

Psychological disorders of minors attending high schools in Hanoi, Vietnam

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Abstract:

Psychological problems in schools have drawn the attention and investigation of numerous scientists in Vietnam. Any student has actually experienced pressure to learn at some point. Pent-up worry and anxiety over tests and studying is known as academic pressure. This is regarded as one of the typical psychological states, and it may also play a role in encouraging and developing young children to put in more effort and try harder in order to accomplish numerous positive learning outcomes. Prolonged and noticeably higher academic pressure, however, might raise the possibility of grave effects harming a student's relationships, health, and quality of life. Particularly with Vietnam's current educational system, young children have a challenging learning curve, growing amounts of information to be mastered, and intense pressure to achieve high grades. This article examines the connection between teenage depression and the pressure to perform well academically using data from a survey conducted in several Hanoi, Vietnam, educational institutions.

Keywords: *academic achievement, crisis, behavior, communication, adolescents, high school, Hanoi, Vietnam*

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I. Introduction

Along with the quick and unpredictable growth of the socioeconomic system, student living, learning, and training processes have created an increasing number of chances, but they have also introduced a number of characteristics that are detrimental to the personality development of the next generation. The 4.0 era has a significant effect on the mental health of pupils, particularly those in grade 12 and those in high school in general. At the moment, a considerable portion of pupils have psychiatric issues, and the public is paying close attention to them. Twenty percent of children and adolescents worldwide are expected to have a mental illness or condition, according to the World Health Organization. The consequences of academic pressure can affect the mental and physical health of students and students. In some cases, this pressure can lead to serious psychological problems. Constant feelings of anxiety and constant pressure from having to achieve high grades can cause learners to lose interest and joy in life, leading to a state of depression. This syndrome also causes a burden on the family, leading to conflict and loss of harmony in this relationship.

Learners who feel pressure to do well and who dread failing frequently develop paranoia. They could start to have irrational beliefs and believe that horrible things would happen to them. In addition, social anxiety disorder may be exacerbated by their discomfort engaging with people in a learning environment, the need to express oneself, and their fear of criticism. Panic disorder is a psychological problem that students have to experience due to pressure from exams, lack of confidence in their own abilities. Besides, study pressure is also a common reason for school eating disorders. Constant stress and anxiety can make it difficult for children to concentrate, absorb knowledge and perform their assignments effectively. This also causes students to lose faith in their abilities and limit themselves. Moreover, some cases have a sense of fear when they have to go to school and have to face teachers and friends around them. If not handled properly, academic stress can also lead to physical health problems such as insomnia, headaches, and weakened resistance. In fact, any student has faced learning pressure at various levels. Academic pressure is the pent-up stress and anxiety related to studying and exams. This is considered one of the common psychological states and it can also be a factor that motivates and develops young children to make more efforts and try harder to achieve many good achievements in their learning process. However, prolonged and significantly increased academic pressure can increase the risk of serious consequences affecting students' health, life and relationships. Especially with Vietnam's education today, young children have to go through a rather difficult learning process, the amount of knowledge to be learned is also increasing, accompanied by great pressure from grades.

According to the survey, each class in Vietnam will usually last about 9 months and 1 school year will be divided into 2 semesters. That is not to mention the subjects that students have to study in each term, each subject has 1 to 2 more tests and must have a final score. In addition, for important stages such as transferring,

students have to go through an extremely fierce exam to be able to apply to their dream school. It can be seen that young children do not have too much time to have fun and relax according to their age. Most of their time is focused on studying, not only 8 hours of study at school, but many also have to take extra tutoring classes, gifted outside, and when they come home, they have to rush to solve a pile of homework to get ready for the new school day. After 12 years of sitting in school or even when entering university, students still have to work hard to study, achieve good achievements, and try to make their families proud. Currently, learning pressure is increasing, according to statistics, more than 80% of students have to constantly face learning pressure. This number is mainly concentrated in secondary, high school and university students. The higher they go, the more the learning pressures they have to face increase significantly.

II. Methodology

2.1 Subjects of study. The subjects of the study were grade 12 students at 2 Le Quy Don High Schools - Ha Dong District and Yen Hoa High School - Cau Giay District. Selection criteria: students at the school agree to participate in the interview, be present in class at the time of the interview, and have the consent of their parents to participate in the interview. Exclusion criteria: Not cooperating, answering insufficient data in the questionnaire, having a medical conclusion that it is a psychological disorder.

