones who proactively resolve conflicts or find alternative solutions when encountering dating violence. Cognitive factors play a fundamental role; in addition, the ability to self-regulate emotions is a factor that helps students form more positive and healthy behavioral coping. Positive coping strategies do not exist. People with good emotional awareness are more likely to share, and when they do, they tend to act more positively.

Table 5. Correlations between negative thinking, emotion, and the behaviors of students with experiences with DV

		Negative thinking	Negative emotion	Negative behavior
Negative thinking	Pearson Correlation	1	.529 **	.559 **
	Sig. (2-tailed)		.000	.000
	N	563	563	563
Negative emotion	Pearson Correlation	.529 **	1	.670 **
	Sig. (2-tailed)	.000		.000
	N	563	563	563
Negative Behavior	Pearson Correlation	.559 **	.670 **	1
	Sig. (2-tailed)	.000	.000	
	N	563	563	563

**. Correlation is significant at the 0.01 level (2-tailed).

(Note : * $p < .05$, ** $p < .01$, *** $p < .001$,.)

Source: Findings from the scientific research project “Social Work in the Prevention and Intervention of Dating Violence among University Students” (2024)

Table 5 shows that the correlation coefficients are all positive and statistically significant at $p < .01$. This indicates that as one form of negative coping increases, the remaining forms tend to increase as well. In particular, the relationship between negative emotional coping and negative behavioral coping ($r = .670$) shows that when students tend to suppress and hide their emotions, they are more likely to engage in negative behaviors such as self-harm, submission, or retaliation. Negative coping forms are closely linked and easily amplify each other, increasing the psychological and behavioral consequences of dating violence. Therefore, if students are not supported timely manner, they are likely to fall into a prolonged “negative psychological spiral”. Therefore, emotional skills education, cognitive-behavioral intervention, and expanding the psychological counseling system are key factors in preventing the long-term consequences of DV in students.

2.4. Proposed Social work measures for preventing and supporting university students experiencing dating violence

In the article “A Multi-Tiered System of Support Model in School Social Work Practice and Its Application in Addressing School Violence” [16], a multi-tiered approach (Multi-Tiered System of Support – MTSS) in social work was analyzed as a framework for implementing interventions across progressive levels: early prevention, timely intervention, and intensive support for students who have experienced school violence, thereby contributing to a safe and healthy school environment.

Drawing on the universal preventive tier of this model, the present study proposes several social work measures to enhance university students’ awareness and coping skills in relation to dating violence, as follows:

2.4.1. Strengthening education on awareness and skills related to dating violence

Objectives: To enhance students’ understanding, attitudes, and behaviors concerning gender equality, healthy relationships, and individual rights in romantic contexts; to help them recognize early signs of dating violence (physical, psychological, sexual, controlling, or stalking behaviors) and develop effective prevention and coping strategies.

Implementation content: Universities, Youth Unions, Student Associations, and departmental student clubs should organize talk shows, dialogues, and thematic workshops on “Dating Violence and Safe Coping Strategies.” They should also develop communication materials (leaflets, videos, infographics, social media campaigns) and integrate dating violence prevention content into relevant courses such as Gender and Development, Life Skills, and School Social Work.

Implementation methods: Collaboration among Social Work Units, Youth Unions, Student Associations, student clubs, and gender experts should be institutionalized. Interactive forms such as talk shows, competitions, videos, podcasts, and social media fan pages are encouraged. Topics of healthy, respectful, and consensual relationships should be integrated into experiential learning activities, life skills programs, or major-specific courses. Social-emotional learning (SEL) should be applied to foster students’ self-awareness, emotional regulation, empathy, and communication skills in relationships. Furthermore, safe and friendly campus environments (“Safe Campus”) should be fostered through initiatives like “Safe Spaces” managed by students under the guidance of school social workers and psychological counselors. These efforts aim to help students form accurate perceptions, develop respectful attitudes, and cultivate a preventive consciousness regarding dating violence.

2.4.2. Establishing and operating a psychological–social counseling and support system for students experiencing dating violence

Objectives: To provide timely, confidential support to students who have experienced or are

at risk of dating violence, while creating opportunities for them to share experiences and receive professional help.

Implementation content: Establish on-campus psychological and social work counseling offices staffed by trained personnel knowledgeable in gender equality and crisis management. Provide hotlines, email addresses, and online communication channels for students to report incidents safely. Develop a five-step protocol for supporting students experiencing violence: detection, engagement, counseling, resource connection, and post-intervention follow-up.

Implementation methods: Clearly define roles among school-based support personnel, such as social workers, psychologists, academic advisors, and student organizations. Develop a multi-channel support system (in-person counseling, online sessions, hotlines, feedback boxes, and school social media pages). Establish a “safe companion network” within student clubs and unions to promote peer referrals to counseling services. School psychologists should collaborate with social workers to assess crisis levels and prioritize emergency interventions when necessary.

2.4.3. Training faculty members and youth union officers on the prevention and intervention of dating violence

Objectives: To strengthen the capacity of those working directly with students to identify signs of dating violence, provide initial counseling, and refer cases for professional assistance.

Implementation content: Conduct specialized training workshops on “Identifying and Responding to Dating Violence among University Students” for faculty and Youth Union–Student Association officers. Provide training on psychological first aid, safety risk assessment, and crisis intervention. Equip trainers with evaluation tools and case management guidelines.

Implementation methods: Trainings should be co-organized with gender and social work experts and piloted under the “Safe and Violence-Free Campus” model that has demonstrated effectiveness in several universities.

2.4.4. Building a safe, equitable, and non-violent university environment

Objectives: To create a learning and living environment free of stigma, gender bias, and threats to physical and psychological safety.

Implementation content: Universities should develop a Code of Conduct promoting non-violence and gender equality, upgrade lighting systems, install surveillance in dormitories and dark corridors to reduce risks, and organize regular forums on gender equality and “Positive and Healthy Love” campaigns.

Implementation methods: Collaboration among the Office of Student Affairs, Youth Union–Student Associations, and both male and female student representatives is essential to foster a campus culture of respect and cooperation.

2.4.5. Intervening and supporting students experiencing dating violence

Objectives: To protect affected students, prevent recurrence of violent behaviors, and promote behavior change among perpetrators.

Implementation content: Provide individualized support following the six-to-ten-session social work case management model, including counseling, psychological therapy, and legal assistance. Organize peer support groups and safety networks for students who are affected. Engage with perpetrators to promote attitudinal and behavioral change.

Implementation methods: Social workers, faculty members, and student affairs officers should collaborate to develop emergency response plans and liaise with local police, healthcare services, and relevant organizations to ensure the protection of women and children when necessary.

These proposed social work measures aim to prevent and support students experiencing dating violence. Effective implementation requires collaboration across the institutional system, including university administrators, faculties, Youth Unions, Student Affairs Offices, and the

student body. Universities should also ensure the presence of enabling conditions, such as clear policies guiding preventive and support activities, adequate human resources (including school social workers and psychological counselors), dedicated psychological and social counseling offices, and regular monitoring and evaluation mechanisms for preventive and support programs.

3. Conclusions

This study provides a comprehensive analysis of university students' coping responses to experiences of dating violence. The results demonstrate a predominance of positive coping strategies over negative ones; nonetheless, the persistence and interrelatedness of negative responses underscore the need for early prevention and targeted interventions. The observed positive associations among cognitive, emotional, and behavioral coping dimensions highlight the importance of fostering students' social-emotional skills and cognitive awareness through educational programs. Future research should build upon these findings by designing and evaluating experimental social work interventions aimed at supporting students affected by dating violence, thereby contributing to safer and healthier campus environments.

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