

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên : Nguyễn Anh Tiệp

Mã sinh viên : 1912752005

HẢI PHÒNG – 2023

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**CURRENT SITUATION OF PEER PRESSURE
AMONG 12TH GRADERS AT LE QUY DON AND
ANHXTANH HIGHSCHOOLS**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: TIẾNG ANH THƯƠNG MẠI**

**Sinh viên : Nguyễn Anh Tiệp
Giảng viên hướng dẫn : ThS. Bùi Thị Mai Anh**

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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

2. Các tài liệu, số liệu cần thiết

3. Địa điểm thực tập tốt nghiệp

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Nguyễn Anh Tiệp

Bùi Thị Mai Anh

Hải Phòng, ngày... tháng... năm...

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

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Nội dung hướng dẫn: Current Situation Of Peer Pressure Among 12th Graders At
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Hai Phong, June, 2023

Nguyễn Anh Tiệp

TABLE OF CONTENTS

Acknowledgement

Table of contents

i. List of Tables

ii. List of Charts

iii. List of Images

Part I: INTRODUCTION.....1

1. Rationale.....1

2. Aims of the study2

3. Scope of the study.....2

4. Methods of the study.....3

5. Design of the study.....3

Part II: DEVELOPMENT.....4

➤ **Chapter 1: Literature review.....4**

1. Peer pressure.....4

1.1. What is peer pressure and academic pressure?.....4

1.2 What is an achievement?.....5

1.3. The ego and the role of each person.....5

1.3.1. The ego.....5

1.3.2. The role.....6

2. Causes of pressure on adolescents.....7

2.1. Pressure in studies.....8

2.2. Pressure from family.....8

| | |
|--|-----------|
| 3. The influence of peer pressure on the mental health of adolescents..... | 9 |
| 3.1. <i>Mental health status of adolescents.....</i> | <i>9</i> |
| 3.2. <i>Mental health status of high school students.....</i> | <i>10</i> |
| ➤ Chapter 2: A Study On Current Situation Of Peer Pressure Among 12th Graders At Anhxtanh And Le Quy Don Highschools..... | 13 |
| 1. Survey overview..... | 13 |
| 1.1. <i>Number of samples participating in the survey.....</i> | <i>13</i> |
| 1.2. <i>Gender of students participating in the survey.....</i> | <i>13</i> |
| 2. Overview of the survey sample at Anhxtanh High School and Le Quy Don High School..... | 14 |
| 2.1. <i>Anhxtanh High School.....</i> | <i>14</i> |
| 2.1.1. <i>Brief introduction about the school.....</i> | <i>14</i> |
| 2.1.2. <i>Gender of students participating in the survey.....</i> | <i>15</i> |
| 2.2. <i>Le Quy Don High School.....</i> | <i>15</i> |
| 2.2.1. <i>Brief introduction about the school.....</i> | <i>15</i> |
| 2.2.2. <i>Gender of students participating in the survey.....</i> | <i>17</i> |
| 3. Analysis of survey results at Anhxtanh High School and Le Quy Don High School..... | 17 |
| 3.1. <i>The level of peer pressure in academic matters between Anhxtan High School and Le Quy Don High School.....</i> | <i>17</i> |
| 3.1.1. <i>Academic pressure.....</i> | <i>17</i> |
| 3.1.2. <i>Average hours of study and academic results of 12th graders.....</i> | <i>20</i> |
| 3.1.3. <i>The level of family concern.....</i> | <i>23</i> |

| | |
|--|-----------|
| <i>3.1.3.1. Create take extra class conditions.....</i> | 23 |
| <i>3.1.3.2. The person most interested in learning in the family.....</i> | 24 |
| <i>3.1.4. Level of pressure from parents' expectations at 2 schools.....</i> | 25 |
| <i>3.1.5. Health status in the face of pressure.....</i> | 27 |
| 3.2. Common factors affecting the situation of passive pressure..... | 29 |
| Part III: CONCLUSION..... | 33 |
| References..... | 35 |

List of Table

Table 1: Prevalence and degree of depression in high school students

Table 2: Frequency of students participating in the survey from two high schools

Table 3: Student gender structure of Anhxтанh High School

Table 4: Student gender structure of Le Quy Don High School

Table 5: Comparing the percentage of causes of pressure at Le Quy Don High School

Table 6: Comparing the percentage of causes of pressure at Anhxтанh High School

Table 7: Statistics of average school hours of high school students Anhxтанh

Table 8: Statistics of average school hours of high school students Le Quy Don

Table 9: Statistics of average scores of students participating in the study of ANHXTANH high school

Table 10: Statistics of average scores of students participating in the study of LE QUY DON high school

Table 11: Frequency of families that facilitate tutoring

Table 12: Frequency of people interested in learning

Table 13: Frequency of family reactions to low scores

Table 14: Measuring the level of pressure from parents' expectations of 12th grade students at Anhxтанh High School.

Table 15: Measuring the level of pressure from parents' expectations of 12th grade students at Le Quy Don High School.

Table 16: Mental health status

Table 17: Measuring the level of pressure on issues often compared between two high schools.

Table 18: Subjects share when under pressure

List of Charts

Figure 1: Number of students suffering from anxiety in Chuong My district - Hanoi city

Figure 2: Shows the gender of 12th graders participating in the survey

Figure 3: Shows the level of pressure on the score factor between two high schools

List of images

Picture 1: ANHXTANH Highschool organized a seminar on Action for the environment.

Picture 2: LE QUY DON High School holds a robot creation contest

PART I: INTRODUCTION

1. Rationale

The world is developing more and more, the quality of life increases over time. It requires people to acquire new civilizations and technologies in order to survive and have a quality life. The fast-paced world forces people to race with the world. So people invest in education, develop knowledge and work to prove themselves to society. However, that has unintentionally created invisible tensions and pressures. In particular, the kind of pressure that comes from having to compare yourself often or accidentally being compared with friends, siblings or strangers is a type of stress that makes you feel self-conscious and lonely.

Thereby, peer pressure can be seen, making people feel tired, jealous. Peer pressure appears in an individual who is influenced and influenced by peers or the same social group is said to be more successful, to study better, to have more income, etc. These effects can come from within that individual or be motivated by surrounding factors and pressure formation. This type of pressure occurs in almost all environments.

At the company, people are not only pressured about the amount of work assigned, pressure from superiors scolding, but also pressure because colleagues are rewarded, raised and promoted, but they themselves have nothing. In the extended family, peer pressure exists in more aspects, for example, when the families meet on New Year's Eve, ask about career (position, salary, company,...); planning to get married, have children; study (study ability, which school to enter, study abroad, master's degree, when to graduate, compare who is better at studying); material possessions (build a house, buy land, buy a car,...). In school, peer pressure is more evident when there are scores as a measure of student A versus student B, the best

student in the class and the worst student in the class. Scores play the role of ranking the academic performance of each student in the most obvious way. Because of that, peer pressure in Vietnam is common and it is a warning bell to the whole society. Peer pressure in learning is a problem that students are facing. The pressure to study under peer pressure is not a strange problem, because it is very easy to see a student who has to study day and night because of the competition table at school.

Stemming from the above reasons: “Current Situation Of Peer Pressure Among 12th Graders At Anhxatnh & Le Quy Don Highschools” was conducted. The researcher hopes that this study will provide reader with a relatively complete and detailed view of this issue.