2.2 Location and time of study. The study was conducted at 2 high schools in Hanoi city: Le Quy Don and Yen Hoa High School from June 2022 to May 2023. In which, the time to collect data is from 10/2022 to 11/2022.

2.3 Research design. The study was conducted using the cross-sectional description method. **2.4 Study sample size.** Applying the formula for calculating the sample size of 1 ratio: $n = Z^2 (1-\alpha / 2)^2 (1) d p - p$ Where: n is the number of students to be studied; p is the rate of stress disorders in grade 12 students according to the research of the author Ton That Toan et al. with $p=0.421$ [7]; d: Absolute accuracy (take $d = 0.05$); α : Select a 95% statistical significance level, with $\alpha = 0.05$. Instead of the formula we have $n = 375$. In fact, we collected 400 students, each school 200 students.

2.5 Sample selection method - Choosing research schools: deliberately selecting 2 high schools in Thai Binh province - Choosing research classes: making a list of grade 12 classes and randomly selecting 4 classes at each school by random draw method (on average, each grade 12 at research schools has 50 students, thus sufficient sample size for research) - Select students: select all students in the classes studied.

2.6 Variables in the study. Demographic variables of the subjects include: gender, academic ability, information about family and school. Variables of anxiety and depression: the rate of students suffering from anxiety and depression; levels of anxiety and depression.

2.7 Methods of Information Collection. Our study uses a method of asking questions using pre-made and anonymous questionnaires. The set of questions includes the following parts: - Parts A, B are personal information about the interviewee and their family - Parts C, D are questions related to factors affecting health behavior such as stressful events in life, personal factors, etc Family, Learning, and Life – The DASS-21 scale consists of 21 questions, including 14 anxiety and depression assessment questions (Anxiety assessment: questions 2, 4, 7, 9, 15, 19, 20; depression assessment: questions 3, 5, 10, 13, 16, 17, 21). Each question has four levels of answers, corresponding to a score of 0, 1, 2, 3 (0= incorrect, 1= partially true/ sometimes, 2= partially true/most of the time is true, 3= Absolutely true/ most of the time is correct)

2.8 Evaluation criteria in the study: Assessment of psychological disorders according to the DASS-21 scale:

Level	Anxiety	Depression	Stress
Normal	0 - 7	0 - 9	0 - 14
Light	8 - 9	10 - 13	15 - 18
Fit	10 - 14	14 - 20	19 - 25
Heavy	15 - 19	21 - 27	26 - 33
Very heavy	≥ 20	≥ 28	≥ 34

Source: Sydney Psychology Foundation.

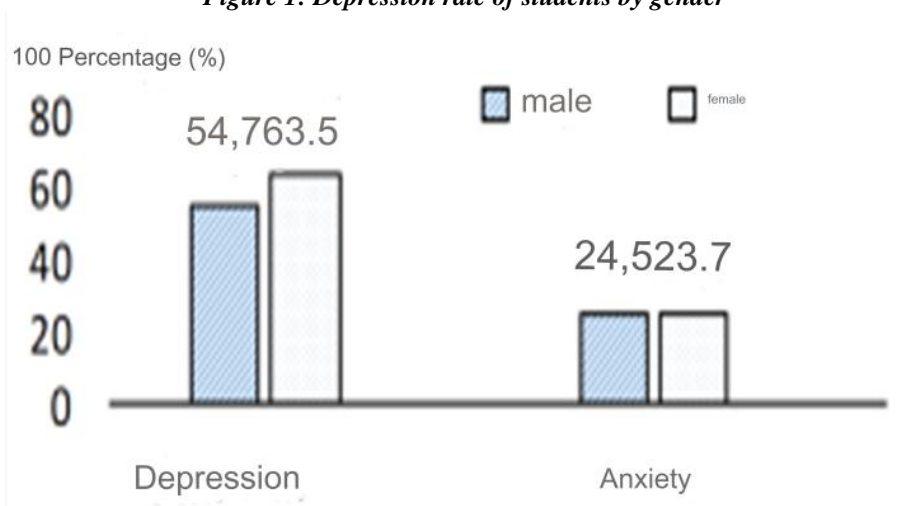
2.9 *Data Processing Method.* The data is carefully checked before entry, entered using Epidata 3.1 software and analyzed by SPSS20. Qualitative variables will be described as percentages, frequency distributions. Quantitative variables will be described as mean, standard deviation when the variable has a standard distribution, described as median, and min- max when there is a non-standard distribution. Use the square count to compare the ratios between groups. A monovariate logistic regression model was used, and the OR and 95% CI were calculated to find factors related to depression and anxiety in students with a significance level of $\alpha=0.05$.

