Research on The Psychological Factors Affecting the Study Results of University Students


Received: 24.09.2021 Accepted: 09.12.2021

Abstract

Along with economic development, urbanization and international integration, stress is becoming more and more common. People find stress everywhere from the family to the outside of society that people always have to face and are very difficult to avoid, especially in the higher education environment. Students are a group of subjects aged 18-25 who are assessed as having a high risk of psychological stress problems. This is also a group with many traumas and psychological changes in the late stages of puberty. This study was conducted with the purpose of 1) Describe the stress status of students at all levels at FPT University; 2) Find out some factors related to psychological problems, especially stress on these subjects. The study using descriptive design was carried out on 20 students from the fields of IT, Language, Communication, etc. at all levels of FPT University. The data collected by the survey website consists of 5 parts: general information, personal relationship characteristics with family, factors about students' habits, learning problems, stress status of students. Thus, stress is becoming a fairly common situation for students, especially in the context of socio-economic changes that are very complicated.

Keywords: FPT University, Psychological, Student, Stress.

Introduction

Higher education is an important focal point in supplying inputs to the labor market. The quality of this input will largely determine the socio-economic development and growth of a country. However, reality shows that with the rapid development and changes of modern socio-economic, competition is increasingly fierce, and students are currently facing a lot of psychological pressure from many sources (Tran et al., 2013). They have to be affected by the laws of psychophysiological development of age, social environment. Students at the university level are exposed to different sources and levels of stress, anxiety, and depression, especially in their senior years. There are many factors that affect students' learning outcomes, but focusing on two main factors are factors belonging to students themselves (accepted knowledge and learning motivation) and factors belonging to faculty capacity. The study of difficulties in the life of students and students has been interested for a long time in countries with developed educational systems such as in Germany, in the Russian Federation. Understanding the sources of stress will facilitate the development of effective counseling and intervention strategies by school psychologists and counselors to help students reduce stress. Therefore, this study aims to describe stress and some factors related to stress in students of FPT University (Chernomas et al., 2013).

Research History

In India, research by Reddy et al (2018) shows that stress has become a part of students' academic life due to different internal and external expectations placed on their shoulders. In this study, factors such as fear of failure, teacher-student relationship, inadequate learning equipment, difficulty in communicating with teachers, lack of self, incompetence, etc. are 5 main causes of pressure. Chernomas et al. (2013), based on a survey of 437 students enrolled in a three-year nursing program at the
University of Midwest Canada, found an association between quality-of-life indicators including interest financial, school and personal life balance for stress, depression and anxiety. In Vietnam, some studies have pointed to problems related to finances, personal health, health of family members, problems in interpersonal relationships and environmental conditions. Unfavorable living conditions, difficulties in learning are the main sources of stress for students (Nguyen Huu Thu, 2009). According to a study by Le Thu Huyen (2010), a student of the Faculty of Public Health, University of Medicine and Pharmacy, Ho Chi Minh City, the percentage of students suffering from pathological stress is quite high, 24.2%. First-year students are a more special group, who have to transition from high school to university with many differences in knowledge, teaching and learning methods, and relationships. At the same time, the difference in living situation and economic condition of each family forces students to create their own independent way of life.

Inheriting the results of the above studies, in this study, a questionnaire model by convenient random sampling method is proposed, surveyed in July 2021.

Research Content

Reality

Excessive stress and anxiety in students can be triggered by academic pressure, feeling overwhelmed with exams, pressure to score, fear of making mistakes, lack of professional knowledge and skills, factors related to personal and financial life. In addition to the rigors of the training process, students have to deal with major events in their personal lives (such as illness, bereavement, marriage, etc.) depression, anxiety, or lead to substance abuse behavior. It is worth noting that the rate and stress level of students gradually increased with the school year. In terms of related factors, the school year (especially the 3rd year), academic performance (from average good or below), anxiety about the large gap between theory and practice, dissatisfaction with the relationship Relationships with parents, teachers are factors related to the stress level of students.

Research Method, Object and Scope

Subjects of the study include 20 students with an average age of 20-22 years old who are studying full-time courses at FPT University in the academic year 2020-2021. The study was carried out by random sampling method. Survey by questionnaire, conducted from July 2021.

A survey questionnaire on factors related to stress, depression and anxiety in students has been prepared. The main contents of the questionnaire include: A 5-point Likert scale (1 = Totally agree; 2 - Agree; 3 - Neutral; 4 - Disagree; 5 - Strongly disagree) was used. to measure the frequency of the subject's experience according to each observed variable.

Research Results and Discussion

The questionnaire is designed to include three parts: Personal information, Factors causing pressure, Overall pressure that students feel. The scales to evaluate the observed variables are all in the form of a 5-level Likert scale, with the convention level 1 = completely agree and gradually decreasing to 5 = strongly disagree.

With the collected votes, the observed sample consisted of 73.9% female, 26.1% male.

Table 1.