2. Aims of the Study

The objects of this study are:

- Measure the level of peer pressure between 12th graders in private schools (Anhxatnh High School) and 12th graders in public schools (Le Quy Don High School).
- Find out the factors affecting peer pressure situation of 12th grade students at Anhxatnh High School and Le Quy Don High School: (1) family factors (parents/sisters/relatives), (2) friends factor (friends in class, friends on social networks), (3) teachers.
- Analyze the effects of peer pressure on the academic performance of 12th grade students at Anhxatnh High School and Le Quy Don High School.

3. Scope of the Study

Finding out the factors affecting peer pressure situation of 12th grade students at Anhxatnh High School and Le Quy Don High School.

The population participating in the study is 197 12th grade students from Anhtan High School and Le Quy Don High School.

4. Method of the Study

In the initial phase, the study collects documents including previous studies, reports and data related to the topic of researchers in the fields of education, sociology, economics, psychology,...After collecting, the documents will be used for reference and comparison with related research works to summarize a part of information for the research, concluding and clarifying the problem but shortening the research time.

In order to understand and find information for the research, the researcher used quantitative method by surveying about 197 12th grade students.

After collecting information, the researcher will clean the questionnaire and calculated the percentage of data to draw conclusions.

5. Design of the Study

The study consists of three main points: Introduction, Development, and Conclusion.

- Part I: Introduction shows reasons to choose the study, the aims, scope, methods, and design of the study.
- Part II: Development
- Part III: Conclusion summarizes the discussed parts in the paper and some proposed solutions to this research problem.

PART II: DEVELOPMENT

CHAPTER 1: THEORETICAL BACKGROUND

In order to provide an overview of the research problem, this part of the thesis will summarize from a number of studies, articles, books, material related to the state of peer pressure.

1. Peer pressure

1.1. What is peer pressure and academic pressure?

- *The concept of peer pressure:* According to the American Psychological Association's (APA) psychological dictionary, peer pressure is a condition in which an individual is influenced by people of the same social group and must change attitudes, values, and behaviors to conform to the group's norms. Peer pressure comes from a feeling of low self-esteem, when you do not have/have not achieved the same things as your friends around you. According to Clasen and Brown (1985), peer pressure is defined as the pressure to think or behave according to guidelines set forth by a peer group.

- *The concept of academic pressure:* According to the journal of psychology, learning pressure is a problem that any student or student has to face. Pressure is actually the accumulation of negative emotions such as stress, fatigue, etc...and at the same time being a part of life that motivates each individual to make efforts to overcome difficulties and achieve high academic achievement. When there is pressure, students - students will be motivated and increase the level of concentration when studying. From there, you can memorize the knowledge well and pass the exam in the best way. However, if the pressure of studying goes on for a long time and you do not know how to adjust, both your physical and mental health face many problems.

- In addition, *academic pressure* in other research is mentioned as a psychological pressure in the field of learning in students especially students in grade 12 is a psychological process that takes place when students themselves are subjected to impacts or pressures from the external environment such as from society, family or school. In the same opinion as me, the concept from the research also shows that in addition to the above impact, the children themselves also affect their learning activities. This leads to the individual's behaviors, perceptions, and emotions. In which the article mentions the impacts that can cause learning pressure on students such as: "educational program, teacher's requirements, parents' expectations, influence from peer group, pressure from society, ..."(Pham Thi Phuong and Bui Thi Nga, 2020).

1.2. What is an achievement?

The concept of achievement: In the Vietnamese Dictionary edited by Nguyen Nhu Y, the word "achievement" means "a good result achieved by efforts". On the concept of achievement under peer pressure. Most of the students choose achievement as the factor that creates pressure for them. Students have to compete with each other for achievements in school or their friends. Achievement is also the result to evaluate a learning and review process. Therefore, achievement is a "measure of learning" that all students feel pressured to.

1.3. The ego and the role of each person.

1.3.1. The ego

The "I look in the mirror" theory is a psychosocial concept created by Chart Cooley in 1092. The theory holds that a person develops himself in his interactions with other individuals in society and in the perception of others. This term refers to people who shape themselves based on the perception of others. He or she relies on

what others feel about him or her and validates other people's opinions about him or her.

In his theory, the "ego" in each person is the result of interaction with others, perceiving others means looking at others as if looking in a mirror. The "mirror self" is the basis for individuals to self-assess, self-control, and adjust to create social interactions.

Cooley believes that the "I in the mirror" consists of three important elements:

- a) An image of our appearance to another person.
- b) A visualization of the person's impression of the appearance.
- c) Self-perception when having that visualization

Based on the above content, the study wishes to exploit the theory of "I look in the mirror" in understanding the current situation of peer pressure. This is like a student creating a "ego" when standing in a group, the "ego" will show what they want such as the desire to belong to be recognized when having high grades, awards or good at something. To shape that image, you must always try to become the image of others. Because if you do not respond to society or surrounding interactions, the individual will lose his or her sense of recognition, creating loneliness, low self-esteem and, importantly, pressure.

1.3.2. The role

Any organization or individual is associated with one or a number of certain roles. Each role is represented by certain behaviors. There are three main factors that shape a role, including: environmental expectations, individual/organizational perceptions and individual/organizational behavior (Biddle, 1986). Role theory holds that human behavior is guided by the desires of the individual person and from the desires of others.

As the researcher is referring to peer pressure, peer pressure comes from the individual's low self-esteem. When they realize that they cannot or are not really worthy of the friends around them in terms of studies, achievement or simply self-comparison between appearance, material conditions, family affection after experiencing the obsession with "next-door kid". Negative manifestations will become more and more obvious when students are under pressure from many sides, repeated with frequent frequency. Especially when they are feeling that no one can understand and care, share difficulties with them, students will always be in a state of low self-esteem, sadness, lack of energy, easily bored,. ..The biggest negative side of this phenomenon is that of parents, when parents constantly set goals based entirely on personal wishes and then force their children to achieve when it's not they desire or they don't have the capacity to achieve it. Gradually, after a period of time, that will strongly affect the thoughts of the students and form an invisible wall commonly known as the phrase "pressure". More specifically, when children themselves are constantly compared with friends, neighbors, and brothers and sisters, they will form a syndrome collectively known as "peer pressure".

2. Causes of pressure on adolescents

According to another study from The Washington Post Foundation, the Kaiser Family Foundation and Harvard University, the United States conducted a survey of young people living in Washington the District (2005), shows: 58% said that school is the biggest cause of stress. Most students also said that that pressure comes from tests, future orientations after leaving school or as mentioned above, it is the expectation from the family or the children themselves create.

2.1. Pressure in studies:

According to the article *Stressful Situation of 12th Grade Students, Dinh Tien Hoang School in Dong Nai Province (2022)* recently gave results: Among the 260 students participating, the percentage of students experiencing the highest pressure was the group of students with good grades and above, accounting for 50.4%.

When it comes to learning pressure, participants said: “Every time I think about studying, I feel tremors in my limbs; It's like there's something stuck in my throat. No one believes me when I say it, but I know that I have a hard time breathing...” (Nguyen Thi Hang Phuong and Dinh Xuan Lam, 2019).

Stress from studying creates many psychological problems and affects academic performance or vice versa. Statistically, students with low academic performance are more likely to experience academic stress which may increase their levels of psychological distress (Nguyen Thi Hang Phuong and Dinh Xuan Lam, 2019).