2.10 *Ethics in research.* Anonymous Survey: The research is accepted by the school boards. At the same time, he also asked for opinions and received the consent of the president of the student parent association of grade 12. This study has no direct impact on the research subjects and all information about the research subjects, the data of the survey will be kept confidential to ensure the privacy of the research subjects, only for research purposes

III. Results and Findings

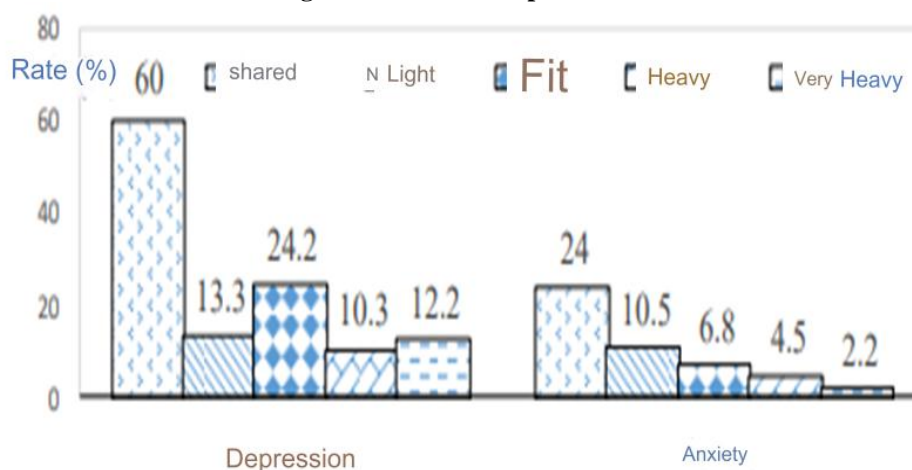
Of the 400 students who participated, there were more women than men (60.3% compared to 39.7%); most of the subjects with academic ability are in the good/good group (95.8%).

Figure 1: Depression rate of students by gender



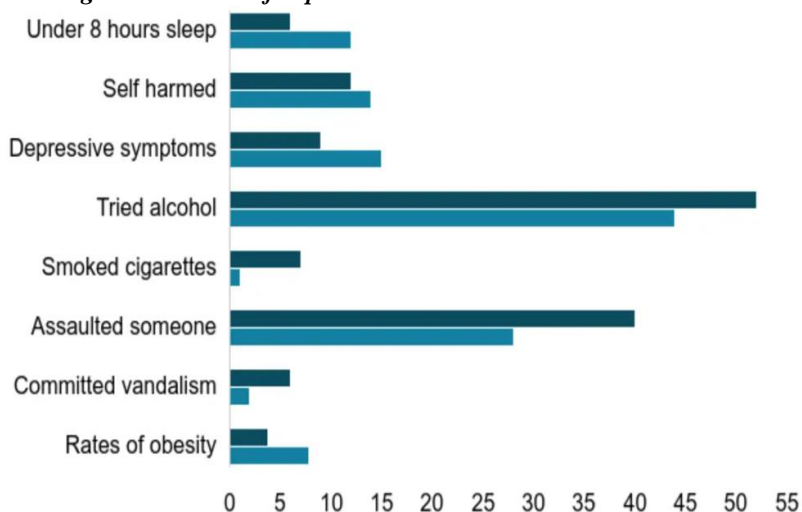
In fact, it is shown that the rate of students suffering from depression is higher than that of anxiety (60% vs. 24%). Moderate depression accounted for the highest proportion of depression levels (24.2%). Mild and severe depression accounted for 13.3% and 10.3%, respectively, and the rate of very severe depression was quite high at 12.2%. Mild anxiety accounted for the highest proportion of anxiety levels (10.5%). The rates of moderate and severe anxiety were 6.8% and 4.5%, respectively; Very severe anxiety accounts for only 2.2% (Fig.2)