<table>
<thead>
<tr>
<th>Pressure in studying</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total reply</th>
<th>total score</th>
<th>Average level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiencing stress in studying</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>18</td>
<td>44</td>
<td>0.2</td>
</tr>
<tr>
<td>The learning task is very heavy</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>18</td>
<td>40</td>
<td>0.18</td>
</tr>
<tr>
<td>Worrying about the final exam not getting the desired results</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>18</td>
<td>47</td>
<td>0.22</td>
</tr>
<tr>
<td>do not know how to exchange and share ideas with teachers</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>18</td>
<td>43</td>
<td>0.2</td>
</tr>
<tr>
<td>Want to focus on studying but can’t study</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>18</td>
<td>44</td>
<td>0.2</td>
</tr>
<tr>
<td>total</td>
<td>90</td>
<td>218</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Table 2.

Interpretation of data in the study on environmental adaptation pressure

<table>
<thead>
<tr>
<th>Pressure to adapt to the environment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total reply</th>
<th>Total score</th>
<th>Average level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not adapting to the method of studying at colleges and universities</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>18</td>
<td>42</td>
<td>0.3</td>
</tr>
<tr>
<td>Feeling that the reality of going to college or university is too different from what you thought before going to school</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>18</td>
<td>51</td>
<td>0.3</td>
</tr>
<tr>
<td>It's hard to find a way to rest that is right for you</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>18</td>
<td>56</td>
<td>0.4</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54</td>
<td>149</td>
<td>1</td>
</tr>
</tbody>
</table>

According to the analysis results in Table 1 and Table 2, it is shown that the influencing factors causing pressure for students include: learning and adapting to the environment. Thus, it can be seen that with the collected survey sample, the research does not have enough evidence to prove that FPT students are under pressure by family and social factors. However, the analysis results have shown that the factors of Learning, Economics and Development are the issues that have made FPT students worried and under pressure.

Figure 1.

Common situations occurring to students

The survey results according to the Likert scale showed that 16.4% of students expressed depression, 29.8% of students expressed anxiety and 38.8% of students expressed stress (Figure 1). Among the students with symptoms of stress, anxiety, depression, in order to find out the relationship between learning factors and environmental factors, the study conducted a correlation analysis between the variables according to the results in the school. Table 1 and Table 2. And the average age of students prone to psychological stress are usually those at the end of the university year, in particular, 3rd and 4th year students make up the majority (chart 2).
First, the problem of “development” includes:
- For future work feels hazy, without a clear plan;
- Worried about finding a job after graduation; I don’t know what job I’m suitable for in the future;
- Feeling that today’s society is too competitive, it’s very difficult for them to develop themselves;
- Life without goals, feeling boring are the problems that cling and make students most pressured.

Next, the problem of “learning” includes:
- Heavy learning tasks; Worried that at the end of the exam, the results will not be as expected;
- Want to focus on studying but not studying;
- Feeling that their ability to self-study and self-study is poor;
- Worrying about academic achievement with the future development of oneself has little relationship is the second factor causing pressure on students. This is also understandable when the new generation of young people are all trained in an open learning environment from a young age, are exposed to the outside world more than the previous generation, so they feel the change. rapidly changing society, have great ambitions, always want to be independent, not dependent on their loved ones, so they feel even more pressured to assert themselves (Tran et al., 2013).

Finally, the "economic" problem includes: Because of tuition fees and living expenses, feel troubled; Think that the limited economy is the cause of limiting your development.

Some Proposed Recommendations

The factors of study, family relationships and career intentions are also capable of predicting positively for students’ stress, depression, and anxiety. On that basis, in order to minimize negative impacts from these factors, a number of measures are proposed as follows:

On their own, students need to know how to arrange a reasonable plan and time for study and practice. At the same time, it is necessary to seek support from the family to solve their own difficulties, help relieve the pressure of the final year exam, and complete the training program with the expected results. Students need to consciously learn about study stress and other types of stress reduction such as meditation, yoga, fitness or skill courses, etc. to help them be more confident in themselves, remove their worries fear of failure, balance study-entertainment time and timely relieve arising stress (Chernomas et al., 2013).

On the family side, parents and relatives need to talk, share and listen to students more in order to promptly recognize the pressures and worries of their children and provide the best support. At the same time, an atmosphere of closeness, warmth and openness in the family needs to be maintained so that each member can freely express their feelings, especially when feeling stressed. Families and society also need to pay more attention to students' mental health to avoid unfortunate consequences (Tran et al., 2013).

On the part of the school and the subject, it is necessary to allocate the subjects in the appropriate training program, especially the division of subjects with important exams in a reasonable way for final year students; at the same time, strengthen many programs to teach soft skills for students. In addition, career orientation should also be promoted to avoid negative worries about students’ future after graduation, to ensure clearer and more specific outputs.
Conclusion

Stress is directly related to students' learning and research. Changing learning methods, teaching methods of teachers, and a different learning environment compared to high schools are factors that can cause stress. In the analysis, it was found that students who felt increased study pressure, difficulty in finding materials and textbooks, difficulty in accessing new teaching and learning methods had a significantly higher rate of statistical significance stress compared to the other group. With the rapid change of society, science and technology and the requirements for skills and competencies for human resources, it can be seen that students have relatively good adaptability the change of times. But future development, career orientation, personal development, study results and daily worries related to the economy are still clinging issues, causing psychological pressure on most students. This will affect the quality of learning, the quality of students' output.

Acknowledgement

Sincere thanks to the cooperation of FPT University students who contributed to the completion of this research paper.

References