Putting the matter into the post-pandemic context, some articles said that when returning to school, students were under heavy pressure in the face of a heavy curriculum. Up to 7-15% of adolescents experience high levels of burnout due to persistent and persistent academic pressure. The articles also agree that high school is the most sensitive group due to the additional pressure from exams and choosing future orientation (Quan, T. A., Quynh, N. N., & Huyen, N. T. N; 2021).

2.2. Pressure from family:

According to many studies, it has been shown that parental concern is the main factor that increases depression in adolescents (Ngo Van Manh, Pham Thi Huong Ly, 2020). Students with poorer performance are often more likely to be controlled by their parents for better performance. In addition, the burden on the family's economy and living conditions is also a factor affecting the pressure.

According to research on "shadow" education, the increasing rate of suicides among school-age students and students in cram schools has become international news. The tuition fee of the cram schools is very high up to 1,250,000 but the average income per capita (GPD) is 1,350,050 (as of 2019-2020). Therefore, in order for their children to have a seat in the exam preparation class, not only do they compete, but parents also borrow money to pay for their children's tuition.: Besides, the cause of the pressure of children comes from too strict family rules. Especially the rules about academic achievement or marriage. Because for some families it is not necessary to have children (or only girls) in higher education (UNICEF, 2011).

3. The influence of peer pressure on the mental health of adolescents:

3.1. Mental health status of adolescents:

First, according to the statistics of a study by the United Nations Children's Fund (UNICEF, 2020), in Vietnam, between 8% - 29% of adolescents in Vietnam have mental health problems - this is equivalent to at least 3 million teenagers in our country having psychological problems. But only about 20% of the statistics receive medical support and treatment. In psychiatric hospitals in Ho Chi Minh City, this number is also increasing, most of the patients are students.

The prevalence of mental health problems in general among children and adolescents in Vietnam ranges from 8% to 29% and will vary, according to another study of the same issue. The differences were based on factors such as gender, study area, participant characteristics, and research methods. For that situation, the types of health problems that are common among Vietnamese children are introversion problems such as anxiety, loneliness and depression. In addition, extroversion problems such as hyperactivity and inattention are also common types. Health problems continue to increase, especially after the COVID-19 pandemic, the rate of

children under 18 years old suffering from psychological diseases such as: depression 48.2%, anxiety 36.7% and insomnia 48.2%; 24% increase (Ha Thi Thanh Huong, 2021).

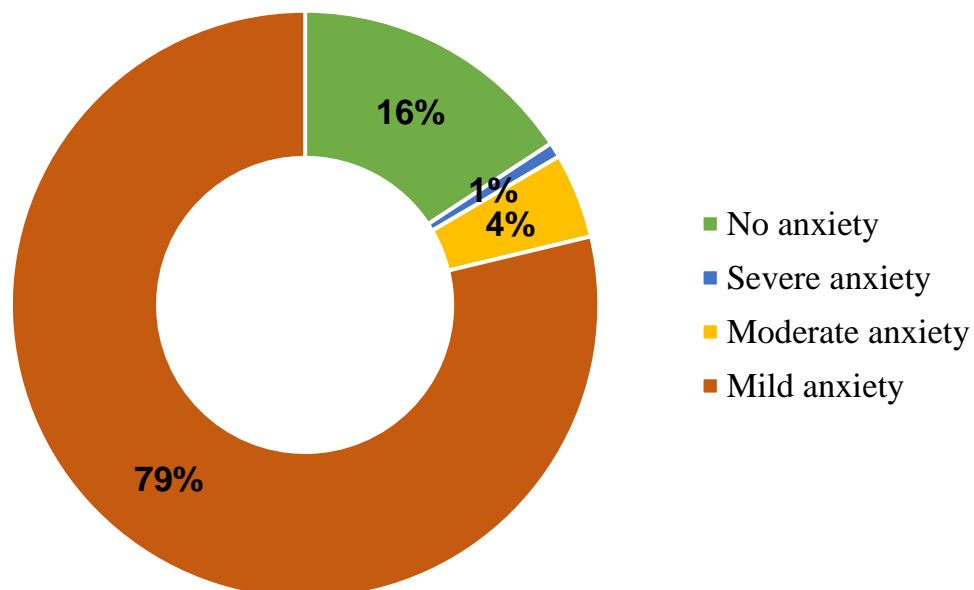
3.2. Mental health status of high school students:

According to the study on Anxiety and Depression in Grade 12 Students at 2 High Schools of Thai Binh City in 2020 (Ngo Van Manh, Pham Thi Huong Ly; 2020). She said “the percentage of 12th graders with depression is 60%, anxiety is 24%. In terms of level, the rate of anxiety from mild, moderate, severe, very severe is 10.5%, respectively; 6.8%; 4.5%; 2.2% (Manh, N. V., & Ly, P. T. H; 2021).

In other provinces, the mental health status of 12th grade students is shown through the prevalence of depression, said Ms. Nguyen Thi Mai conducted in Hoang Mai district, Hanoi for: “the percentage of children with depression problems is not small, ranging from 6.57 to 7.58%” (Nguyen Thi Mai; 2013).

Figure 1: Number of students suffering from anxiety in Chuong My district - Hanoi city

Source: statistics from the study on Anxiety Expression of High School Students in Chuong My District - Hanoi City (2013).



In the area of Chuong My district - Hanoi city, through research by author Ngo Thi Lien, the prevalence of anxiety is 84.17%. Of which, 0.83% of students have severe anxiety, 4.7% of students have moderate anxiety, and the rate of students with mild anxiety is 79.14% (Ngo Thi Lien; 2013). Stress, anxiety, and depression at school are being interested by many researchers because of the consequences that these disorders cause on students, such as decreased ability to concentrate, study, reduce ability to socialize, even commit suicide.

Below are the results of the study on "Depression Situation in High School Students: Research in Ninh Binh Province and Hanoi City" also made a general assessment of depression in high school students as follows:

Table 1: Prevalence and degree of depression in high school students

Source: From the survey of Tran Thi My Luong (2019)

| Numerical order | Level | Quantity | Percentage(%) |
|-----------------|----------------------|------------|---------------|
| 1 | No depression | 566 | 79.9 |
| 2 | Mild depression | 94 | 13.3 |
| 3 | Moderate depression. | 41 | 5.8 |
| 4 | Severe depression. | 7 | 1.0 |
| Total | | 708 | 100 |

The above ratio shows the level of depression of high school students. The majority (nearly 80%) of the children participating in the survey did not show signs of

depression and about 20% of them showed signs of depression to varying degrees. Among students with depression, most commonly mild depression, the rate of major depression is only about 1% out of 708 children participating in this survey (Tran Thi My Luong, Phan Dieu Mai; 2019).

The above are statistics from a number of research articles with the same topic as the mental health of adolescents in general and high school students in particular. In general, the ratios will help us see more clearly the reality of the problem. From there, it is possible to divide the group of students who need to receive attention about their mental health, which are groups that are having difficulties in learning and life. The second is a group of students with special needs that need proper support or guidance on gender, friendship, love... or in other words, the group is in conflict with the surrounding relationships; group of students need to be oriented about study and career. Among them, the group with special needs is said to be the group that needs the most attention (Hoang Huong; 2022).

CHAPTER II: A STUDY ON CURRENT SITUATION OF PEER PRESSURE AMONG 12TH GRADERS AT ANHXTANH AND LE QUY DON HIGHSCHOOLS

1. Survey overview:

1.1. Number of samples participating in the survey:

* There are 197 students participating in the survey from two schools.