Figure 2: Students' depression levels



The results of the study also showed that there was an association between parental marital status, parental interest, teacher interest and satisfaction with peer relationships with the anxiety status of the study subjects. In which, those with divorced parents have a 1.90 times higher risk of anxiety than parents who still live together; Students who felt satisfied with their friendships were only 0.34 times more likely to suffer from anxiety than normal (OR=0.34; 95%CI:0.20 – 0.58). In addition, those who rarely receive the attention of teachers are 2.41 times more likely to suffer from anxiety than those who are regularly cared for. (fig. 3)

Figure 3: Causes of depression in adolescents who are students



The survey found that there was a link between parental concern, pressure to study for exams, and teachers' concern for depression. In which, students who received more parental attention had a risk of depression of only 0.53 times (OR=0.53; 95%CI: 0.33 – 0.85) compared to those who received normal level of attention. Students who are regularly under pressure to study and take exams have a 2.93 times higher risk of depression (OR=2.93; 95%CI: 1.01 – 8.5) than those who are not under pressure to take exams and study. In addition, the subjects who rarely received the attention of seeing her had a 2.61 times higher risk of depression than those who regularly received attention from teachers (Fig4)

Figure 4: Correlation of variables with student depression

TT	Social psychology factor	TrC (200)	Other intellectual property rights (954)	χ^2	%	p
1	Spousal and family relationships are not harmonious, failure in love	99	365	8.68	49.5	<0.01
2	Not satisfied with children	66	191	16.08	33	<0.001
3	Family members have mental illness	16	85	0.17	8	>0.05
4	Family members have other illnesses	28	123	0.17	14	>0.05
5	Important disasters happen in the family	21	46	9.74	10.5	<0.01
6	Death of a relative (within 6 months)	10	20	5.50	0.5	<0.05
7	Family members use alcohol	37	199	0.56	18.5	>0.05
8	Family members use drugs	0	4			-
9	Economic difficulties	73	297	2.18	36.5	>0.05
10	Difficulty with housing	53	200	2.95	26.5	>0.05
11	Loss of business	32	78	11.73	16	<0.001
12	There are legal problems	5	30	0.24	2.5	>0.05
13	Disagreement with neighbors	17	58	1.59	8.5	>0.05
14	Conflicts at work and friends	14	105	2.86	0.7	>0.05
15	The social environment of the place is not healthy	9	128	12.56	4.5	<0.001
16	Other	14	56	0.37	0.7	>0.05

School depression can be related to psychological and social factors. Especially for children who are entering puberty, they will be more susceptible to being negatively affected by immature and appropriate emotions, thoughts, and behaviors. In fact, when children are still in school, they still do not have enough awareness and real-life experiences to be able to improve themselves, know how to choose good and suitable things for themselves. Therefore, there are many students who are manipulated, exposed to negative things and cause deviations in perception and thinking, gradually forming psychological instability problems. If children are not properly cared for and oriented at this time, it is easy to form deviant thoughts and have negative and improper behaviors and emotions. Therefore, parents and schools need to pay special attention to have educational directions and timely intervention for children, helping children have strong mental and physical health. In addition, events in the family and study can also increase the risk of depression in many students and students. If during the learning period, young children have to face the loss of relatives, unhappy families, serious accidents, and fires, they will also be easily affected psychologically. Moreover, events related to the learning process such as poor grades, being reprimanded by teachers, declining academic performance, failing university,... can also increase the mental instability of young children and form depression.