Table 2: Frequency of students participating in the survey from two high schools

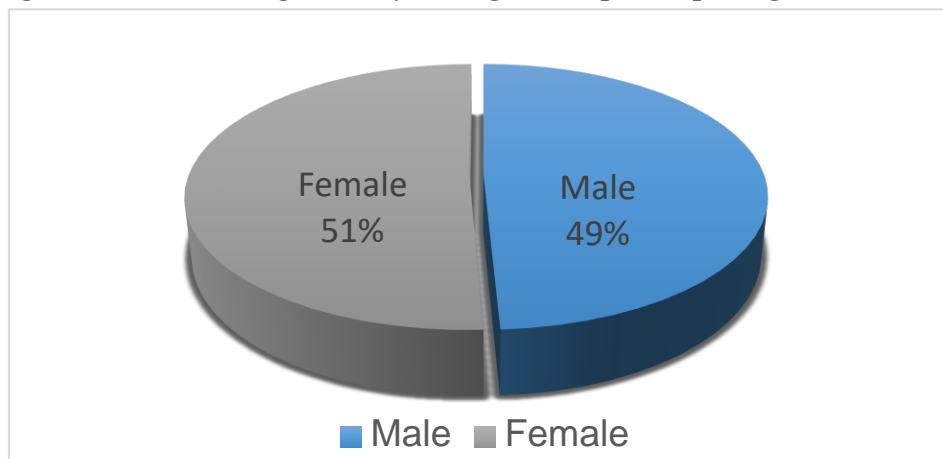
| School's name | Frequency | Percentage (%) |
|------------------------|------------|----------------|
| ANHXTANH High School | 107 | 54.3% |
| LE QUY DON High School | 90 | 45.7% |
| Total | 197 | 100% |

Among 197 students, there are 107 students at Anhxtanh High School, 90 students at Le Quy Don High School - accounting for 54.3% and 45.7% respectively.

→ In the survey, Anhxtanh High School students participated the most.

1.2. Gender of students participating in the survey:

Figure 2: Shows the gender of 12th graders participating in the survey



During the data collection process, I interviewed 197 12th grade students from both schools. There are 97 male students and 100 female students, accounting for 49.2% and 50.8% respectively. It shows that there is not much difference in the proportion of male and female participating in the survey.

2. Overview of the survey sample at Anhxtanh High School and Le Quy Don High School:

2.1. Anhxtanh High School

2.1.1. Brief introduction about the school:

Anhxtanh-Hai Phong High School was established a long time ago and is one of the few high-quality private high schools in the city. Anhxtanh High School - Hai Phong is currently located at 29 Nguyen Trai, May To, Ngo Quyen, Hai Phong. 100% of students learning English with foreign teachers can join the English communication club. In particular, students can also study IELTS at school and take the international certificate exam. 100% of students are studying MOS International Standard Office Informatics, with the goal of proficiently using Office Informatics. Students studying at the school do not have to take extra lessons outside the school but still ensure quality, meet the knowledge and skills to pass important exams. Anhxtanh High School is the only non-public school with the percentage of full-time teachers accounting for more than 83%, rigorously selected, who are teachers of good quality, professional expertise, dedication to the profession, and qualifications. Solid expertise, good management ability. The school has continuously for many years had 100% of students pass high school graduation.

Picture 1: ANHXTANH High School organizes a seminar on Action for the environment

Source: Anhxtanh High School Facebook page



2.1.2. Gender of students participating in the survey:

Table 3: Student gender structure of Anhxtanh High School

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 65 | 60.7 |
| Female | 42 | 39.3 |

Of 107 students participating in the survey, 42 female students participated in the survey, 65 male students, accounting for 39.3% and 60.7%. Thereby, there is no difference between male and female participating in the survey.

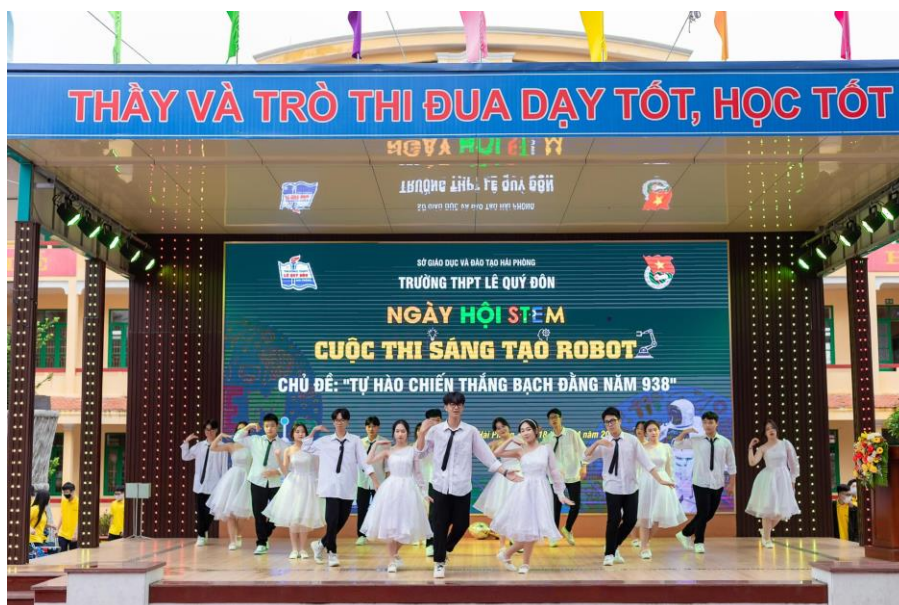
2.2. Le Quy Don High School

2.2.1. Brief introduction about the school:

Le Quy Don High School is a public school, directly under the Hai Phong City Department of Education and Training. School address 150 Cat Bi, Hai An, Hai Phong. Currently, the school has grown stronger with the number of students up to nearly 3000 students, more than 100 teachers in a new, spacious and spacious school. The school's infrastructure system is very good when there is a new library with diverse and useful books, air-conditioned classrooms, roof of the school yard and cafeteria, computer room, laboratory, gymnasium, football field, ...the school is equipped with enough learning equipment to ensure the best for its students. Le Quy Don High School is proud to be one of the few high schools recognized by the Department of Education and Training to meet the educational quality assessment standards. Every year, the pass rate of high school graduation is always at the top of the schools, the school has a graduation rate of 100%. Students of the school continuously achieve high results in competitions at the city level. With a team of dedicated teachers, the school always organizes professional training sessions for teachers to improve their professional qualifications.

Picture 2: LE QUY DON High School holds a robot creation contest

Source: LE QUY DON High School website



2.2.2. *Gender of students participating in the survey:*

Table 4: Student gender structure of Le Quy Don High School

| Gender | Frequency | Percentage(%) |
|---------------|------------------|----------------------|
| Male | 32 | 35.6 |
| Female | 58 | 64.4 |

In the 90 subjects who participated in a survey at Le Quy Don High School about learning pressure under peer pressure. For the gender question, we obtained the results that there were 32 male students, accounting for 35.6% and 58 female students, accounting for 64.4%.

3. Analysis of survey results at Anhxatnh High School and Le Quy Don High School

3.1. The level of peer pressure in academic matters between Anhxatnh High School and Le Quy Don High School

3.1.1. Academic pressure :

Below are some results on the level of group pressure analyzed through the questionnaire. The study has divided clusters of problems that can affect pressure into two main groups: group 1 is self-assessment of the level of pressure from learning problems, group 2 is self-assessment of problems related to external factors. Namely family, friends and teachers.

For 12th graders at the moment, studying is the most common pressure issue because this is the time when they have to choose between many important projects. Learning is also a factor for children to assert themselves with society. Therefore,

in this group of issues, the researcher propose 3 main concerns of 12th graders in learning which are: (1) personal achievement, including test scores, class rank, and academic standing. (2) The schedule is also a factor related to pressure because for students, especially students preparing for graduation exams, there will always be extra classes and tutoring outside of the main school hours. The study schedule in the questionnaire includes regular, extracurricular and self-study schedules. (3) The amount of knowledge - in parallel with the school schedule, the amount of knowledge of the children is also considered by many studies to be overloaded and too heavy.

Table 5: Comparing the percentage of causes of pressure at Le Quy Don High School

| Problems | Frequency | | Total | Percentage(%) |
|----------------------------|------------------|----|--------------|----------------------|
| Achievements | Very pressure | 13 | 57 | 63.3% |
| | Pressure | 44 | | |
| Schedule | Very pressure | 25 | 66 | 73.3% |
| | Pressure | 41 | | |
| Amount of knowledge | Very pressure | 20 | 60 | 66.6% |
| | Pressure | 40 | | |

Out of a total of 90 students participating in the survey, 57 students feel pressure to achieve with a rate of 63.3%. Next is the amount of knowledge, 60 students feel pressure with a rate of 66.6%, they feel that a lot of knowledge is a pressure factor. Finally, about the school schedule with the rate of 73.3%, 66 students feel pressured. Grade 12 students at Le Quy Don High School are under the most

pressure in terms of class schedules. Because it is a public school, their schedule is always "strictly controlled". Therefore, the school schedule is the factor that puts the most pressure on students.

Table 6: Comparing the percentage of causes of pressure at Anhxtanh High School

| Problems | Frequency | Total | Percentage(%) | |
|----------------------------|------------------|--------------|----------------------|-----|
| Achievements | Very pressure | 36 | 91 | 85% |
| | Pressure | 55 | | |
| Schedule | Very pressure | 27 | 74 | 69% |
| | Pressure | 47 | | |
| Amount of knowledge | Very pressure | 22 | 70 | 65% |
| | Pressure | 44 | | |

On the issue of pressure on 12th grade students at Anhxtanh High School. There are 107 students participating in the survey, of which 91 students with 85% feel the pressure to achieve the most. Next, the school schedule is the factor that makes them feel pressured with the rate of 69%, accounting for 74 students. Finally, about the amount of knowledge that makes 70 students feel pressured at a rate of 65%. Unlike the 12th graders of Le Quy Don High School, the 12th graders of Anhxtanh High School believe that achievement is the factor that creates pressure for them. Thus, compared to public schools, achievement in private schools makes them feel more pressured.

3.1.2. Average hours of study and academic results of 12th graders:

Table 7: Statistics of average school hours of high school students Anhtxanh

| Number of hours of study | Frequency | Percentage(%) |
|---------------------------------|------------------|----------------------|
| Less than 8 hours | 9 | 8.4 |
| 8-10 hours | 22 | 20.6 |
| 10-12 hours | 43 | 40.2 |
| Over 12 hours | 33 | 30.8 |
| Total | 107 | 100 |

Among 107 students of Anhtxanh High School participating in the survey, there are 9 students with an average study time of less than 8 hours a day, 22 students with an average study time of 8-10 hours a day, 43 students with an average study time of 10-12 hours a day and 33 students with an average study time of more than 12 hours a day - accounting for 8.4% respectively; 20.6%; 40.2%; 30.8%. Through the investigation of the research team at Anhtxanh High School, it was found that the average number of hours of study was 10-12 hours at most with 40.2%, next is the percentage of students whose average study time is over 12 hours a day.

Table 8: Statistics of average school hours of high school students Le Quy Don

| Number of hours of study | Frequency | Percentage(%) |
|---------------------------------|------------------|----------------------|
| Less than 8 hours | 19 | 21.1 |
| 8-10 hours | 13 | 14.4 |
| 10-12 hours | 16 | 17.8 |
| Over 12 hours | 42 | 46.7 |
| Total | 90 | 100 |

Of the 90 students of Le Quy Don High School participating in the survey, there are 19 students with an average study time of less than 8 hours a day, 13 students with

an average study time of 8-10 hours a day, 16 students with an average study time of 10-12 hours a day and 42 students with an average study time of more than 12 hours a day - accounting for the corresponding percentage of 21.1%; 14.4%; 17.8%; 46.7%. Through the survey of the research team at Le Quy Don High School, the average number of hours of study accounted for the most, over 12 hours with 46.7%.

Table 9: Statistics of average scores of students participating in the study of ANHXTANH high school

| Medium score | Frequency | Percentage(%) |
|---------------------|------------------|----------------------|
| Below 5.0 | 1 | 0.9 |
| From 5.0 to 6.5 | 10 | 9.3 |
| From 6.5 to 7.9 | 44 | 41.1 |
| From 8.0 to 9.0 | 44 | 41.1 |
| Over 9.0 | 8 | 7.5 |
| Total | 107 | 100 |

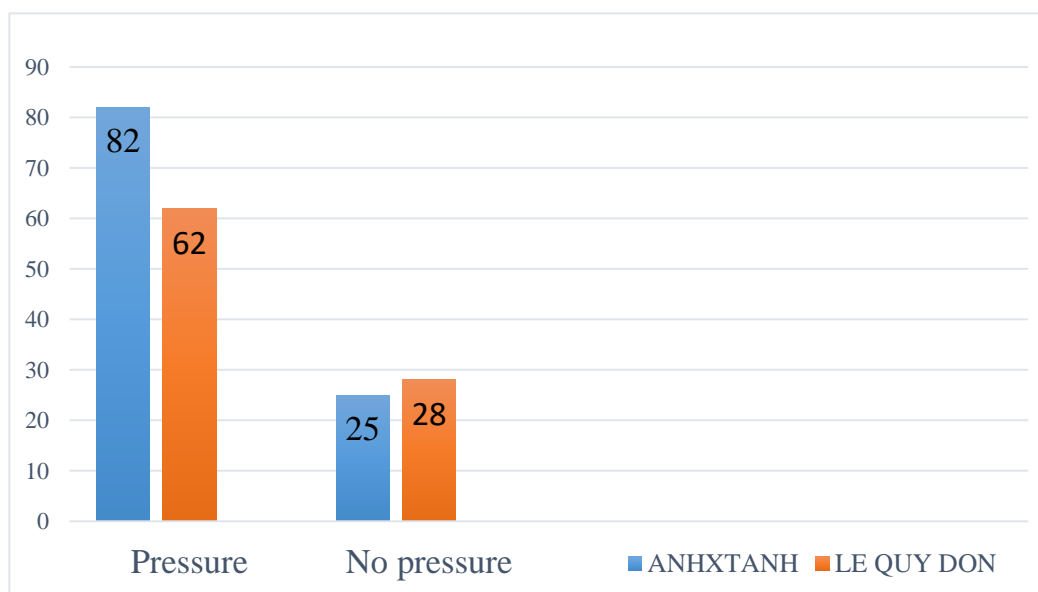
Among 107 students of Anhxatnh High School participating in the survey, there are 1 student with an average score of less than 5.0, 10 students with an average score of 5.0 to 6.5, 44 students with an average score of 6.5 to 7.9. 44 students had an average score of 8.0 to 9.0, and 8 students had a GPA above 9.0 – 0.9% respectively; 9.3%; 41.1%; 41.1%; 7.5%. Through the survey, the number of students with average scores from 6.5 to 9.0 accounted for the same percentage (41.1%) and students with average scores below 5.0 accounted for the lowest percentage (0.9 %).