IV. Discussion

Our study also showed that there was not much difference in the rates of depression and anxiety between the two schools, in which the rate of depression among students of Le Quy Don School was higher than that of Yen Hoa School, but the rate of anxiety showed the opposite result. However, this difference was not statistically significant ($p > 0.05$). Regarding factors related to anxiety and depression of students. For anxiety disorders, the results showed that the marital status of parents, the attention of parents, teachers and friendships had an effect on the risk of anxiety disorders in students. In terms of family factors, students whose parents are divorced are 1.90 times more likely to suffer from anxiety disorders than students in families whose parents live in harmony. This result is similar to a review study by Yap et al. (2014) that showed an association between parental marital status and anxiety disorders in adolescents. Along with other effects of family factors on students' anxiety disorders, our study also found that children who received a good level of attention were only 0.33 times more likely to develop an anxiety disorder than children who received a normal level of parental attention. This result is consistent with a meta-analysis of 23 studies that have found a strong link between parental interest and students' anxiety status. However, some articles also show that parental arbitrary control is also the cause of anxiety for students. Regarding the school factor, teachers' attention is also very important because students rarely receive teachers' attention are 2.41 times more likely to suffer from anxiety disorders (OR=2.41; 95% CI: 1.21 – 4.88) compared to students who regularly receive attention from teachers. Our study also found that students who felt satisfied with their friendships were only 0.34 times more likely to develop anxiety disorders (OR=0.34; 95% CI: 0.20 – 0.58) than students with normal satisfaction levels. This is easy to understand because friends are the regular contact objects of any student, negative impacts will have a great impact on their mental health such as school bullying, or school violence, especially at this age, having romantic relationships will also have a great impact on the decision. their thoughts and spirit.

For depressive disorders, the results of the analysis show that the attention of parents and teachers as well as the pressure of exams and tests are related to this issue. Students who received a good level of parental attention had a risk of developing depressive disorder only 0.53 times higher than that of the group that received normal level of attention (OR=0.53; $p < 0.01$), The need to be listened to and confided in students at this stage is very large, so the attention of parents and relatives in the family It is extremely important, to be able to orient the right future or promptly make appropriate adjustments when students have abnormal signs psychologically and physiologically. In addition, not only from the family, the attention of teachers also has a significant impact on the mental health of students, as well as being the ones who directly make findings or intervene when students have abnormal psychological changes. Our results showed that students who rarely received teacher attention were 2.61 times more likely to have a disorder than those who regularly received teacher attention (OR=2.61; $p < 0.01$), similar to the findings of the authors and colleagues. pressure on exams and examinations with depressive disorders, in which subjects who are regularly under pressure have a 2.93 times higher risk of depression than those without pressure (OR=2.93; $p < 0.05$). This result is similar to the studies of Kaur and Sharma in India. Pressure on studying and exams from many sides is still a common problem affecting mental health in students, especially in senior students

V. Conclusion

It is evident from this that there are numerous potentially harmful effects of the too high and ongoing demand to study. It not only has an impact on young children's health but also worsens academic achievement, raises the risk of mental health issues, and can even result in suicide. To ensure that their children have the most pleasant learning environment possible, parents must thus give their kids more attention and learn how to balance and regulate their education. In order to lessen tension, children Set aside enough time for study so as not to overstudy. After each hour of concentrated and hard study, students should have time to rest and relax so

that the body can regain positive energy, help the brain to relax, and easily absorb new knowledge. When feeling tired and excessively stressed, children should get up and walk a few times, listen to some music, meditate, play with pets to be mentally stable and more comfortable. Students also need to have time to have fun and relax in accordance with their age. Parents should create conditions for their children to participate in picnic and outdoor activities based on their interests. This will help children be more active, have good health and spirit to study effectively. Parents should not force or place too many expectations on their children. Each child will have their own talents, so don't force them to do things that only parents want. Instead, help your child discover their strengths, create the best conditions for them to promote them. To avoid putting pressure on their children's studies, parents should always encourage and recognize their children's efforts instead of focusing on grades. Pay attention to building a nutritious diet for your child, supplementing nutritious foods, rich in vitamins and minerals. The learning process is difficult, a lot of pressure makes children lose a lot of energy, and the body is easily depleted of nutrients. Therefore, parents need to pay more attention to their children's daily eating menus, helping them to be fully provided with dishes that are good for physical and mental health.

Youngsters who are under pressure to study should engage in more physical activity to strengthen their bodies and boost their resistance. Numerous specialized research have shown that when exercise is done correctly, the body produces hormones that make one feel happy and joyful and can successfully alleviate stress and weariness. Simply exercising basic exercises for 15 to 30 minutes a day can also assist to raise the soul and make the body more flexible and energetic. In many necessary cases, the manifestations of academic pressure affect the health, academic results, and life of students, it is recommended to consider conducting an examination and seeing a psychologist for better support. Academic pressure is inevitable for students, but we need to know how to balance study time with play and rest to avoid the unfortunate consequences that it can cause. Hopefully, through the above sharing, readers can better understand this problem and have an effective way to overcome it.

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