Table 10: Statistics of average scores of students participating in the study of LE QUY DON high school

| Medium score | Frequency | Percentage(%) |
|---------------------|------------------|----------------------|
| Below 5.0 | 1 | 1.1% |
| From 5.0 to 6.5 | 15 | 16.7% |
| From 6.5 to 7.9 | 29 | 32.2% |
| From 8.0 to 9.0 | 36 | 40.0% |
| Over 9.0 | 9 | 10.0% |
| Total | 90 | 100% |

Out of 90 students from Le Quy Don High School participating in the survey, there were 1 student with an average score of less than 5.0, 15 students with an average score of 5.0 to 6.5, 29 students with an average score of 6.5 to 7.9, 36 students had an average score of 8.0 to 9.0, and 9 students had a GPA above 9.0 – 1.1% respectively; 16.7%; 32.2%; 40%; 10%. Through the survey, the number of students with average scores from 8.0 to 9.0 accounted for the highest percentage (40%) and students with average scores below 5.0 accounted for the lowest percentage (1.1%).

Figure 3: Shows the level of pressure on the score factor between two high schools



The pressure from the amount of knowledge makes them always feel that learning is never enough, the classroom hours will not meet the amount of knowledge, should have to supplement their own knowledge by self-study or participating in tutoring centers. Because of this, it has led to the requirement that the students' scores also need to be high and ensure "quality". Grades are the most important factor in assessing a student's learning progress. Therefore, students all feel the heaviest pressure on scores, as in the two statistics on the level of pressure on scores of two schools, in the statistics table with the percentages of 68.9 and 76.6 % corresponds to 62 students of Le Quy Don High School and 82 students of two Anhxanh High Schools. The above two figures also show that peer pressure comes from a lot of pressure on grades. Students are under pressure for grades because it is a condition for making decisions and assessing their learning. They always have to work hard to get the score they want, not only that, but they also have to maintain the score to always be at a "safe" level for themselves. Scores are also a springboard to compare students' learning progress. All learning outcomes are based on grades to evaluate.

3.1.3. The level of family concern:

Not only paying attention to the academic factor, the researcher also investigated other external factors that can affect pressure situations such as parents' expressions when their children do not do well in school.

3.1.3.1. Create take extra class conditions:

Table 11: Frequency of families that facilitate tutoring

| | Frequency | Percentage(%) |
|-------|------------------|----------------------|
| YES | 180 | 91.4% |
| NO | 17 | 8.6% |
| Total | 197 | 100.0% |

Out of a total of 197 12th graders at 2 high schools who participated in the survey, 180 students said that their families facilitated further study for themselves with the equivalent rate of 91.4% over 100%; The remaining 17 students said that their families did not create conditions for them to participate in extra-curricular classes with the equivalent percentage of 8.6% out of 100%. Most of the students participating in the survey create conditions for their children to learn more. But this can be a factor that has both a positive and a negative effect. Tutoring both to consolidate knowledge and create more burden in learning for students.

3.1.3.2. The person most interested in learning in the family:

Table 12: Frequency of people interested in learning

| | Frequency | Percentage(%) |
|----------------|------------------|----------------------|
| Parents | 149 | 75.6% |
| Siblings | 32 | 16.2% |
| Family members | 12 | 6.1% |
| Other | 4 | 2.0% |
| Total | 197 | 100.0% |

Out of a total of 197 12th grade students from 2 high schools who participated in the survey, 149 students chose their parents as the person who cared about them the most in their family, 32 students chose their siblings as the person who cared about them the most, 12 students think that their family members are the people who care about them the most in their family and 4 students chose the other answer, with the same percentage of 75.6%, respectively; 16.2%; 6.1%; 2% out of 100%.

Linking the two tables together, we can see that the family factor has a strong correlation with the students themselves. This makes it easier to imagine why after studying pressure, the researcher focused on the influence of the family. Especially the level of pressure from parents' expectations for their children's future.

3.1.4. Level of pressure from parents' expectations at 2 schools:

Table 13: Frequency of family reactions to low scores

| | Frequency | Percentage(%) |
|----------------|------------------|----------------------|
| Scold | 60 | 30.5% |
| Not interested | 36 | 18.3% |
| Appease | 101 | 51.3% |
| Total | 197 | 100.0% |

Among 197 12th grade students from Anhxtanh High School and Le Quy Don High School who participated in the survey, 60 students were scolded by their families when they got low scores, 36 students said that their family didn't care when they got low scores, the remaining 101 students said that their family often comforted them when they got low scores, with the same percentage of 30.5; 18.3%; 51.3% out of 100%.

Table 14: Measuring the level of pressure from parents' expectations of 12th grade students at Anhxtanh High School.

| | | | Total |
|------------------------------|---------------|------------------|--------------|
| Parents' expectations | No pressure | Frequency | 2 |
| | | Percentage(%) | 1.9% |
| | Less pressure | Frequency | 4 |
| | | Percentage(%) | 3.7% |
| | Normal | Frequency | 26 |
| | | Percentage(%) | 24.3% |
| | Pressure | Frequency | 49 |
| | | Percentage(%) | 45.8% |
| | Very pressure | Frequency | 26 |
| | | Percentage(%) | 24.3% |
| Total | | Frequency | 107 |
| | | Percentage(%) | 100.0% |

- Out of 107 students at Anhxtanh High School, 2 students participating in the survey choosing the level of no pressure, 4 students choosing less pressure and 26 students choosing normal, 49 students choosing the pressure level and the remaining 26 students choosing very pressure. Accounted for the respective percentage of 1.9%; 3.7%; 24.3%; 45.8%; 24.3%.

Table 15: Measuring the level of pressure from parents' expectations of 12th grade students at Le Quy Don High School.

| | | | Total | |
|------------------------------|---------------|------------------|------------------|--------|
| Parents' expectations | No pressure | Frequency | 8 | |
| | | Percentage(%) | 8.9% | |
| | Less pressure | Frequency | 7 | |
| | | Percentage(%) | 7.8% | |
| | Normal | Frequency | 28 | |
| | | Percentage(%) | 31.1% | |
| | Pressure | Frequency | 28 | |
| | | Percentage(%) | 31.1% | |
| | Very pressure | Frequency | 19 | |
| | | Percentage(%) | 21.1% | |
| | Total | | Frequency | 90 |
| | | | Percentage(%) | 100.0% |

- Out of 90 students at Le Quy Don High School, 8 students participated in the survey and chose no pressure, 7 students chose less pressure, 28 students chose normal, 28 students chose pressure and 19 students choose very pressure. Accounted for the respective percentage of 3.3%; 5.6%; 15.6%; 11.1%; 13.3%.

This is the research result that the researcher have surveyed at two schools when researching the situation of pressure. It can be seen that in stressful matters, learning is still a common factor.

3.1.5. Health status in the face of pressure:

For this part, the researcher is interested in the health status when under pressure of 12th graders through mental health.

Table 16: Mental health status

| Unable to control behavior and emotions | | |
|--|------------------|----------------------|
| | Frequency | Percentage(%) |
| YES | 68 | 34.5 |
| NO | 129 | 65.5 |
| Total | 197 | 100.0 |
| Often compares themselves to others | | |
| | Frequency | Percentage(%) |
| YES | 98 | 49.7 |
| NO | 99 | 50.3 |
| Total | 197 | 100.0 |
| Often feel anxious | | |
| | Frequency | Percentage(%) |
| YES | 131 | 66.5 |
| NO | 66 | 33.5 |
| Total | 197 | 100.0 |
| Often feel restless | | |
| | Frequency | Percentage(%) |
| YES | 91 | 46.2 |
| NO | 106 | 53.8 |
| Total | 197 | 100.0 |
| Often feel self-conscious | | |
| | Frequency | Percentage(%) |
| YES | 98 | 49.7 |
| NO | 99 | 50.3 |
| Total | 197 | 100.0 |

In 197 students participating in the survey, there are 68 students who can't control their behavior and emotions, accounting for 34.5%, respectively. 98 students often compare themselves with others, accounting for 49.7%. 131 students often feel anxious (66.5%). 91 students often feel restless (46.2%). 98 students often feel low self-esteem (49.7%). From the above survey question, it can be seen that the majority of students encounter unstable psychological conditions when they are in adulthood. This factor greatly affects the health of children because psychology is very important, especially in the developing age.

From the above data table, it shows that academic pressure seriously affects the health of students. Especially the teenagers. Since when has learning become a cause of mental health problems? When there are learning pressures, the comparison of learning. Study hard and make your parents proud to learn not to be inferior to your friends. Those factors have led to psychological diseases, making them always tired, insomnia, anxious and fall into a state of exhaustion, low self-esteem and not believing in themselves. Mental illnesses, if not treated early, will have consequences and evils for society. Having to face the pressure of studying has become the obsession of students when studying mechanically, bored, not finding joy and self-worth. This is an alarming problem.

3.2. Common factors affecting the situation of passive pressure:

In addition to the obvious factors that cause pressure such as studying, grades or family, some other factors form in the process of social interaction, for example, when you compare your appearance with another person. Or feel inferior when the ability of a close friend is not equal to that of a friend... From there, the researcher set up a survey to find out the habit of comparing myself with others according to a number of issues such as appearance, communication ability or Self-aptitude ...In

particular, the researcher found that there are two issues that are of most concern, which are the problems in the following statistics table.

Table 17: Measuring the level of pressure on issues often compared between two high schools.

| COMPARISON PROBLEM | HIGH SCHOOLS | | | | | |
|--------------------------------------|--------------|-------------|---------------------------|-------------|-------------|--------------------------|
| | ANHXTANH | | | LE QUY DON | | |
| | YES | NO | Total | YES | NO | Total |
| Pressure on Appearance | 67 57% | 46 43% | 107 100% | 59 65.6% | 31 34.4% | 97 100% |
| Pressure on Communication ability | 55 51.4% | 52 48.6% | 107 100% | 43 47.8% | 47 52.5% | 97 100% |
| Pressure on Self-Aptitude | 53 49.5% | 54 50.5% | 107 100% | 44 48.9% | 46 51.1% | 97 100% |

In Maslow's hierarchy of needs, self-actualization is the highest need. Therefore, when they feel that they compare themselves with their friends in terms of talent, they have not found the strength to express it properly. Finding for themselves a most outstanding subject or a sport that they are good at, they have not yet determined. This makes them put pressure on their peers by comparing themselves with their peers. Not only their own talents, the study found that most of the children often compared themselves with their peers in terms of appearance and communication ability. In which appearance is the issue they feel the most pressure. With the number of 107 students at Anhxxtanh High School, 61 students feel pressure about their appearance, accounting for 57%. As for 97 Le Quy Don High School students, 59 students feel pressured about their appearance, accounting for 65.6%. Appearance is the factor they choose to compare, because in children, they are at the age when they begin to change their appearance, start to focus on their

appearance, and are aware of whether people will pay attention to them or not. So it makes them feel pressured to look at themselves and their friends. The ability to communicate is also an obstacle that makes them feel inferior compared to their peers, students nowadays are very shy to communicate in front of crowds, even communicating with people around, they are not confident to communicate in front of a group.

Because of the low self-esteem in front of a social group, this is a weakness of today students. They do not dare to express themselves, do not dare to overcome their own "inferiority", from which they will feel pressured when compared with their peers.

Below is a list of the group of subjects that the study participants chose to share when under pressure:

Table 18: Subjects share when under pressure

| Object | Student's Choice | | Percentage of options |
|---|------------------|---------|-----------------------|
| | Total | Percent | |
| Parents | 58 | 18.1% | 29.4% |
| Friends | 142 | 44.2% | 72.1% |
| Siblings | 61 | 19.0% | 31.0% |
| Teachers | 13 | 4.0% | 6.6% |
| Strangers on anonymous apps | 20 | 6.2% | 10.2% |
| Relatives (Grandparents, aunts, uncles) | 11 | 3.4% | 5.6% |
| No share | 16 | 5.0% | 8.1% |

Out of 197 students who participated in the survey, 58 students chose their parents who often come to them to share when under pressure, 142 students choose to often

share with friends when under pressure, 61 students often share with their siblings, 13 students often share with their teachers, 20 students choose to often share with strangers on anonymous apps when under pressure, 11 students often share with relatives such as grandparents, aunts, uncles when under pressure and 16 students often do not have the habit of sharing when under pressure, accounting for the equivalent rate above 100% is 18.1%, respectively; 44.2%;19%; 4%; 6.2%; 3.4%; 5%.

In general, most students choose friends as a group of people who will share the pressure they are facing. It is worth mentioning that up to 5% of survey participants choose not to have the habit of sharing pressure. This is a not very positive statistic that not sharing or not knowing with whom to share will lead to psychological symptoms, if the person himself is under pressure for a long time and cannot receive help without speaking out.

PART III: CONCLUSION

1. Summary:

In the table comparing the average scores of pressure problems of Anhxtan High School and Le Quy Don High School. With a rate of 85%, Einstein students feel the most pressure about achievement. Next, the school schedule is the factor that makes them feel pressured with the rate of 69%. Finally, the amount of knowledge that made them feel pressured was 65%. Unlike the 12th graders of Le Quy Don High School, the 12th graders of Anhxtanh High School believe that achievement is the factor that creates pressure for them. Thus, compared to public schools, achievement in private schools makes them feel more pressured. As for students of Le Quy Don High School, the achievement only accounts for 63.3%, at a pressure level, not equal to the other two factors, which are the schedule and the amount of knowledge.

Through the survey, we can see that peer pressure of students comes from friends, themselves and family. In which, the pressure of studying is the main cause of peer pressure. This leaves students in a state of anxiety, fatigue, and loss of confidence in themselves. Students, now or in the future, will be the creators and maintainers of the country's development. Therefore, it is not only necessary to provide knowledge to students, but they also need to be protected in terms of health, because health is the foundation for a person to continue to study and have the best quality of life.

2. Proposed solutions:

Through the results of the research paper, the researcher realize that there are many issues that need attention. From the level of academic pressure to the expectations of parents in wanting their children to be successful in the future... For students

themselves, they need more knowledge to avoid stress. Because they will be exposed to these issues every day, every hour. In order to do that, part of the need for support from local authorities and competent authorities such as schools to organize and call activities to raise the knowledge barrier. Besides, a healthy lifestyle is also a factor affecting the stress state. Students need to be guaranteed a diet, rest, and scientific study.

3. Limitations of the study: Relating between the topic and the research objective in the data analysis process, the researcher was realized that there are still some issues that have not been really clarified, as well as mentioned in more detail. For example, the common research topic on peer pressure of 12th grade students between two high schools, the research objective focuses on the actual situation and the influence of family factors, friends, teachers, but the researcher still miss some other notable aspects. Because the scope of my research is Le Quy Don High School - a large public school, it is extremely difficult to access samples from grade 12 students. They have to study the whole day and the school restricts and controls their use of phones and social media. As a result, the amount of samples collected was less than expected and I was not able to inquire further into other issues of concern because they could not be more supportive.

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KHẢO SÁT VỀ THỰC TRẠNG ÁP LỰC CỦA HỌC SINH LỚP 12 TẠI TRƯỜNG THPT ANHXTANH VÀ THPT LÊ QUÝ ĐÔN

Xin chào các bạn, tôi là sinh viên năm cuối ngành Tiếng Anh Thương Mại và đang theo học tại trường Đại học Quản lý và Công nghệ Hải Phòng. Tôi đang muốn tìm hiểu các yếu tố dẫn đến "Thực trạng áp lực học tập của học sinh lớp 12". Mong các bạn bỏ ra ít thời gian giúp tôi hoàn thành bảng khảo sát này, để tôi có thể hoàn thành bài nghiên cứu một cách tốt nhất. Tôi xin cam đoan, mọi thông tin sẽ được giữ kín và chỉ mang tính chất nghiên cứu ngoài ra không phục vụ cho việc khác.

Xin chân thành cảm ơn.

A. GIỚI THIỆU:

1. Bạn học tại trường nào?

- THPT ANHXTANH
- THPT LÊ QUÝ ĐÔN

2. Giới tính của bạn là?

- Nam.
- Nữ.

3. Điểm trung bình chung học kỳ vừa qua là?

- Dưới 5.0
- Từ 5.0 đến 6.5
- Từ 6.5 đến 7.9
- Từ 8.0 đến 9.0
- Trên 9.0

4. Hiện tại bạn đang sống cùng ai?

- Ở chung nhà với ba mẹ
- Ở chung với người thân

Khác : _____

B.TÌNH HÌNH HỌC TẬP

1. Dưới đây là một số yếu tố chủ yếu gây nên áp lực, bạn hãy đánh giá mức độ áp lực phù hợp với bản thân theo những yếu tố sau :

1 - Rất áp lực

2 - Áp lực

3 - Bình thường

4 - Ít áp lực

5 - Không có áp lực

| Học tập | | | | | |
|---|----------|----------|----------|----------|----------|
| Mức độ | 1 | 2 | 3 | 4 | 5 |
| Thành tích của mỗi học kì (điểm số, thi cử) | | | | | |
| Lịch học - bài tập | | | | | |
| Khối lượng kiến thức so với mức độ tiếp thu của bản thân. | | | | | |
| Gia đình | | | | | |
| Sự kỳ vọng của ba mẹ vào kết quả học tập. | | | | | |
| Hoàn cảnh - điều kiện sống. | | | | | |
| Bị kiểm soát trong học tập. | | | | | |
| Không được ủng hộ khi chọn trường CĐ/ĐH | | | | | |

| Bạn bè - Thầy cô | | | | | |
|-------------------------------------|--|--|--|--|--|
| Bị so sánh với bạn bè xung quanh. | | | | | |
| Mâu thuẫn giữa bản thân với bạn bè. | | | | | |
| Thầy cô ít quan tâm. | | | | | |
| Có được sự kỳ vọng thầy cô. | | | | | |

2. Trong một ngày, bạn dành bao nhiêu giờ cho việc học tập?

- Ít hơn 8 tiếng
- 8-10 tiếng
- 10-12 tiếng
- Trên 12 tiếng.

3. Mục đích học của bạn là gì?

- Để tốt nghiệp THPT
- Làm hài lòng ba mẹ
- Đi làm
- Học cao đẳng/đại học
- Để tiếp thu kiến thức
- Để thể hiện năng lực bản thân
- Không có mục tiêu cụ thể

4. Bạn thường sử dụng nền tảng MXH nào?

- Facebook
- Instagram

- Zalo
- Khác: _____

5. Bạn thường chia sẻ những áp lực của mình với ai ?

- Ba, mẹ
- Anh/Chị
- Bạn bè
- Thầy cô
- Khác: _____

6. Theo bạn, bạn đánh giá học lực của mình so với các bạn trong lớp ở mức nào?

- Xuất sắc
- Giỏi
- Khá
- Trung bình

7. Bạn có hay so sánh bản thân với bạn bè về những vấn đề sau không?

| Vấn đề | Có | Không |
|--------------------|----|-------|
| Điểm số của bạn | | |
| Ngoại hình của bạn | | |
| Vật dụng cá nhân | | |
| Smartphone | | |

| | | |
|------------------------------------|--|--|
| Phương tiện di chuyển | | |
| Mối quan hệ trong gia đình | | |
| Hoàn cảnh kinh tế gia đình | | |
| Mối quan hệ giữa bạn bè | | |
| Năng khiếu của bản thân | | |
| Độ “hot” của bản thân trong trường | | |
| Khả năng giao tiếp | | |
| Sự quan tâm của giáo viên | | |
| Tình yêu nam nữ | | |

C. TÌNH HÌNH GIA ĐÌNH

1. Trong gia đình ai là người thường quan tâm hỏi han về việc học của bạn nhất:

- Bố
- Mẹ
- Anh/chị
- Khác, cụ thể là : _____

2. Gia đình có tạo điều kiện để bạn có thể học thêm ngoài giờ trên trường không

Có

Không

3. Khi gặp áp lực hay khó khăn cần giải quyết trong việc học, bạn sẽ chia sẻ và tìm đến sự trợ giúp từ ai trong gia đình:

(Ba/mẹ, anh/chị, người thân, bạn bè, khác): _____

4. Nếu điểm số của bạn thấp thì gia đình phản ứng như thế nào?

(VD : La mắng, không quan tâm, an ủi,...)

5. Bạn cố gắng học tập để phụ giúp gia đình hay chủ yếu vì bản thân :

Vì gia đình

Vì bản thân

Khác : _____

D. ĐỊNH HƯỚNG TRONG LAI

1.Mục đích thi tốt nghiệp THPT của bạn là gì?

Để đi làm

Vào cao đẳng/đại học

Du học

Thi theo ý kiến người nhà

2.Bạn không biết bản thân muốn gì?

Có

Không

3.Định hướng trong tương lai của bạn được quyết định bởi ai?

Bố mẹ

Bản thân

Người thân trong gia đình

4. Yếu tố nào tác động đến suy nghĩ và định hướng của bạn trong tương lai?

Xã hội

Kinh tế

Sự yêu thích

Gia đình

5. Nghề nghiệp đang hot trong xã hội có làm ảnh hưởng đến quyết định định hướng nghề nghiệp của bạn?

Có

Không

E. SỨC KHỎE TINH THẦN

Bạn thường gặp những biểu hiện nào sau đây khi bị áp lực, hãy đánh số tương ứng với mẫu dưới đây :

1 - Có

2- Không

| Về mặt tinh thần | | |
|---|--|--|
| Tự ti | | |
| Bồn chồn | | |
| Lo lắng | | |
| Thường so sánh bản thân với bạn bè xung quanh | | |
| Thường không kiểm soát được hành vi, cảm xúc | | |